การถ่ายโอนทางวัจนปฏิบัติศาสตร์ในการตอบข้อร้องเรียนของนักศึกษาไทย
ที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศในธุรกิจการโรงแรม

นายนวมินทร์ ประชานันท์

PRAGMATIC TRANSFER IN RESPONSES TO

COMPLAINTS BY THAI EFL LEARNERS

IN THE HOTEL BUSINESS

Nawamin Prachanant

A Thesis Submitted in Partial Fulfillment of the Requirements for the

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PRAGMATIC TRANSFER IN RESPONSES TO COMPLAINTS

BY THAI EFL LEARNERS IN THE HOTEL BUSINESS

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

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บทคัดย่อ

ผู้เรียนภาษาอังกฤษในฐานะเป็นภาษาที่สองหรือภาษาต่างประเทศมักจะมีการตอบข้อ
ร้องเรียนอย่างไม่เพียงพอหรือไม่เหมาะสมในบางครั้ง เมื่อเปรียบเทียบกับเจ้าของภาษา การศึกษา
ในครั้งนี้จึงมุ่งที่จะสำรวจและเปรียบเทียบการใช้กลวิธีทางวัจนปฏิบัติศาสตร์และการถ่ายโอน
ทางวัจนปฏิบัติศาสตร์ในการตอบข้อร้องเรียนในธุรกิจการโรงแรม การศึกษาในครั้งนี้จะ
ตรวจสอบความสามารถในการสื่อสารระหว่างวัฒนธรรมที่มีผลต่อการตอบข้อร้องเรียนของผู้เรียน
คนไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศซึ่งมีความสามารถในภาษาที่แตกต่างกัน 2 ระดับ
โดยยึดเอาการตอบของผู้ที่พูดอังกฤษเป็นภาษาแม่และผู้ที่พูดภาษาไทยเป็นภาษาแม่เป็นหลักใน
การศึกษา

การศึกษาในครั้งนี้ใช้พนักงานโรงแรมจำนวน 120 คนเป็นผู้ให้ข้อมูล โดยแบ่งออกเป็น
พนักงานโรงแรมที่พูดภาษาอังกฤษเป็นภาษาแม่ 30 คน (NE) พนักงานโรงแรมที่พูดภาษาไทยเป็น
ภาษาแม่ 30 คน (NT) พนักงานโรงแรมคนไทยที่เป็นนักศึกษาที่เรียนภาษาอังกฤษโดยมี
ความสามารถในการใช้ภาษาในระดับต่ำ (EFLL) 30 คน และ พนักงานโรงแรมคนไทยที่เป็น
นักศึกษาที่เรียนภาษาอังกฤษโดยมีความสามารถในการใช้ภาษาในระดับสูง (EFLH) 30 คน ผู้ให้
ข้อมูลภาษาจะตอบข้อร้องเรียน 10 เหตุการณ์จากแบบสอบถามแบบบทสนทนาปลายเปิด (DCT)
ซึ่งนำมาจากสถานการณ์ที่เกิดขึ้นกับโรงแรมทั่วประเทศไทย การตอบที่ได้จากการตอบ
แบบสอบถามจะนำมาเข้ารหัสตามกลวิธีการขอโทษ (Apology Taxonomy) ที่พบในการศึกษาระยะ
ที่ 2 ของการศึกษาในครั้งนี้ หลังจากนั้นนำข้อมูลมาวิเคราะห์และเปรียบเทียบตามความถี่ของรูป
ภาษาที่ปรากฏของผู้ให้ข้อมูลทั้ง 4 กลุ่ม นอกจากนี้ ยังศึกษาขอบเขตของการถ่ายโอนทางวัจน
ปฏิบัติศาสตร์ ด้วยการนำเอาการตอบข้อร้องเรียนของพนักงานโรงแรมคนไทยที่เป็นนักศึกษาที่
เรียนภาษาอังกฤษโดยมีความสามารถในการใช้ภาษาในระดับต่ำ (EFLL) และพนักงานโรงแรมคน
ไทยที่เป็นนักศึกษาที่เรียนภาษาอังกฤษโดยมีความสามารถในการใช้ภาษาในระดับสูง (EFLH) มา

เปรียบเทียบกับการตอบของพนักงานโรงแรมที่พูดภาษาอังกฤษเป็นภาษาแม่ (NE) และพนักงานโรงแรมที่พูดภาษาไทยเป็นภาษาแม่ (NT)

ผลการศึกษาแสดงให้เห็นว่ามีการใช้กลวิธีในการตอบข้อร้องเรียน 12 กลวิธี โดยพนักงานโรงแรมที่พูดภาษาไทยเป็นภาษาแม่ (NT) ใช้สูงที่สุด รองลงมาคือ พนักงานโรงแรมที่พูดภาษาอังกฤษเป็นภาษาแม่ (NE), พนักงานโรงแรมคนไทยที่เป็นนักศึกษาที่เรียนภาษาอังกฤษโดยมีความสามารถในการใช้ภาษาในระดับสูง (EFLH) และ พนักงานโรงแรมคนไทยที่เป็นนักศึกษาที่เรียนภาษาอังกฤษโดยมีความสามารถในการใช้ภาษาในระดับต่ำ (EFLL) ตามลำดับ กลวิธีทางวัจนปฏิบัติศาสตร์ที่ใช้มากที่สุด 3 อันดับแรกของทุกสถานการณ์ คือ การเสนอการชดเชย (Offering Repair) การแสดงการขอโทษ (Expression of Apology) และการรับทราบความรับผิดชอบ (Acknowledgement of Responsibility) ตามลำดับ นอกจากนี้ ยังพบความเหมือนและความแตกต่างในกลวิธีทางวัจนปฏิบัติศาสตร์ของแต่ละกลวิธีอีกด้วย ในด้านการถ่ายโอนทางวัจนปฏิบัติศาสตร์ พบการถ่ายโอนทั้งในการตอบของพนักงานโรงแรมคนไทยที่เป็นนักศึกษาที่เรียนภาษาอังกฤษโดยมีความสามารถในการใช้ภาษาในระดับต่ำ (EFLL) และพนักงานโรงแรมคนไทยที่เป็นนักศึกษาที่เรียนภาษาอังกฤษโดยมีความสามารถในการใช้ภาษาในระดับสูง (EFLH) อย่างไรก็ตาม การถ่ายโอนในทางลบของพนักงานโรงแรมคนไทยที่เป็นนักศึกษาที่เรียนภาษาอังกฤษโดยมีความสามารถในการใช้ภาษาในระดับสูง (EFLH) ปรากฏชัดเจนกว่าพนักงานโรงแรมคนไทยที่เป็นนักศึกษาที่เรียนภาษาอังกฤษโดยมีความสามารถในการใช้ภาษาในระดับต่ำ (EFLL)

ผลการศึกษาแสดงให้เห็นโอกาสในการสร้างการสื่อสารข้ามวัฒนธรรม และมีนัยต่อการเรียนการสอนภาษาอังกฤษในฐานะภาษาที่ 2 (L2) ในปริบทการสื่อสารข้ามวัฒนธรรมในธุรกิจการโรงแรม

สาขาวิชาภาษาอังกฤษ	ลายมือชื่อนักศึกษา ....
ปีการศึกษา 2549	ลายมือชื่ออาจารย์ที่ปรึกษา ....
	ลายมือชื่ออาจารย์ที่ปรึกษาร่วม ....
	ลายมือชื่ออาจารย์ที่ปรึกษาร่วม ....

the extent of pragmatic transfer, the responses of the EFLL and EFLH groups were compared to those of the NE and NT groups.

The findings revealed that twelve semantic formulas were used in responding to complaints in the hotel business. Of these strategies, NT used the highest number, then the NE, EFLH, and EFLL groups, respectively. The three most frequently used strategies among the four groups were "Offering repair", "Expression of apology" and "Acknowledgement of responsibility", respectively. In addition, both similarities and differences in the pragmatic strategies employed were found in each situation. In terms of pragmatic transfer, there was evidence of the use of transfer by both the EFLL and the EFLH groups. However, the EFLH group's tendency to use negative transfer is more obvious than that of the EFLL group in terms of frequency.

The findings suggest opportunities for developing cross-cultural communication across continents. The results have implications for the teaching and learning of English as an L2 in the cross-cultural contexts of the hotel business.

School of English   Student's Signature _____

Academic Year 2006   Advisor's Signature _____

                                           Co-advisor's Signature _____

                                           Co-advisor's Signature _____

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LIST OF ABBREVIATIONS AND SYMBOLS

Throughout this work, abbreviations and symbols are adopted for the description of recurrent concepts and speech features.

Abbreviations

TAT	=	Tourism Authority of Thailand
NEG	=	Native English speaking guests
NTG	=	Native Thai speaking guests
NE	=	Native English speaking hotel employees
NT	=	Native Thai speaking hotel employees
EFL	=	English as a foreign language
EFLH	=	Thai English learners, of high proficiency
EFLL	=	Thai English learners, of low proficiency
DCTs	=	Discourse Completion Tasks

Transcription

The transcription of Thai scripts into the Thai phonetic symbols is based on the convention invented by Haas (1964). Only consonants, vowels and tones are indicated.

CHAPTER 1

INTRODUCTION

International hotel business is a rapidly growing activity entailing cross-cultural communication between hosts and guests from different linguistic backgrounds (Blue & Harun, 2003). From a cross-cultural perspective, "it is crucial to recognize that rules for the appropriate conduct of speech vary considerably from one society to another" (Wolfson, 1983, p. 3). To be successful in cross-cultural communication requires knowledge of culturally bound rules (Clyne, 1981). However, Wannaruk (1997) mentions that different types of communication have different rules, which also vary across cultures. In the hotel business, the hotel staff (as hosts) should know the cultures of each guest in order to communicate effectively and successfully. Trudgill (1974) stated that differences of this type between cultures might often lead, in cross-cultural communication, to misunderstanding and even hostility. Therefore, it is of great importance for those engaged in the hotel business, which is a hospitality industry, to realize the similarities and differences across cultures in order to prevent any communication misunderstandings.

1.1 Background of the Study

English language plays a very important role as the predominant tool for communication in a global community. Some people whose native language is not English use the language in their daily lives (Quirk, 1985). Most of these people live

in countries where English is required for external purposes: to communicate and do business with people in other countries, and to catch up with the advances that are being made in the field of business. In addition, English is used as a means to transfer thoughts and cultures, and to create good relationships between people in different countries. As a result, English has become an international language and is widely used as a medium for understanding and exchanging ideas among people all over the world.

Nowadays, the role of English is crucial for the hotel business as a means to communicate, negotiate, and execute transactions with guests by the hotel staff. Because a hotel serves as a temporary home for people who are traveling for a certain purpose, the hotel staff try their best to provide hospitality and to establish a pleasant atmosphere in order to make guests feel as if they were in a home away from home. The hotel guests, in turn, expect to receive high standards of hospitality and services. The hotel business, therefore, may be often regarded as the hospitality industry. In general, the hospitality industry refers to the cluster of activities oriented towards satisfying guests, namely, in the areas of accommodation, food and beverage services, entertainment, recreation, relaxation, functions and banquets, meeting, and commercial catering services (Techavanich, 2003).

Blue and Harun (2003) state that English, which is associated with host-guest interaction in the hotel business, should be termed "the language of hospitality" which refers to all linguistic expressions related to and represented in hospitality concerns. The language of hospitality is often formal, though it depends very much on the level of acquaintance among participants themselves. For example, when hosting an official dinner, international conference or wedding ceremonies, the

hosting arrangements are more formal than more casual encounters among neighbors and friends.

It is generally accepted that English is widely spoken in the standard hotels in Thailand, sometimes, even by those employees in very low skilled positions and presumably with fairly limited education. There can be little doubt that English is the most commonly used language of hospitality and of tourists and travelers worldwide. In many parts of the world, including Thailand, the art of greeting, soliciting information, thanking and saying farewell requires some measure of familiarization with the relevant English expressions before a person can serve effectively as a receptionist, a telephone operator or in some other guest-contact capacity. Blue and Harun (2003) point out that whether in English or in other languages, there is an identifiable cluster of language skills which hotel staff dealing with hotel guests should have already acquired. At the very minimum, these skills include: 1) how to address a person; 2) how to solicit and give the necessary information; 3) how to respond to questions or requests; 4) how to use prompts; 5) how to use gestures; 6) how to deal with difficult customers; and 7) how to appease complainants. Indeed, making hotel guests feel welcome is an art, and the key to success in the hospitality industry. In the context of a globalized world, there has been some standardization of the language of hospitality. The language of hotel encounters, for example, comprises functional aspects of hospitality language that are understood worldwide. These functional activities include dealing with checking in, checking out, information and queries, and miscellaneous requests (Blue & Harun, 2003).

Since the hotel hospitality industry is one of the fastest-growing businesses in Thailand, which plays an important role in the Thai economy as the main business

earning the second highest income compared to the other service industries (e.g., it earned about 78,235 million Baht in 2004), and creating a variety of jobs in business activities (e.g., it created more than 145,000 positions in the service industry) as reported by the Tourism Authority of Thailand (TAT) (http://www.tat.or.th/stat), many education institutions both governmental and private, including Buriram Rajabhat University, offers undergraduate level English courses related to the hotel business for students who intend to work in the hotels after their graduation. These English courses are involved with the language of hospitality as mentioned above. Due to the success of tourism promotion by TAT to increase the number of foreign tourists coming to visit Thailand, hotels, which have always been closely related to tourism, might be further developed. As a result, the role of hotels in generating income and creating jobs could be increased. To be good hosts, therefore, Thai people who are directly involved in the hotel business should improve their English in terms of the language of hospitality.

1.2 Rationale of the Study

One reason why people probably do not like to be involved in a complaint, as either complainant or recipient, is that complaints can be rather messy and complicated events (Korsko, 2004). In social situations, Olshtain and Weinbach (1987) state that the speech act of complaints occurs when a speaker reacts with displeasure or annoyance to an action that has affected the speaker unfavorably. Moreover, Moon (2002) mentions that when a complaint is made by a speaker, the speech act of complaint is inherently face threatening to the listener. If a speaker makes a complaint, it may cause loss of face to the listener and adversely affect the

relationship between the interlocutors. Most people complain at one time or another in order to protect their rights, change other people's behavior, or avert problems. As a result, it is not easy to complain successfully even within one's own culture. This is because complaints are often charged with emotional energy that can provoke hostility and antagonism in the complainee (Shea, 2003). Unchecked linguistic emotions may lead to conflict, communication breakdown, and even the destruction of social relations.

However, when a complaint is made, the complainees may respond by accepting their own guilt, thus, lossing face or by defending themselves, thus saving face. In order to respond to complaints effectively and appropriately, complainees have to make use of linguistic strategies that allow them to state their case clearly. A classification of the strategies available to complainees when responding to a complaint should, therefore, take into consideration the two aspects of "face" which stem either from the need or desire to protect the complainer's negative face ("I'm sorry" / "How clumsy of me" / "It's all my fault"), or from the need and desire to protect one's own positive face ("I have nothing to do with it" / "You know I am always punctual to meetings …, if I was late it means that it couldn't be helped" / "There is no need to shout") (Frescura, 1993, pp. 19-20).

In the hotel business, complaints may deal with equipment failures or service failures (Barlow, 2002). Equipment failures include rooms that are too noisy, beds that are not comfortable, and toilets that do not work properly; whereas, service failures are about such things as the bell man taking too much time to come to the room, the food and beverages being served too slowly, or the front desk clerk being rude or impolite. Complaints seem to be particularly critical in the hotel business,

thus, complaint situations rarely occur. However, when hotels track complaints, they tend to indicate the nature of the complaints, and what was done to satisfy the hotel guests. For example, a guest may complain during the check-in process and the way the event is handled by the hotel may not result in greater satisfaction. The way hotels usually respond to complaints during the check-in process is to upgrade the guest to a nicer room. This may suggest that they are trying to buy the guest off, and this may not be the best way to satisfy guests (Barlow, 2002). Typically, when the complaint occurs, the complainee will employ the language of hospitality such as by making an apology or using politeness strategies that would be expected in such a situation (Tatsuki, 2000).

However, responses to complaints seem to be very difficult to handle, especially, by novice staff trainees who are English major students at Buriram Rajabhat University when they undergo their internships in hotels around Thailand. Whenever they deal with complaints from hotel guests whose mother tongue is English, these students showed that they did not know how to answer properly when giving reasons or helping the hotel guests solve their problems or how to satisfy the hotel guests. They explained that they had received a limited amount of training in how to deal with responses to complaints. The students also reported in the seminar held after the internship, that responding to a complaint is the most difficult issue to deal with. Some students stated that when they were faced with the hotel guests' complaints, they lacked confidence in making a response.

My interest in the issue of responses to complaints in the hotel business derives mainly from my teaching and supervising experiences. To my knowledge, no study of response strategies to complaints in such situations has been conducted. This

study, therefore, attempts to provide some insights into the norms and patterns of response strategies used in dealing with complaints by native English speaking hotel employees (NE), native Thai speaking hotel employees (NT), Thai English learners, of high proficiency (EFLH) and Thai English learners, of low proficiency (EFLL). In addition, response strategies to complaints performed by these four groups will be compared. In the EFL groups, the similarities and differences in responses to complaints with reference to the levels of English proficiency and the pragmatic transfer are investigated. The results from this study may serve as a foundation for future research in the field of responses to the speech acts of complaints.

1.3 Significance of the Study

Learners of a second or foreign language tend to give insufficient and sometimes inappropriate responses to complaints as compared to native English speakers. This has led to the study of cross-cultural and interlanguage pragmatics which focuses on the study of non-native speakers' use and acquisition of linguistic patterns in a second language (Kasper & Blum-Kulka, 1993). Much attention in cross-cultural and interlanguage pragmatics has been devoted to learners' performance of speech acts in the second language. Speech acts, as one way to investigate pragmatics are "the basic or minimal units of linguistic communication" (Searle, 1969, p.16). Requesting, complimenting and apologizing are examples of speech acts which demonstrate the intentions of the speakers. The ability to perform various speech acts is an important part of the development of communicative competence (Kwon, 2003). In the past two decades, a substantial body of empirical

research has emerged describing speech acts performed by non-native speakers of various linguistic and cultural backgrounds, such as, Beebe, Takahashi and Uliss-Weltz (1990), Cohen and Olshtain (1981), Fresura, (1993), Intachakra (2001), Mir (1992), Olshtain and Cohen (1983), Reiter (2000), Takahashi and Beebe (1987), Tamanaha (2003), and Trosborg, (1987, 1995).

Since the way language is used in communication can differ considerably across cultures, sometimes following norms that are culture-specific, language should be described as the appropriate way of speaking as judged by the speech community in which the language is used (Hymes, 1972). As noted by Coulmas (1981):

> If we know how to say, I'm sorry, in another language, we still don't know when and to whom we should say it according to the norms of interaction of the respective community. Our knowledge of the responding form may indeed lead to ignore or not functional restrictions on its use that where in the communicative pattern of the culture (p. 69)

In the field of cross-cultural and interlanguage pragmatics, studies of the speech act of second or foreign learners (SL/ FL) have revealed that although learners may come to acquire the grammatical forms of the target language, they do not always understand the sociocultural rules that govern the appropriate use of the target language. In performing appropriate speech acts, therefore, the SL/ FL needs to acquire both sociocultural knowledge and the appropriate communication strategies of the target culture.

In terms of the hotel business, the hotel staff who are involved with complaints, may have limited knowledge of the routine of pragmatic strategies for responding to complaints as well as the sociocultural background of the hotel guests. Therefore, lack of knowledge of the target language may result in a communication

breakdown. As a result, studying the responses of hotel staff to complaints in an interactional context helps one understand the language better and how it is used.

The findings of this study could be of great help in the teaching and learning of foreign languages in relation to culture, like teaching Thai to speakers of other languages or teaching English to Thais as well as in developing a syllabus for courses such as English for Hotel for Buriram Rajabhat University students who are involved in the hotel business. This is because the appropriate use of response strategies to complaints in hotels is as much a part of what constitutes language fluency as grammatical accuracy and an extensive vocabulary (LoCastro, 1987 cited in Wannaruk, 1997).

To sum up, gaining knowledge of native Thai and English speakers' response strategies to complaints may enhance one's ability to communicate effectively in a cross-cultural setting without facing any communication breakdowns.

1.4 Statement of the Problem

The present research is an effort: 1) to investigate what typical response strategies to complaints are used in the hotel business; and 2) to compare the response strategies to complaints as used by native English speaking hotel employees (NE), native Thai speaking hotel employees (NT), Thai English learners, of high proficiency (EFLH), and Thai English learners, of low proficiency (EFLL), in terms of the frequency of use of the pragmatic strategies. The possibilities of pragmatic transfer effecting of the cross-cultural competency in the responses of Thai EFL learners at

two different levels of proficiency to baseline responses by English and Thai natives are also examined.

More specifically, the study is designed to answer the following three questions:

1. What are the typical response strategies to complaints employed by NE, NT, EFLH and EFLL?

2. Are there any differences among the four different groups with regard to the frequency of the response strategies to complaints? If so, how?

3. Do EFLs transfer the pragmatic strategies used in their mother tongue into their English when they use response strategies to complaints? If so, what are the factors relating to the use of these strategies?

1.5 Definitions of Key Terms

The present study defines "hotel business, native English speaking hotel employees (NE), native Thai speaking hotel employees (NT), Thai English learners of high proficiency (EFLH), Thai English learners of low proficiency (EFLL), response strategies to complaints, and pragmatic transfer" as follows:

"Hotel business" means the standard hotels around Thailand which offer hospitality to guests. The standard hotels refer to the accommodation offering rooms, services, facilities and furnishings at an internationally acceptable standard which will satisfy guests (Adamson, 1989).

"Native English speaking hotel employees" refers to the hotel staff who are native speakers of English and have been working in the hotel business inThailand for more than five years.

"Native Thai speaking hotel employees" refers to the hotel staff who are native speakers of Thai and have been working in the hotel business for more than five years.

"Thai English learners of high proficiency (EFLH)" refers to the fourth year English major students at Buriram Rajabhat University who are working in the standard hotels around Thailand as part of their internships during the summer of 2005. Their TOEIC scores ranged from 405-565.

"Thai English learners of low proficiency (EFLL)" refers to the fourth year English major students at Buriram Rajabhat University who are working in the standard hotels around Thailand as part of their internships during the summer of 2005. Their TOEIC scores ranged from 200- 295.

"Response strategies to complaints" are defined as the semantic formulas, which all the hotel staff used to respond to complaints from the hotel guests. The semantic formula consists of a phrase, a word, or a sentence.

"Pragmatic transfer" refers to the negative pragmatic transfer of response to complaint strategies by the EFL groups. In other words, those Thai EFL learners who resemble the NT group in their use of pragmatic strategies in responding to complaints in the hotel business.

1.6 Scope and Limitations of the Study

1. This research has been conducted on the response strategies to complaints in the hotel business with four different groups of subjects; 30 native English speaking hotel employees (NE), 30 native Thai speaking hotel employees (NT), 30 Thai English learners of high proficiency (EFLH), and 30 Thai English learners of low proficiency (EFLL).

2. The content used in the research instrument is derived from the first phase of the researcher's study. These 10 complaint situations which are of the highest occurrence in the hotels are used to elicit the subjects' response.

3. The strategies are from the second phase of the researcher's study. The nine strategies are coded as the baseline in the main study.

4. Because this study is based on a contrastive analysis, the issue of equivalence needs to be addressed. Whiteman (1970 cited in Wannaruk, 1997) states that in conducting a contrastive discourse analysis, one must compare "equivalent" forms in the languages to be contrasted. We, therefore, must be cautious when interpreting the findings of the study.

5. Since this research is limited not only in terms of the numbers of subjects but also in terms of the instrument, what has been discovered in this study might not be generalizable and applicable to other settings.

1.7 Outline of the Dissertation

In order to achieve the purposes of this study, the researcher first reviews the related literature and previous studies of responses to complaints which contribute to the present study. These can be seen in Chapter 2 which includes a literature review on the language of hospitality. Then the pragmatics and speech acts, politeness theory, interlanguage pragmatics and communicative competence, and transfer effects in interlanguage pragmatics and proficiency are presented. The speech acts of complaints and responses to speech act of complaint are defined and classified according to the work of different researchers. Next, previous researches on responses to complaint speech acts are included and analyzed. Lastly, the theoretical framework for the present study is presented.

Chapter 3 describes the research procedure which includes three phases in this study. In each phase, the main research methods including subjects, research instruments and data collection are discussed. The last part of this chapter deals with the data analysis which reports the coding, statistical procedures and pragmatic transfer.

Chapter 4 presents the results of the research findings of the present study in terms of pragmatic strategies used in responding to complaints in the hotel business by all four groups of subjects, namely, NE, NT, EFLH and EFLL. In this chapter, a comparison of the different strategies employed in each situation among the four groups is made. This chapter also presents the occurrences of pragmatic transfer of the EFL groups in responding to complaints.

Chapter 5 discusses the results of the research findings of the present study. This includes discussions of the strategies employed by the four groups. The similarities and differences of the strategies used and the occurrences of pragmatic transfer are also discussed.

Finally, Chapter 6 summarizes the main findings of the present study in response to the research questions, including discussion of the research results, the pedagogical implications and suggestions for further research.

1.8 Summary

In conclusion, this chapter has presented the background, rationale and significance of the study. These contribute to the purposes and the research questions of this study of the cross-cultural study of responses to complaints of native Thai and English speakers in the hotel business. The present study also provided the definitions of key terms used to define the research variables and the scope and limitations of the study. An outline of this study was given in the final part of the chapter.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The purpose of this chapter is to provide information pertaining to this research, which was obtained from reviewing the related literature and studies. It begins with the language of hospitality, pragmatics and speech acts, politeness theory, interlanguage pragmatics and communicative competence, transfer effects in interlanguage pragmatics and proficiency, the speech acts of complaints, and responses to speech act of complaint. Finally, an overview of the comparative studies on responses to complaint speech act and the theoretical framework for the present investigation are presented.

2.1 The Language of Hospitality

Since the hotel and tourism industry, which is one of the world's largest industries, has been very active for decades in developing in various countries all over the world, a differentiation in hosting activities has arisen between those that are extended as a social obligation and those involving payment. In both categories, participants normally observe the etiquette and proprieties that involve interpersonal and cross-cultural communication. Activities involving payment, that is commercial hospitality refers to the cluster of activities oriented towards satisfying guests. In hotel business, it simply means that the hotel staff take good care of the guests so the need for language of interaction arises between them. The language used in the hotel

business is known as "hospitality language". Blue and Harun (2003) define the term "hospitality language" as all linguistic expressions which relate to and represent hospitality concerns. It could be said that hospitality language simply means the expressions of care for guests and the generosity of the hosts in the hospitality establishment. This establishment competes to provide the best quality of hospitality throughout the arrival-departure cycle of the guest's stay which Kasavana (1993) names as the "guest cycle". The cycle concerns the ideal-typical visit cycle of hospitality practices in private hotels, beginning with the arrival of the guest and ending with their departure, respectively. Viewed as a process, then hospitality language covers at least four discernible stages, including, arrival, familiarization, engagement and departure. The details of each stage are shown in Table 2.1.

Table 2.1

The Commercial Arrival-Departure Hospitality Cycle

Stage	Activity	Language used
Arrival	Pick-up service in some hotels; luggage may be carried by porters; registration at reception. All services are commercial.	Greeting by driver, welcome by receptionist. Routine and rehearsed language used. Formal question-answer transactions in formal tone. Varies with category of hotel.
Familiarization	Receptionist briefs guest on what and where in-house facilities are available, and on meal and check-out times; guest may also read in-house brochures and ask questions about hotel.	Briefing style, rehearsed messages, additional questions and answers, formal tone, language use varies according to category of hotel.

Stage	Activity	Language used
Engagement	Independent use of facilities in rooms and in different sections of the hotel. Popular items include: TV, restaurant and bar, swimming pool, gymnasium, sauna, disco, etc.	Mostly formal and impersonal, but may depend on how long guest stays in a hotel. Difficult to predict exact language needs other than those relating to use of facilities.
Departure	Luggage transfer, preparation of bill, perfunctory farewell conversation	Mostly rehearsed language, mostly formal and impersonal.

As shown in Table 2.1, all four stages are usually associated with a certain public understanding of the language used. For example, arrival is associated with greetings and departure with farewells. Between these two stages, there might be light-humorous exchanges or serious conversation covering a whole range of communicative activities. In terms of language used, there is an identifiable cluster of language skills which staff dealing with hotel guests should have acquired. These skills are known as "functional language" (Kasavana, 1993). The functional languages used in each stage of the guest cycle are as follows:

1) Arrival stage: welcoming, greeting, introducing, asking and giving information, and offering help and services;

2) Familiarization stage: exchanging information, asking and giving detail, expressing interests and concerns, and interpersonal expression;

3) Engagement stage: making an arrangement for a tour program, taking meal orders, making and responding to complaints, asking for and giving tourist information, providing room facilities, booking flights or buses for guests;

4) Departure stage: saying and exchanging farewell utterances, thanking and saying goodbye.

In terms of structure, hospitality language sometimes involves more than two parties: there might be an interpreter or other intermediary, main actors (host and guest as both speaker and hearer), the physical frame (hotel), status protocols and role expectations. Hospitality language is often formal, though it depends very much on the level of acquaintance among interlocutors themselves. For example, when hosting official dinners, international conferences and wedding ceremonies, the hosting arrangements are more formal, compared with more casual encounters among neighbors and friends. In addition, Blue and Harun (2003) indicate that when hospitality language is employed, politeness should be addressed.

In conclusion, making hotel guests feel welcome is an art, and the key to success in the hospitality industry. In the context of a globalized world, there has been some standardization of hospitality language. The language of hotel encounters, for example, comprises functional aspects of hospitality language that are understood worldwide. These functional activities include dealing with checking in, checking out, information and queries, and miscellaneous requests (Blue & Harun, 2003).

2.2 Pragmatics and Speech Acts

There are as many definitions of pragmatics as there have been attempts by pragmaticians to shed light on the nature of the discipline which is one of the youngest in the widening field of linguistic inquiry. It is significant to note that pragmatics emerged as a result of the limitations of structural semantics to capture satisfactorily the sociological and other non-linguistic dimensions of verbal communication, just like

sociolinguistic, the fore-runner to pragmatics, evolved as a result of the inadequacy of structural linguistics to explicate the factors of linguistic performance (Lawal, Ajayi & Raji, 1997). Pragmatics basically comprises "the study of language usage" according to Levinson (1983, p.5), or in a more elaborate definition from Kasper and Rose (2001, p.2), "the study of communicative action in its sociocultural context". Pragmatics is often classified into two components, namely, pragmalinguistics, which concerns appropriateness of form, and sociopragmatics, which involves appropriateness of meaning in a social context (Canale, 1983; Leech, 1983; Thomas, 1983; Tamanaha, 2003).

Speech acts, one of the key areas of pragmatics, are utterances, which contain information needed to assert and perform actions. A speech act is created when a speaker/ writer makes an utterance to a hearer/ reader in context (Allan, 1994). Speech acts are a part of social interactive behavior and must be interpreted as an aspect of social interaction (Labov & Fanshel, 1977). The concept of speech act theory first appeared in the philosophy of language through the pioneering work of Austin (1962) in "How to Do Things with Words ", and was further developed by Searle (1969, 1976). As the foremost proponent of speech act theory, Austin (1962) distinguishes three different constituents of speech acts; locutionary, illocutionary, and perlocutionary. A locutionary act is the product of sounds and words with meaning. The study of locutionary acts is the domain of descriptive linguistics, which comprises phonetics, syntax, phonology and linguistic semantics. An illocutionary act is the realization of a particular language function. Illocutionary acts include commanding, daring, nominating and resigning, and can be effected through performative sentences, whether or not they contain performative verbs. For instance, "it is raining" is an implicit

performance of "stating" even when the sentence contains no performative verbs. A perlocutionary act is the achievement of effects on the addressee. This act is not part of the conventional meaning of an utterance, but it is derived from the context and situation of the utterance. This implies that interpreting utterances is more than just recognizing the speaker's intention by following the convention of verbal communication (Lawal, Ajayi & Raji, 1997). The illocutionary act is of particular significance because it provides a basis for categorizing conversation into acts and thus accounts for interaction. Searle (1969) argues that the illocutionary aspect of an utterance, what he called a "speech act" was the basic linguistic unit of communication and meaning. In an attempt to improve on Austin's definition, Searle (1976) divides illocutionary acts into five major classes: 1) "representatives", which represent a state of affairs and denote the identification of the speaker to commit himself to the truth of the expressed proposition, 2) "commissives" which obligate the speaker to carry out a future action, 3) "directives" which are intended to get the hearer to take a particular action, 4) "expressives" which project the speaker's feelings or attitudes, and 5) "declaratives" which bring about or change the state of affairs they name. A complaint and responses to complaints belong to "expressives" whose purpose is to "express" the speaker's psychological state of mind about or attitude toward same prior action or state of affairs (Tamanaha, 2003).

2.3 Politeness Theory

In recent years, linguists, sociologists, and language philosophers (Brown & Levinson, 1987; Fraser, 1990; Gu, 1990; Hill, Ide, Ikuta, Kawasaki & Ogino, 1986; Lakoff, 1977; Leech, 1983) have shown an interest in the politeness phenomenon

because it has become one of the most important and productive areas of research in pragmatics and sociolinguistics. Its importance in terms of cross-cultural communication is obvious, and comparative studies of the conceptualization and manifestations of politeness in different cultures must therefore be regarded as vital in an era of growing internationalization.

According to Chen (2001), the research on politeness falls into three categories: 1) work that constructs theories of politeness (Lakoff, 1973, 1977; Brown & Levinson, 1987; Leech, 1983; Fraser, 1990) ; 2) work that investigates cultural-specific concepts and strategies of politeness (Hill et al., 1986; Gu, 1990); 3) work that applies existing theories to data from various cultures (Scollon & Scollon, 1983; Chen, 1996; Holmes, 1990). In addition, Fraser (1990) as cited in Nwoye (1992) indicates research on linguistic politeness can be said to espouse one of four perspectives: 1) the social norm view-represented by the traditional social etiquette approach (Fraser, 1990); 2) the conversational - maxim view - a set of principles to account for linguistic politeness (Lakoff, 1973; Leech, 1983); 3) the face-saving view - a more precise formulation (Brown & Levinson, 1987); and 4) the conversational - contract view - a set of scales for determining the appropriate use of each maxim in a given situation (Fraser & Nolen, 1981).

Since politeness seems to be the most salient factor in social interaction, the notions of politeness should be studied and explored. The best known account of the theory of politeness which was first proposed by Brown and Levinson in 1978 (reissued 1987) has given enormous impetus to two decades of politeness studies. At the base of Brown and Levinson's politeness theory is the assumption that speakers in any given language do not just convey information through their language; they use their

language to do things (Buck, 1997). Brown and Levinson's claim is that, as participants in conversation, we actually conduct and build personal relationships through the dialogue we negotiate with other people. In fact, Brown and Levinson propose that an abstract underlying social principle guides and constrains our choice of language in everyday discourse.

Brown and Levinson's theory rests on three basic notions: face, face threatening acts (FTAs), and politeness strategies. The most central component to this theory is the concept of face, a dimension of social interaction initially introduced by Goffman (1967). Face is defined as "the public self-image that every member wants to claim for him/ herself" (Brown & Levinson, 1987, p.61). They also characterize face as an image that intrinsically belongs to the individual or to the self. Brown and Levinson first distinguish between two kinds of face: positive and negative face (the word 'negative' here does not mean 'bad', it is just the opposite pole from 'positive'). Positive face is the want to be thought of as a desirable human being, while negative face is the want not to be imposed on by others. In other words, positive face is the desire for approval; whereas, negative face is the desire for autonomy or self-determination. When engaged in social interaction, social actors are expected to save both the positive and negative face of each other (Lim, 1988). One's failure to preserve any of the other's face will make the other embarrassed, which eventually prevents one from achieving one's conversational goals. Therefore, people strive to preserve others' face.

The second notion is face-threatening acts (FTAs), which are defined both in terms of whose face, speaker's or hearer's, is at stake and whose face is threatened. In performing FTAs, participants have to calculate the potential face risks, i.e., how much

they are risking in performing those acts. The three sociological factors taken into the calculation in determining the level of politeness which a speaker will use to a hearer are: 1) the social distance between speaker and hearer (D), 2) the relative power relationship between speaker and hearer (P), and 3) the ranking of the particular imposition (R). To mitigate the FTAs, either positive or negative politeness strategies are used, which are the third notions. Positive politeness strategies are addressed to hearer's positive face wants, such as expressions of solidarity, informality, and familiarity. Negative politeness strategies are addressed to the hearer's negative face wants and can be described as expressions of restraint, formality, and distancing. Brown and Levinson (1987) state that their theory is universal but that it is subject to cultural specification and elaboration in any particular society. Brown and Levinson's theory is relevant to the present study in that responses to speech acts of complaint can be characterized as intrinsically face-threatening acts.

2.4 Interlanguage Pragmatics and Communicative Competence

Since Hymes (1972) first introduced the concept of "communicative competence", which is the ability to employ linguistic forms in order to communicate appropriately in social interaction, it has been recognized as important in the development of the interlanguage of second/ foreign language learners. This has been the focus of the studies of interlanguage pragmatics, the branch of second language research which studies how non–native speaker understand and carry out linguistic actions in a target language, and how they acquire second language (L2) knowledge (Kasper, 1992). It can be said that successful and effective speaking of L2 learners is not just a matter of using grammatically correct words and forms, but also knowing

when to use them and under what circumstances (Olshtain & Cohen, 1988; Tamanaha, 2003).

In the past two decades, a substantial body of research on interlanguage pragmatics has intentionally been devoted to learners' performance within the framework of a speech act. The ability to perform various speech acts is an important part of the development of communicative competence (Kwon, 2003). The study of speech acts has generally focused on how a particular speech act is produced by non-native speakers of the language. The results of much of the research have verified that speech act realization differs cross-culturally and the transfer at the pragmatic level does exist in L2 learners' language use (Kyoko, 2003). The L2 learners, however, tend to be faced with a great risk of offending their interlocutors or of miscommunicating when performing speech acts because they might not have sufficient communicative competence in their L2 and sometimes they may transfer their L1 pragmatics to their L2 inappropriately (Tamanaha, 2003). Leech (1983) mentions that "transfer of the norms of one community to another may well lead to 'pragmatic failure' and to the judgment that the speaker is in some way being impolite, uncooperative, etc." (p.231), and instances of such miscommunication have been reported (Gumperz, 1982; Thomas, 1983). As a result, the study of interlanguage pragmatics has been recognized as an important subfield of research in second language acquisition (Kasper & Schmidt, 1996). As they state, what has been investigated in this field are overwhelmingly cross–cultural differences and transfer from the L1; namely, researchers typically examine differences of use in the speech act sets in the target language and the learners' native tongue, and then analyze the learners' speech act performance in the L2 to see how closely it matches the target use (Cohen, 1996; Cohen & Olshtain, 1981, 1993;

Takahashi & Beebe, 1987, 1993). An attempt has been made to identify universal norms of speech act behavior and to distinguish them from language–specific norms in order to better understand and evaluate interlanguage behavior. Among these norms, Kasper (1992) points out that studies in interlanguage pragmatics have investigated two aspects of speech act behavior. The former is often called "pragmalinguistic sets", the semantic formulas that comprise speech acts and the linguistic forms most frequently used to realize these semantic formulas. The latter is "sociopragmatic factors" such as the participants' age, gender, social power/ distance, and situation factors (imposition) such as the seriousness of the offensee. Furthermore, the influence of learner-related factors such as attitude, proficiency learning context, length of residence in the target community is also suspected to affect L2 learners' speech act behavior (Tamanaha, 2003).

2.5 Transfer Effects in Interlanguage Pragmatics and Proficiency

In the field of second language acquisition, pragmatic transfer has been an important issue for several decades. Pragmatic transfer is defined by Beebe, Takahashi and Uliss-Weltz (1990, p.56) as "transfer of L1 (first language) sociocultural communicative competence in performing L2 (second language) speech acts or any other aspects of L2 conversation, where the speaker is trying to achieve a particular function of language". In much of the research on interlanguage pragmatics, second language learners' pragmatic transfer has been demonstrated by comparing corresponding L1 and L2 data (Kyoko, 2003); however, what is lacking is a satisfactory explanation of what specifically influences second language learners' production. So much of the research has discussed how, but not why, non-native speakers perform a

particular speech act in a target language. Thomas (1983) proposes two main sources of pragmatic transfer; sociopragmatic and pragmalinguistic. Sociopragmatic is the transfer of the speaker's native language and culture (L1/ C1) sociological values; whereas, pragmalinguistic is the transfer of forms related to pragmatic force and politeness values from the speaker's native language. Kasper (1992) states that pragmatic transfer can be divided into positive and negative. Positive transfer or the performance of native-like pragmatic strategies typically facilitates communication, and causes miscommunication or pragmatic failure only when such behavior is considered to be inappropriate for non-native speakers, due to their position as foreigners. Negative transfer or 'interference' is the transfer of L1 sociopragmatic knowledge or pragmalinguistic elements related to politeness or pragmatic force, but does not contribute necessarily to pragmatic failure. Pragmatic failure may result from either type of transfer, and is considered to occur when speakers fail to understand each other's intentions (Blum-Kulka & Olshtain, 1986). Both positive and negative transfer are possible in target language learning in which positive transfer makes learning an L2 easier because linguistic features from the L1 work well in the foreign language; whereas, negative transfer takes place when the use of a native structure or phrase produces an error in the target language.

Pragmatic transfer is claimed to play an important role in shaping many aspects of interlanguage (Gass & Selinker, 1983; Tamanaha, 2003). Furthermore, Takahashi and Beebe (1987, 1993) argue that the transfer effect, either positive or negative, is greater among high proficiency learners than their low-proficiency counterparts because high proficiency learners have sufficient control over the target language to utilize their L1 pragmatics in the L2. Ellis (1994) also points out that sufficient L2

proficiency is necessary for learners to transfer pragmatic aspects. However, this appears to contradict another valid assumption, which is that as a learner acquires more linguistic proficiency, she/he should acquire more knowledge of L2 pragmatics simultaneously. Therefore, negative transfer should be less for more advanced learners. This assumption is supported by some studies. Trosborg's (1995) study on complaints, for instance, found that advanced learners of English better approximated the native speakers' performance than lower proficiency participants in some uses of complaint strategies. We, therefore, need more studies to clarify this issue.

To investigate interlanguage speech acts, including responses to complaints, we must be careful about the level of difficulty in determining the source of obtained divergences in any given speech act taking place between native speakers and L2 learners. That is, a divergence could be due to either cross-cultural differences or to the learners' under-developed pragmatic proficiency or both. Non-native speakers' lack of pragmatic proficiency, as Olshtain and Cohen (1983) point out, is the cause of deviation from native speaker norms and thus often the lack of appropriateness is a direct result of the lack of pragmatic resources and not necessarily poor sociocultural proficiency. In order to make clear the source of any such mismatch, it is necessary to examine speech act produced by native speakers of the target language as well as those produced by native speakers of the learners' mother tongue and compare these data with performances of learners at varying levels of language proficiency (Tamanaha, 2003).

2.6 The Speech Acts of Complaints

The definition of a complaint is varies depending on the purposes of the researcher's study. The present study adopts the definition of Abe (1982) which states "an utterance, or set of utterances, which identifies a problem or trouble source and seeks remediation, either from the person responsible for the trouble source or a third party who has the power to affect the situation" (p.6). Giddens (1981), Schaefer (1982), DeCapua (1989), and Shea (2003) also employed this definition. This is because it is precise, easy to apply in practice, and does not rely upon any theoretical classification of speech acts. DeCapua and Shea argue that complaining might not fit neatly into any single established speech act category, but can be classified as a combination of expressive and directive.

In performing the speech act of complaint, typical strategies contain: 1) an opening that includes an identification of the complainer and an explanation of why he/ she is entitled to complain (i.e., a self-justification for the complaint); 2) a complaint act; 3) a possible justification of the addressee's action; 4) an apology; 5) a negotiated remedy; and 6) a closing or bridge to another topic (Hatch, 1994). These strategies are influenced by the social need to maintain good relationships. Furthermore, Olshtain and Weinbach (1987) propose the preconditions that are necessary for speech acts of complaints to take place. The four preconditions, which need to be fulfilled, are as follow:

1) The speaker expects a favorable event to occur (an appointment, the return of a debt, the fulfillment of a promise, etc.) or an unfavorable event to be prevented from occurring (a cancellation, damage, insult, etc.). The action

results, therefore, in the violation of the speaker's expectations by either having enabled or failed to prevent the offensive event;

2) The speaker views action as having unfavorable consequences for the speaker. The action is, therefore, the offensive act;

3) The speaker views the hearer as responsible for the action;

4) The speaker chooses to express his/her frustration and disappointment verbally.

Complaints can be classified into direct complaints and indirect complaints (Brown & Levinson, 1987; Hatch, 1994; Trosborg, 1995; Boxer, 1996), which are often investigated separately. Direct complaints are defined as the expression of dissatisfaction to an interlocutor about a speaker herself/ himself or someone/ something that is perceived to be responsible for the offense; whereas, indirect complaints are the expression of dissatisfaction to an interlocutor about a speaker himself/ herself or someone/ something that is not present (Boxer, 1993b). However, both direct and indirect complaints have the potential of leading to lengthy interaction between the speaker and the addressee.

As mentioned previously, complaints are categorized into two types, namely, direct and indirect; however, only direct complaints may occur in the hotel business. The hotel guests (as complainers) inform the hotel staff (as complainees) about a problem or trouble source directly and hope that they are either capable of or responsible for remedying the perceived offense (Boxer, 1993a).

2.7 Responses to Speech Act of Complaint

The study of how conversation is performed and structured concentrates on the recurring patterns emerging from interaction (Trosborg, 1995). In the case of speech acts, the emergent pattern is that they do not occur in isolation. Rather they combine with other speech acts in a sequenced order. These recurrent features are known as "adjacency pairs", which are described as a sequence of two related speech acts produced by two successive speakers so that the second utterance is identified as related to the first as an expected follow-up (Schegoff & Sacks, 1973). From this perspective, the speech acts of complaint/ apology resemble an adjacency pair as investigated in this study. Frescura (1993) indicates that apology (or denial) has been recognized by the complainees when reacting to complaints. Therefore, since an apology is part of the larger unit representing responses to complaints, it is considered relevant to review the studies dealing with the identification and description of its patterns of realization.

Apologies are "expressive" illocutionary act (Searle, 1976) and "convivial" speech acts, the goal of which coincides with the social goal of maintaining harmony between speaker and hearer (Leech, 1983). Apologies typically occur post-event in an adjacency pair and involve interactions in which the apologizer attempts to restore harmony when an offence has been committed, but there is also an element of face-saving involved with a protective orientation towards saving the interlocutor's face and a defensive orientation towards saving one's own face (Trosborg, 1995).

Goffman (1971) undertook the study of apologies which he termed "remedial interchanges", focusing on the description of the remedial work necessary to transform

the perceived offensive meaning of an act into an acceptable one. Such a task could be accomplished through accounts, apologies and requests (Frescura, 1993). Goffman states that a speaker can perform an apology by: 1) expressing embarrassment; 2) stating his/ her knowledge of proper behavior; 3) sympathizing with the application of negative sanction; 4) repudiation of his/ her own behavior; 5) showing contempt for oneself; 6) promising to embrace the "right way"; and 7) proffering penance and restitution.

Taking for granted that the act of apology is one type of remedial work, Fraser (1981) continued an analysis and description of the "semantic formulas" which are used to perform an apology. Fraser mentiones that speakers apologize not only by expressing "regret" ("I'm sorry"), but also by requesting "forgiveness" ("Forgive me for .."), by acknowledging their "responsibility" ("It was my fault"), by promising "forbearance" ("It'll never happen again"), or by offering "redress" ("Let me pay for the damages"). Fraser also pointes out that in cases where social norms are broken, speakers tend to add an "account/ explanation" of the situation to their apology formula.

Using as a starting point Fraser's description of the semantic formulas employed in producing an apology, Olshtain and Cohen (1983) came up with a more detailed classification, which constitutes the core of all the categorizations used in the studies of apology. Olshtain and Cohen describe apology as "a speech act set" which is comprised of five potential semantic formulas as follows:

1) Expression of an Apology or Illocutionary Force Indicating Device (IFID) :

   - expressing regret : "I am sorry".

   - offering apology : "I apologize".

- requesting forgiveness : "Excuse me" / "Forgive me" ;

2) Acknowledgement of responsibility :

- accepting blame : "It's my fault".

- expressing self-deficiency : "I wasn't thinking".

- recognizing that the other person deserves an apology : "You are right".

3) Explanation or account :

- this formula varies according to the context : "I was sick" / "There was an accident" / "I forgot" / "I had to work" ;

4) Offer of repair :

- this formula occurs only in certain contexts : "I'll pay …"/"Let me help you" ;

5) Promise of forbearance :

- this formula occurs only in certain contexts : "It won't happen again".

When offenders need to apologize, they have the previous set of formulas as shown above to use/ explain in the offensive act. On the other hand, when offenders do not need to apologize, they have a number of options, which are classified, but not analyzed by Olshtain and Cohen, as follows:

1) No verbal reaction (opt out);

2) Denial of the need to apologize : "No need for you to get insulted" ;

3) Denial of responsibility :

- not accepting the blame : "It wasn't my fault".

- Blaming others: "It's your fault".

Olshtain and Cohen's categorization of apology strategies is developed and employed in studies of L1 and L2 in a variety of languages (Holmes, 1989, 1990; Mir,

1992; Frescura, 1993; Trosborg, 1995; Suszczynska, 1999; Reiter, 2000; Intachakra, 2001; Tamanaha, 2003). However, the most interesting study, which is utilized in the present study, was conducted by Frescura (1993). She states that reactions to complaint can be performed using one or more of seven apology strategies or semantic formulas. The semantic classification of the seven formulas, and their more subtle differentiation into a number of sub-formulas are as follows:

1) Denial :

   - denying own responsibility : "I didn't do it" / "I had nothing to do with it".

   - blaming others : "My friend spilled that …".

   - blaming complainer : "What do you mean? I was at the place where we were to meet and you never showed up …" ;

2) Apology :

   - expression of regret : "I am sorry".

   - offer of apology : "I apologize".

   - request for forgiveness : "Forgive me" ;

3) Explanation :

   - reason : "I didn't see you" / "I forgot".

   - excuse : "I wasn't able to reach you" / "I have been trying to reach you all day…".

   - account : " I didn't see you because I wasn't paying attention …." /
     " I forgot because I have too many things on my mind …" ;

4) Appeal :

   - understanding : "I hope you will understand …" / " You know it is …"

- leniency : "Usually, I am never late" / "I have never missed a meeting"

- self–control : " There is no need to be rude …" / "No, I am not blind!"

5) Acknowledgement of responsibility :

- lack of intention : "I couldn't get out of it" / "I just couldn't do anything about it".

- embarrassment : "What can I tell you?" / "I feel I so bad".

- self–deprecation : "I wasn't watching where I was going …" / "I didn't realize what I was doing …".

- acknowledging hearer's right to complain : "I understand how you feel …" / "Yes, I realize that …".

- accepting/ recognizing own guilt : "It's all my fault" / "I'll accept responsibility" ;

6) Offer of repair :

- "We'll do it another time … I promise …" / I'll give you a hand" / if anything is damaged I'll pay for it" ;

7) Promise of forbearance :

- "It'll never happen again" / "I'll definitely try much harder in the future".

In conclusion, it can be seen that the apology strategies analyzed by many researchers in the previous studies reviewed are similar in use. Therefore, those apology strategies are utilized as the conceptual framework for the present study. It can be seen that from the above review that all the semantic formulas in the taxonomy of apologies are used in responding to complaints in the hotel business.

2.8 Comparative Studies on Responses to Complaint Speech Act

It has been recognized that apologies/ denial are the two possible routes available to speakers when responding to complaints. Several studies have concentrated on cross–cultural differences in apologies as well as interlanguage apologies (Blum-Kulka, House & Kasper, 1989; Blum-Kulka & Olshtain, 1984; Frescura, 1993; Holmes, 1989, 1990; Intachakra, 2001; Maeshiba, Yoshinaga, Kasper & Rose, 1996; Mir, 1992; Olshtain, 1989; Olshtain & Cohen, 1983; Reiter, 2000; Rose, 2001; Tamanaha, 2003; Trosborg, 1987; Vollmer & Olshtain, 1989). These studies were conducted in a variety of ways, for example, over the phone, by written letter, or by face-to-face contact. The first comparative study of apology was conducted in 1983 by Olshtain and Cohen, which explored and compared the apology speech act produced by native English speakers (E1), native speakers of Hebrew (H1), and native speakers of Hebrew who were attending ESL classes in Israel (E2). The research goal was to find evidence of behavior that reflected a lack of grammatical proficiency as well as negative transfer from the first language to the second language. The data were collected from eight role play situations, of which four were set up to assess the correlation between the severity of the offence and the intensify of the apology, and the remaining four to assess the correlation between the status of the addressee and the degree of formality of the apology. The 44 subjects, all university students in their early twenties, were also presented with a written description of each situation on a card to ensure full understanding. The findings showed instances of negative transfer from the first to the second language. Speakers of H1 and learners of E2, for example, apologized less and offered repair less frequently than E1 speakers; the E2 learners did not use intensifiers ("I am very/ so/ terribly/ sorry") with the same frequency as the E1

speakers. The authors recognized that, besides negative transfer, these deviations were also an indication of lack of the students' proficiency in the second language.

The categorization of apology strategies which developed the model of Olshtain and Cohen, was employed by Trosborg (1987) to analyze apologies in Danish and English with the objective of comparing the frequency of use of apology strategies, of gaining insight into the use of politeness markers which added to the main formulas, and of establishing if sociopragmatic strategies are transferred from one language, Danish (D1) to another, English (E2). The data were elicited through role-enactment of native speakers of Danish who were learning English as a second language at various levels of proficiency, from intermediate to advanced, in high school and university. The twelve role-enactments, which varied along the parameters of participants' dominance and social distance, did not put any restrictions on the number of turns and replies allowed. Each exchange lasted approximately five minutes. All interactions were videotaped. Trosborg reported that the analysis of the results, checked against data elicited with the same instrument from native speakers of English and Danish, did not show statistically significant differences as far as frequency of use of apology strategies was concerned. However, she found a number of qualitative differences, for example, an increase in linguistic proficiency correlated positively with an increase in the use of politeness markers, as well as with a higher number of explanation formulas; native speakers offered "repair" more willingly than E2 learners; the strategy "expression of regret" ("I'm sorry") was used by both native and non-native speakers to the exclusion of other strategies; native speakers tended to acknowledge "responsibility" from the beginning of the interaction, while E2 learners showed

inconsistent behavior, such as producing first a "denial" formula and then "acknowledging responsibility" only later.

Blum–Kulka and Olshtain (1984) modified "the apology speech act set" and then introduced the theoretical and methodological framework for a large project entitled "A Cross-Cultural Study of Speech Act Realization Patterns: CCSSARP" which investigated the cross-cultural realization patterns of two speech acts: requests and apologies, in eight language varieties; namely, Australian English, American English, British English, Canadian French, Danish, German, Hebrew, and Russian. For each language, the group of participants included 400 male and female university students in their second or third year of study. The objectives were to establish: 1) situation variability (variations of native speakers' patterns in realizing the speech acts according to different social constraints); 2) cross-linguistic variability (similarities and differences relative to the same social constraints across various languages studied); 3) native versus non-native variability (similarities and differences between native and non-native patterns relative to the same social constraints). The data were obtained from a discourse completion task with eight written dialogues. The same instrument, which was translated into the various languages to be compared, was used by all the investigators involved in this project. Since this project was defined by the authors themselves as "admittedly an ambitious undertaking" which relied on the work of different teams of researchers for the different languages being investigated, conclusive results were not available at the time of the publication of their reports. However, they limited themselves to saying that the initial results showed that apologies could be realized on the one hand with the selection of an Expression of an Apology or Illocutionary Force Indicating Device (IFID), which contains the routinized forms of

apology, and on the other hand by utterances, which contain reference to the cause of the infraction, accepting responsibility for the infraction, offering repairs for the infraction, and promising that the infraction will never happen again.

More detailed reports on the research conducted within the CCSSARP project framework were published in "Cross-Cultural Pragmatics: Requests and Apologies" edited by Blum-Kulka, House, and Kasper (1989) concerning with apology were by Vollmer and Olshtain (1989) and Olshtain (1989). The first article dealt with a description of the apology strategies of native speakers of German. The data were collected, via the CCSSARP discourse completion task from 200 university students residing in Germany. The purposes were to investigate the structure of apology IFIDs in German, in order to find a possible correlation between the frequency of expressions of responsibility and the "cost to the speaker-benefit to the hearer" decisions on the speakers' part. The findings revealed that native speakers of German tend to use a high percentage of IFIDs, particularly in situations where the social status of the participants was unequal. In addition, they showed a tendency to intensify the apology more when the hearer had higher social status and power than the speaker.

In the second article Olshtain (1989), using data provided by the instrument of the CCSSARP project, reported on the comparison of L1 apology behavior in Canadian French, Australian English, Hebrew, and German to explore: 1) the apology strategies employed in all four languages; 2) the distribution of specific strategies varied across different situations; 3) the choice of strategy and intensification related to social status, social power, and severity of offence; and 4) the differences in the four languages of strategy performance according to situations. The analysis of the data confirmed a great deal of similarity in the selection of IFID and expressions of responsibility across

the seven situations of the CCSSARP instrument. There was also no indication that choice of strategy was influenced by social factors. Olshtain concluded that it seems to be possible to identify "universal manifestations of strategy selection" and that "given the same social factors, the same contextual features, and the same level of offence, different languages will realize apologies in very similar ways" (p.171).

Using a different method of data collection from previously mentioned studies, Holmes (1989, 1990) employed ethnographic instruments to gather the data in both her studies. The former, published in 1989, examined sex differences in the distribution of apologies by an unspecified number of adult New Zealanders. The data were collected through logging (the annotation of the apology as soon as possible after its occurrence). The corpus, which consisted of 183 instances of apology, closely followed the categories of the framework proposed by Olshtain and Cohen (1983). She found that there were indeed differences in the performance of apologies between men and women, such as the following: 1) women use more apologies than men; 2) women tend to use apology strategies which focus on the victim, while men's apologies focus on the speaker; and 3) men reject apologies more than women do, and women, in turn, accept them more than men do.

In her latter study, Holmes (1990) used the same New Zealand corpus of her former study to identify sociolinguistic patterns of apology, such as the distribution of strategies, the interaction of the number of factors such as the gravity of offence, status and power of the addressee, and the social distance between the interlocutors. Results showed that the "explicit apology" ("I'm sorry") was predominant. Holmes summarized the findings as: 1) combinations of strategies, resulting in a "weightier" apology which correlated highly with more serious offenses; 2) more elaborated

apology strategies were used for those with more power; and 3) brief and indirect apologies ("Ooops") were used instead for light offences when the participants had a close relationship.

In 1992, Mir employed a role-play exercise for apology strategies with 29 native speakers of English and 29 native Spanish speakers learning English. The findings reveal interesting cultural differences between the Spanish apology system and the American English one and the subsequent transfer strategies of native rules of speaking to the target language during the act of apologizing. The data also show different degrees of intensification between native and non-native responses.

Reiter (2000) investigated the linguistic politeness of 61 British native speakers of English and 64 native speakers of Uruguayan Spanish. The instrument used was an open role-play comprising 12 combined situations resulting in the elicitation of 12 apologies and a short questionnaire where the informants were asked general questions about their demographic information. The findings indicate that the British employ more apologies than the Uruguayans. Results confirm the claim by Blum-Kulka et al (1989) that IFID and expressions of responsibility emerge to various degrees across all situations in both languages whereas the other apologizing strategies are situation dependent. The realization of IFIDs in British English and Uruguayan Spanish indicates that although the strategies can be realized in a number of ways in both languages, the British show a marked preference for "I'm sorry" in its intensified form (i.e. "I'm very sorry").

In Thailand, as far as the researcher knows, there is only the study of Intachakra (2001) which has been conducted on apologies in Thai. The subjects were native English and Thai speakers responding to a discourse construction questionnaire. The

findings show a number of subtle differences between conversational interactions in the two speech communities. There are more strategies for apologizing in English than in Thai, not only in terms of frequency but also quantity. Considering direct speech acts of apology, British English speakers have at their disposal at least in six variants; whereas, there are only half as many variants in Thai.

In terms of transfer and proficiency aspects, Maeshiba, Yoshinaga, Kasper and Rose (1996) examined the relationship between contextual factors and strategy use in apologies. The subjects participating in this study came from 4 groups, namely, 30 Japanese learners of English (Intermediate) students from Hawaii Pacific University, 30 Japanese learners of English (Advanced) students from the University of Hawaii at Manoa, 30 native speakers of English who were both undergraduates at Hawaii Pacific University, and 30 native speakers of Japanese who were also undergraduate and graduate students at Hawaii Pacific University. These participants were given an assessment questionnaire and a dialogue construction questionnaire (in English and/or Japanese) in which they were asked to rate each of 20 contexts on a five-point scale. The results showed that there was strong agreement between the native speakers of English and Japanese in perception of status, obligation to apologize, and likelihood of apology acceptance. The effects of positive transfer seemed to be much more pervasive than negative transfer in the learners' apology performance and perception. Moreover, the results found that advanced learners only transferred their Japanese apology strategies in 2 instances; whereas, the intermediate group transferred their native apology strategies 6 times. This indicated that advanced learners showed more positive transfer than intermediate learners, and the former demonstrated less negative transfer than the latter.

Rose (2001) studied pragmatic development among three groups of primary school students in Hong Kong, who were approximately 40 children at level P-2, P-4, and P-6. All groups completed a cartoon oral production task designed to elicit requests, apologies, and compliment responses in EFL or in Cantonese. They tape-recorded what they thought the character in the cartoon would say. In apologies, Rose found that all three levels had similar responses regarding the strategy of expressing an apology. P-6, however, demonstrated more offers of repair. Overall, Rose found little evidence of pragmatic transfer from Cantonese.

A recent study by Tamanaha (2003) examined the performance of the complaint/ apology adjacency pairs elicited through interactive role plays produced by American learners of Japanese at intermediate (J2L) and advanced (J2H) levels. Native speakers of Japanese (J1) and native speakers of American English (E1) were used as comparison groups. This study aimed to analyze: 1) the characteristics of apologies and complaints produced by the J1s and the E1s; 2) the characteristics of Japanese learners' apologies and complaints in terms of L1 transfer and linguistic difficulties in performing such speech acts in L2; and 3) proficiency effects that become apparent between the J2Ls and the J2Hs. The results indicated that there are cross-cultural differences found in the use of apologies in role plays; namely, the tendency for the E1 speakers to prefer more rational strategies; whereas, the J1 speakers prefer emotional strategies, as previously attested. In terms of complaints, the J1 speakers were overall slightly more indirect and mitigated than the E1 speakers. The results also found that the J2Ls perform rather poorly, while the J2Hs' role plays closely approximated those produced by the J1s both quantitatively and qualitatively as well as grammatically and pragmatically. Both the J2Ls and the J2Hs showed signs of negative pragmatic transfer

from their L1 in several common features, but overall the J2Hs exhibited less negative pragmatic transfer than the J2Ls.

The only one research done in 1993 by Frescura is probably the most thorough and detailed source in the studies of responses to interlanguage speech acts of complaint. She focused on the sociolinguistic comparison of "reactions to complaints" as performed by four groups of speakers: native speakers of Italian residing in Italy, native speakers of English residing in Toronto, speakers of Italian residing in Toronto (first generation Canadians), and learners of Italian as a second language (native speakers of English). The goal of the study was to determine whether different social and contextual factors (dominance, social distance, severity of offence, and tone of complaint) were used in the hearer-supportive or the self-supportive category of formulas across the four language groups, as well as within each language group. The collection of data were tape-recorded in six role-plays on reactions to complaints (mostly apologies), then the respondents were asked to listen to all six recordings and to provide retrospective verbal reports on: 1) how close to real life they felt their performance to be; 2) how dominant they felt their interlocutor was; 3) their sensitivity to the severity of the offense and to the tone of the complaint; and 4) their possible linguistic difficulties. The data were coded according to a taxonomy comprising seven semantic formulas in two categories: hearer-supportive (including formulas providing gratification and support for the 'face' of the complainers) and self-supportive (including formulas uttered by the speakers to defend and protect their own 'face'). Performance was measured according to the three dimensions of production (total output of formulas, including repetitions), selection (types of formulas used, excluding repetitions) and intensity of formulas produced. The results revealed that native

speakers of Italian had an overall preference for the self-supportive category of formulas, while native speakers of English had a preference for the hearer-supportive category. On the other hand, learners of Italian did not indicate any preference while Italian-Canadian speakers thought diverging some from the native norm, gave indication of language maintenance as well. Frescura's use of verbal reports helped her establish, among other things, that learners of Italian tended to think in English first before responding to the role-plays.

In summary, many research studies have been conducted on apology strategies from the early 1980's to the 2000's. Table 2.2 outlines the previous studies on apology strategies as mentioned above:

Table 2.2

Previous Studies Conducted on Apology Strategies

Study	Investigated Language	Instruments	Focus of Study
1) Olshtain & Cohen 1983	-English -Hebrew -ESL	-Role play	-Strategy use -Pragmatic transfer
2) Blum-Kulka & Olshtain 1984	-Australian English -American English -British English -Canadian French -Danish -German -Hebrew -Russian	-DCT	-Strategy use
Study	**Investigated Language**	**Instruments**	**Focus of Study**
3) Trosborg 1987	-English -Danish English (Intermediate & Advanced)	Role-enactment	-Strategy use

Study	Investigated Language	Instruments	Focus of Study
4) Olshtain 1989	-German	-DCT	-Strategy use -Social status -Power
5) Vollmer & Olshtain 1989	-Canadian French -Australian English -Hebrew -German	-DCT	-Strategy use -Social status -Power -Severity of offence
6) Holmes 1989	-New Zealander English	-Logging	-Strategy use -Gender
7) Holmes 1990	New Zealander English	-Logging	-Strategy use -Social status -Power -Gravity of offence
8) Mir 1992	-English -Spanish EFL	-Role play	-Strategy use
9) Frescura 1993	-Italian in Italy -English in Toronto -Italian in Toronto -Italian as a second language -English	-Role play	-Strategy use -Pragmatic transfer -Dominance -Social distance -Severity of offence -Tone
10) Maeshiba, Yoshinaga, Kasper & Rose 1996	-Japanese EFL (Intermediate) - Japanese EFL (Advanced) -English -Japanese	-An assessment questionnaire -A dialogue construction questionnaire	-Strategy use -Pragmatic transfer
11) Reiter 2000	-English -Uruguayan Spanish	-Open role play	-Strategy use
12) Intachakra 2001	-British English -Thai	-Discourse construction questionnaire	-Strategy use
13) Rose 2001	-Chinese EFL (P.2) -Chinese EFL (P.4) -Chinese EFL (P.4) -Cantonese	-An oral production task	-Strategy use -Pragmatic transfer
Study	**Investigated Language**	**Instruments**	**Focus of Study**
14) Tamanaha 2003	-American learners of Japanese (Intermediate) - American learners of	-Role play	-Strategy use -Pragmatic transfer

Japanese (Advanced)

-Japanese

-American English

___

As shown in Table 2.2, each previous study employed the apology speech act for responding to complaints realized by the same universal set of semantic formulas presented in the existing literature in terms of interlanguage and cross-cultural comparison. They have been carried out in a variety of settings, with a range of target populations and subjects, methods of data collection, focal points for investigation, and other factors when looking into the choice of pragmatic strategy use in responding to complaints in the hotel business. Therefore, these studies will utilized for developing the conceptual framework of the present investigation as illustrated in the next section.

2.9 Theoretical Framework for the Present Investigation

The main purpose of carrying out an extensive review of the available related literature in the previous sections in this chapter was to find evidence which would help the researcher in developing a theoretical framework. Figure 2.1 demonstrates the theoretical framework for investigating pragmatic strategies in response to complaints in the hotel business.

Figure 2.1

Theoretical Framework for the Present Investigation
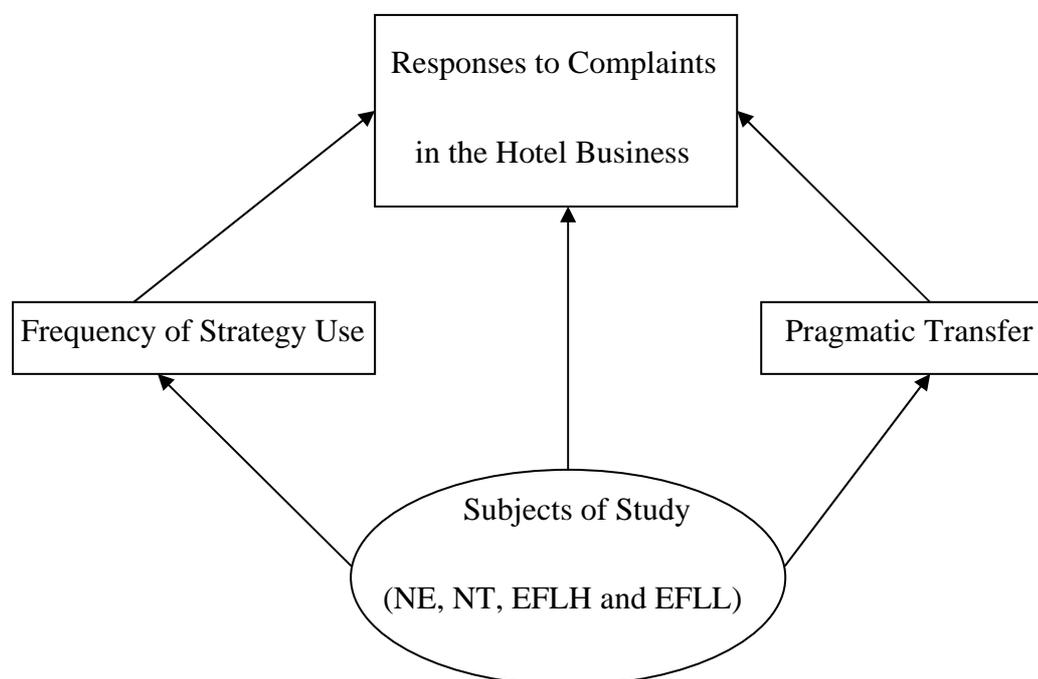
Through an extensive review of the research on pragmatic strategies (apology strategies) used in responding to complaints, we can see that a number of variables which are believed to be related to the strategies used, have been taken into account for investigation. What follows is a discussion of the basic assumptions about the relationships between pragmatic strategy use and the three variables, based on the theoretical framework shown above, the related literature and other author's opinions.

2.9.1 Pragmatic Strategies Used in Responses to Complaints

Pragmatic strategies used in responding to complaints are the main point for investigation in the present study. As mentioned in section 2.7 in this Chapter, apology strategies are employed in this study. Past research work on apology strategies (e.g. Blum-Kulka, House & Kasper, 1989; Blum-Kulka & Olshtain, 1984; Frescura, 1993; Holmes, 1989, 1990; Intachakra, 2001; Maeshiba, Yoshinaga, Kasper & Rose, 1996; Mir, 1992; Olshtain, 1989; Olshtain & Cohen, 1983; Reiter, 2000; Rose, 2001;

Tamanaha, 2003; Trosborg, 1987; Vollmer & Olshtain, 1989) provide the researcher with a baseline for the current research. Our purpose is to investigate the pragmatic strategies used in responding to complaints in the hotel business for which no past empirical research has been conducted in such situations.

2.9.2 Pragmatic Transfer

As shown in Table 2.2 which summarizes the previous studies conducted on apology strategies, it can be seen that there were 5 studies which investigated pragmatic transfer. Since pragmatic transfer has an effect on whether communication is a success or a failure, the present study aims to investigate the negative transfer of the Thai EFL learners in responding to complaints in the hotel business in Thailand. The reason for investigating negative transfer is that it can cause breakdowns in communication. The results of this study are expected to help in creating modules or materials for the teaching of pragmatic strategies in responding to complaints in the hotel business.

2.9.3 Subjects of the Study

Different cultures may respond to complaints in the hotel business in different ways. In this investigation, the subjects include four groups, namely, native English speaking hotel employees, native Thai speaking hotel employees, Thai English learners of high proficiency, and Thai English learners of low proficiency. The present investigation, therefore, aims at exploring the relationships between these categories to see whether or not there are differences in their responses to complaints which will affect all four groups of subjects.

2.10 Summary

This chapter first examines the details of the language of hospitality. Next, the researcher reviews the relevant literature on pragmatics and speech acts and politeness theory. It also explains interlanguage pragmatics and communicative competence, and transfer effects in interlanguage pragmatics and proficiency. In addition, it covers the speech acts of complaints. Then, the nature of the responses to the speech acts of complaint is described. Lastly, the research on responses to complaint speech act and the theoretical framework for this study are presented.

The next chapter deals with the two phases of the study, coding, and the categorization of responses to complaint strategies which are used in the third phase or main study and it also deals with the research methods employed.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research methodology used for this study. It includes three phases: phase I aims to find out the complaint situations; phase II concerns an investigation of the pragmatic strategies and phase III deals with pragmatic transfer. The first and second phases, which were conducted to gain some data for planning the main research, cover the subjects, instruments, data collection procedures, techniques of data analysis, as well as the findings. The main study (phase III) begins with information about the subjects. Then, the research instrument is presented. This is followed by the description of the process of data collection, and the analysis of the data using different statistical methods.

3.1 Phase I: Finding out the Complaint Situations

When guests check-in at a hotel, they want to enjoy their stay and make full use of all the hotel services and facilities. Some are satisfied but some are not. The members of the hotel staff, therefore, have to make an effort to ensure that all their guests are completely satisfied with the hotel's services. If, for some reason, guests are not satisfied, they tend to make their complaints mostly at the front desk (Prasertpakdi, 2001).

Although hotel staff try best to give the best service to their guests, it is inevitable that some mistakes or misunderstandings sometimes occur. Therefore, in

order to carry out, this research, the first phase aimed to find out the typical complaint situations in the hotel business as well as to investigate the possible responses.

3.1.1 Subjects of the Study

The subjects of the first phase were 60 guests who stayed in hotels around Thailand during the period of December 2003 to February 2004. They were classified into two groups: 30 native English speaking guests (NEG) and 30 native Thai speaking guests (NTG). The former included 15 males and 15 females, with ages ranging from 40 to 56. 14 of them came from the U.S.A., 9 from England and 7 from Australia. They all spent their holidays in Thailand and stayed in hotels for more than 5 days. The latter group were 15 males and 15 females, ranging in age from 37 to 57 years. They were on business trips or on holidays in hotels around Thailand for more than 5 days.

3.1.2 Method of Data Collection

The method used to collect data in the first phase was a semi-structured interview. This method was chosen because it can elicit a general idea of where the interviewees want the interview to go, and what should come out of it, as well as giving the interviewee a degree of power and control over the course of the interview (Intaraprasert, 2002). A semi-structured interview was conducted to gain in-depth information and elicit complaint situations, which occurred in the hotel business in Thailand. The utterances of the subjects' complaints were also investigated. The semi-structured interview guides (see Appendices A and B) were written in both Thai and English. To ensure the equivalency of the Thai and English versions, the English version was first translated into Thai by the researcher, and then the Thai version was tested on two other individuals fluent in both Thai and English. Finally, the Thai

version was retranslated from Thai into English by a professional Thai translator. To validate the interview guide, a pilot study was administered with six hotel guests: three were English native speakers and the other three were Thai native speakers. The aim of the pilot study was to test the interview process to find out if there were any problems with the questions, sequence, timing, recording, and other technical matters. The results of the pilot study helped the researcher to make all aspects of the semi-structured interview clear. For example, in terms of the sequence of the questions, before piloting, question No. 2 was the question No. 1 (see appendices A and B). After the piloting, two subjects that question No. 2 "How often do you stay in this hotel?" should be asked first instead of question No. 1 "How long do you usually stay here for?". Therefore, it can be seen that the pilot study helped the researcher in terms of the validity and reliability of the instruments.

3.1.3 Data Collection Procedures

The final version of the semi-structured interview guide was administered to 60 hotel guests; 30 native English speakers and 30 native Thai speakers. The Thai version was used to interview Thai hotel guests while the English version was administered to native English speaking guests. Each of the 60 interviewees was interviewed for approximately ten minutes. Each interview was audiotaped to ensure that all the information was recorded and could be reviewed afterwards. After the interviews had been completed, the audiotapes were transcribed. The Thai transcriptions were also translated into English, but the primary analysis of the Thai complaints was based on the Thai transcriptions, rather than the English transcriptions.

3.1.4 Data Analysis

The data obtained from the semi-structured interview were analyzed by the frequency and then categorized by selecting the ten highest frequencies to formulate the instrument in the second phase of this study.

The findings of the data analysis of the hotel guests interviewed about complaint situations are shown in Table 3.1 below.

Table 3.1

Complaint Situations Occurring in the Hotel Business

Situations	Frequency		Total
	NEG N=30	NTG N=30	
1. The room is dirty or has not been cleaned.	15	12	27
2. The room facilities do not work (air conditioner, TV, telephone, electricity, etc).	13	8	21
3. The bathroom smells bad.	5	9	14
4. Someone makes a loud noise.	8	4	12
5. The services are not satisfactory (regarding requests for food and room service is too slow).	4	7	11
6. The shower does not work.	3	5	8
7. Some food is not good in terms of preparation or quality.	5	2	7
8. Bed linen is dirty (sheets, pillow cases, blankets, etc).	2	4	6
9. The water service is interrupted or not available from time to time.	1	5	6
10. Some undesirable pests are in the rooms (ants, cockroaches, etc.).	3	2	5
11. The toilet does not flush properly.	1	2	3
12. Checking-in is too slow.	2	1	3
13. Hotel staff refused to supply extra bed linen (blankets, pillowcases) when asked.	2	1	3

Situations	Frequency		Total
	NEG	NTG	
	N=30	N=30	
14. The rooms provided to the guests were not the same as those requested in the booking.	2	1	3
15. Orders for food were not as requested.	2	-	2
Grand Total	**68**	**63**	**131**

As shown in Table 3.1, 15 complaint situations occurred in the hotel business. The 10 typical complaint situations (No. 1-10 from Table 3.1) were developed and used to formulate an instrument for the second phase of the study. In addition, the utterances found in making complaints like *"The air conditioner in my room does not work. Could you send someone to fix it, please?"* in "The room facilities do not work" situation (No. 2 from Table 3.1) were also used to construct the instrument for the second phase.

3.2 Phase II: Investigating the Pragmatic Strategies Employed

As mentioned earlier, no research has been conducted in the field of responses to complaint speech acts in the hotel business. Therefore, it is very difficult to base this research on the theories or pragmatic strategies from previous studies. As a result, the second phase aimed to investigate the semantic formulas used in order to respond to complaints in the hotel business. It is hoped that the pragmatic strategies found in this phase can be the baseline or conceptual framework for the main study (the third phase). The research methodology employed in this phase is as follows:

3.2.1 Subjects of the Study

The subjects of the present study were 10 native English-speaking hotel employees (NE), 20 native Thai-speaking hotel employees (NT), and 30 English foreign language learners (EFL).

3.2.1.1 Native English-speaking hotel employees (NE)

The NE group were all between 30 and 50 years of age; 3 females and 7 males. All of the NE subjects have worked at standard hotels in the tourist attractions around Thailand for period of 7 to 23 years. Their positions in the hotels were at the management level.

3.2.1.2 Native Thai-speaking hotel employees (NT)

The NT subjects were between 25 and 45 years of age; 10 females and 10 males. Twelve were members of the Front Office staff, three were from Housekeeping Departments, and the rest were from the Food and Beverage Departments. All of them have worked at standard hotels in the tourist attractions around Thailand for a period of 3 to 20 years.

3.2.1.3 English foreign language learners (EFL)

The target group consisted of 30 Thai learners of English as a foreign language, who comprised 22 females and 8 males. They were fourth year English major students at Buriram Rajabhat University, Thailand. They had all studied three courses of English for hotel business, before undergoing internships during the summer of 2004.

Table 3.2 summarizes the information about the subjects in this phase:

Table 3.2

Information about the SubjectsSubjects' Language Background	Age	Gender		Work experience
		Male	**Female**	
NE	30-50 years	7	3	7-23 years
NT	25-45 years	10	10	3-20 years
EFL	20-23 years	8	22	-

3.2.2 Research Instrument

In the field of interlanguage pragmatics (ILP), naturally occurring speech may be ideal data to investigate speech acts because in practice natural data is difficult to obtain and to compare across situations (Blum-Kulka, House & Kasper,1989; Kwon, 2003). A particular instance of the type of behavior being studied may not occur frequently or predictably enough for one to be able to collect a meaningfully large sampling of data, and the range of situations in which the data were collected may be narrow. Also, it is highly unlikely that, in real-life situations, a given speech act recurs with the same relationships (Wolfson, 1986). Since the variables in naturally occurring speech acts are complex and can hardly be held constant to allow for cross-cultural comparisons, speech acts observed in natural data can only be studied and analyzed as individual cases. Furthermore, it is also difficult and unethical to collect data from

natural interactions of everyday speech without letting the interlocutors involved in the exchange know that they are being observed (Kwon, 2003).

Instead of relying on natural data, most of the ILP studies have used elicitation procedures for cross-cultural linguistic study. Over the past decade, the methods used to collect data in speech act studies have been widely debated and rather limited. Golato (2003) lists and gives an overview of the advantages and disadvantages of the five collection data methods, namely discourse completion tasks (DCT), role plays, field observation, recording of naturally occurring take-in-interaction, and recall protocols. Of these methods, 'field observation' is obviously the best method but it is extremely time-consuming and it is virtually impossible with this method to obtain data in a wide range of situations and attributes of participants (Cohen, 1996; Tamanaha, 2003). However, the two most commonly employed methods in ILP studies which concentrate mainly on speech act studies are DCT and role plays (Blum-Kulka, House & Kasper, 1989; Tamanaha, 2003).

In role plays, which have been used by many linguists (e.g. Frescura, 1993; Scarcella, 1983; Shea, 2003; Tamanaha, 2003; Tanaka, 1988), subjects are given instructions that specify their roles, the initial situations and at least one interlocutor's communicative goal. The outcome of interactions in role plays is not predetermined. The major advantage of role plays as a data collection method is that the pragmatic interactions observed are contextualized. As a controlled method, role plays allow the researcher to manipulate the variables of a situation, thus allowing cross-cultural linguistic comparisons to be made. Also, since role plays often elicit several turn-takings between interlocutors, they can provide insight into the meaning negotiation process as in authentic conversations. However, one of the disadvantages of role plays

is that the collections and transcription of the data is time-consuming. Role play data are also more difficult to code than data from more tightly controlled procedures, such as DCTs, since "illocutionary force and the precise function of conversational marker often cannot be unambiguously determined" (Kasper & Dahl, 1991, p. 229). In addition, it has been reported that when subjects interacted with a researcher in role plays requesting situations, they often avoided using direct strategies in order to sound more polite to the researcher (Rintell & Mitchell, 1989; Kwon, 2003). Most crucially, the extent to which role play data represent natural data remains undetermined.

A DCT, employed by numerous studies (Al-Issa, 2003; Beebe, Takahashi & Uliss-Weltz, 1990; Blum-Kulka, 1982; Cohen, Olshtain & Rosentein, 1986; House & Kasper, 1987; Kwon, 2003; Olshtain & Weinbach, 1987; Rose, 1994; Wannaruk, 2004), is the most widely used method of data collection in second language speech act research. Beebe and Cummings (1996) reported five advantages of the DCT. Firstly, large amounts of data can be collected quickly and efficiently in a short period of time without any need for transcription. Secondly, an initial classification of semantic formulas and strategies in speech acts can be created and studied. Thirdly, the necessary elements of a socially acceptable (though not always polite) response can be studied. Fourthly, insight can be gained into social and psychological factors that are likely to affect speech act performance. Finally, the body of rules governing given speech acts can be discerned in the minds of speakers of a given language.

The DCT also meets the need of cross-linguistic research to control social variables for comparability in that it allows the researchers to control basic social factors of the situations such as setting, gender, or social status and distance. The controlled context helps to elicit the realization of the speech act under study, and the

manipulation of social factors across situations allows researchers to investigate the variation in strategies relative to the social factors, e.g. Olshtain & Blum-Kulka, 1985; Blum-Kulka, et al, 1989. Kasper (2000) who has conducted numerous ILP speech act studies using DCTs as well as other methods indicates that "in interlanguage pragmatic research, we may be interested in finding out what L2 learners know as opposed to what they can do under the much more demanding conditions of conversational encounters. For such purposes, DCTs are an effective option" (p. 330).

Despite the advantages of using DCTs, Beebe and Cummings (1996) noted, based on the comparison between DCT data and data collected by tape-recording naturally occurring telephone conversations that the responses in DCTs may differ from natural speech in wording, usage, range of formulas and strategies, depth of emotion, repetition and elaboration, and rates of occurrence of the speech act. The findings of Beebe and Cumming were confirmed by Hartford and Bardovi-Harlig (1992) and Rintell and Mitchell (1989).

Hartford and Bardovi-Harlig (1992) compared naturally occurring data with those elicited by an open-ended DCT with native and non-native speakers in the speech act of rejections. Results indicated that there were differences between naturally occurring rejections and DCT rejections in terms of type and frequency of strategies. It was also noted that the written responses do not allow a speaker to display the full range of response types since the DCTs are not designed to capture the extended and dynamic negotiations between interlocutors that take place in natural conversation. The authors concluded that although DCTs are a valuable tool, providing data which help explain and interpret naturally occurring speech, more natural data should be

collected as a basis for use in DCTs as a means of understanding the whole picture of interaction.

Rintell and Mitchell (1989) compared open-ended DCT data to cloze role play data for both requests and apologies from native speakers of English and non-native speakers of English. They found that open-ended DCT (written responses) and role play (oral responses) data differed in two ways. First, non-native speakers' oral responses were significantly longer than their written responses due to the use of more supportive moves, hesitation and recycling. However, this difference in length observed between the oral and written responses in the non-native speaker data was not found in the native speaker data. The authors concluded that the difference which they assumed to result from the data elicitation method might not be related to the method itself, but it might be associated with the specific way non-native speakers approached tasks. The authors also discussed possible reasons why the oral role plays produced longer responses. In the role play task where the non-native speakers had to interact face-to-face with the researcher, they may have been concerned with sounding polite, and clarifying their points. Thus, the non-native speakers stated a phrase, and often repaired and restated the phrase until they produced a more precise phrase representing what they intended to say. This may have inevitably lengthened their responses in role plays. However, in writing, the non-native speakers were able to plan what they wanted to say by trying out different words and phrases mentally. For the native speakers, their fluency with the language "allow him or her to respond spontaneously, whether orally or in writing, without the need to search for the most appropriate, or the most correct, word or phrase" (p. 267).

The data elicited by DCTs and role plays in their study did not differ in terms of the range of the request and apology strategies used by native and non-native speakers. In the case of apologies, no difference was found between DCT and role play data. However, the second difference between DCT and role play data was in the directness level displayed in some request situations. In two particular situations where the requester asks that an obligation be fulfilled (i.e. asking a roommate to clean the kitchen after throwing a party, and asking a woman to move a car which is blocking emergency vehicles), both native and non-native speakers were more direct in the DCT than in the role plays. This difference, according to Rintell and Mitchell, may be due to interaction between the method and a situational variable. The face-to-face role plays with the experimenter may have prevented both native and non-native speakers from using more direct language although direct language seems appropriate for these situations where the subjects ask the interlocutor to perform an obligation rather than to do a favor. On the other hand, in writing, the subjects were free to use less polite and more direct language which they believed to be appropriate for the situation since the discomfort that they may feel in a face-to-face encounter is absent. The authors noted that what language would be used in a real non-experimental face-to-face interaction is of course, left open to question. They also indicated that face-to-face interaction may be a more demanding task for non-native speakers than it is for native speakers.

To sum up, Rintell and Mitchell wrote:

> "Despite known distinctions between spoken and written language… language elicited in this study is very similar whether collected in written or oral form. We believe the reason for this similarity is that, although the data appear in the two modalities, they do not truly reflect the contrast between spoken and written language. In fact, the discourse completion test is, in a sense, a role- play like the oral one. With both methods, subjects are asked to role-play what they or someone else might say in a given situation. So, both methods elicit representations of spoken language" (p. 270).

Regardless of this criticism, the DCT is still commonly used in cross-cultural and ILP studies to investigate different types of speech acts, recognizing that the advantages of the DCT outweigh the possible shortcomings.

Based on the above advantages of DCT as well as from Yuan's (2001) suggestion that the choice of data gathering methods for a particular study should be made based on the objectives and questions of the research, the DCT, therefore, was employed for use only in the second phase of this study.

As mentioned above, the instrument used to collect the data in this study was a "Discourse Completion Task (DCT)" which was designed and developed based on the findings obtained through the interview. DCT was first introduced by Levenston (1975 cited in Kwon, 2003) as a means of assessing the English proficiency of immigrants to Canada. Subsequently, Blum-Kulka (1982) adapted a written DCT to examine speech act realization. A DCT typically consists of a set of brief situational descriptions designed to elicit a particular speech act (Kasper & Rose, 2001). Subjects read the situation and then respond in writing to a prompt. The following is an example of a typical DCT prompt as used in this study:

Situation: Mr. Smith comes up to you and complains about the dirtiness of his room.

Mr. Smith: My room is very dirty. It obviously hasn't been cleaned. The bed hasn't been made, either.

You: _____

In the second phase of data collection, the DCT consisted of 10 different situations, designed to elicit a response to complaints occurring in the hotel business. Since the present study has been conducted mainly in a specific situation as in the hotel

business, in all situations, the relative power relationship and the social distance between the interlocutors were not varied; the interlocutors were set as "stranger". Therefore, the power relationship is 'high-low" and the social distance is not close. In terms of imposition or gravity of the offenses, they were assessed as heavy or serious since all situations in the hotel business were considered to be in these categories (see Brown & Levinson, 1989 for more details of face–threatening acts (FTAs) concerning the relative power relationship (P), the social distance (S) and the imposition (R)).

In order to construct the DCT, it was first written in two versions, one in English and the other one in Thai (see Appendices C and D). After that, the DCT was translated into Thai by the researcher, a native speaker of Thai. Then the translation was further checked by two Thai linguistic lecturers. Finally, the Thai and English DCTs were tested twice among native speakers of English and Thai, and revised accordingly before they were administered. Both versions were developed to be equivalent in terms of format and content. The following are the 10 provoking-complaint situations:

Situation 1: Dirty or unclean rooms

Situation 2: Broken air conditioner or television

Situation 3: Disgusting bathroom

Situation 4: Disturbance from a loud noise

Situation 5: Slow delivery service for food ordered

Situation 6: Broken showers

Situation 7: Awful food ordered from the restaurant

Situation 8: Dirty bed linen

Situation 9: Interrupted water supply in the bathroom

Situation 10: Cockroaches in the wastebasket

After the design of the situations as well as the content of the DCT was carefully thought out and thoroughly discussed with native speakers of both languages in order to ensure they were sufficiently natural and that they meant the same in both English and Thai, the instrument was pilot-tested by nine respondents: three from each group of the NE, NT and EFL subjects. The main objectives of the pilot test were: 1) to carry out a preliminary analysis in order to determine whether the wording, the format and the setting of the situations would present any difficulties; 2) to identify any problematic items in the DCT and remove those elements which did not yield usable data so that the respondents in the second phase would experience no difficulties in answering the DCT; 3) to double check that the DCT was clear to all respondents and that there was no confusion as to what they were meant to do; 4) to estimate how long it would take the respondent to answer the complaint-provoking situations; and 5) to ensure some sort of validity of the DCT for the data collection and to check its reliability. In other words, to make sure that the DCT is an effective and dependable means of eliciting results which would yield answers to the questions .

3.2.3 Data Collection Procedures

The DCT for the present investigation was employed to collect data during the summer 2004. The researcher collected some of the data himself and had two other hotel staff, who were the researcher's former students, collect more data from the subjects who worked in hotels including both English and Thai native speaking employees. All three groups of subjects were asked to respond to the 10 different complaint situations. The English DCT was given to the NE and EFL groups; whereas,

the Thai DCT was given to the NT subjects. No time limit was set for completing the DCTs.

3.2.4 Data Analysis

This section explains how the semantic formulas of the DCT data obtained from the subjects were coded. Also, it describes the statistical procedures used to analyze the data.

3.2.4.1 Coding

Following the method used by many researchers (e.g. Boxer, 1993a, 1993b, 1996; Frescura, 1993; Laforest, 2002; Murphy & Neu, 1996; Olshtain & Weinbach, 1985), the data collected from the three groups were analyzed using semantic formulas as "units of analysis". All data from the DCTs were coded according to the apology taxonomy developed by Olshtain and Cohen (1983), and Frescura (1993). For example, in the situation where respondents responded to a complaint about food service in a hotel restaurant, a response such as *"I'm really sorry, we were very busy this morning. Your breakfast will be delivered to your room in a few minutes"*, was analyzed as consisting of three units, each falling into corresponding semantic formulas (as shown in the brackets):

(1) I'm really sorry.

[apology]

(2) We were very busy this morning.

[Explanation]

(3) Your breakfast will be delivered to your room in a few minutes.

[Offering repair]

In addition, new types of strategies (semantic formulas) were identified based on this study. To make sure the semantic formulas suited the data in the light of the classification provided by Olshtain and Cohen, and Frescura, four independent raters, two English native speakers and two Thai native speakers, were selected to analyze random samples. The intercoder reliability of the English and the Thai DCTs was found to be 92% and 94%, respectively.

3.2.4.2 Statistical Procedures

The semantic formulas employed by each group in response to each DCT complaint situation were analyzed. The researcher then calculated the total number of frequencies of the response strategies to complaints occurring in each situation from each group by using the percentages.

3.2.5 Findings

Based on the apology taxonomy of Olshtain and Cohen (1983), and Frescura (1993) as well as the new strategies found in this study, the findings are shown in Table 3.3 as follows:

Table 3.3

Strategies Used in Responding to Complaints in the Hotel Business

Strategy	Frequency					
	NE		NT		EFL	
	Total	%	Total	%	Total	%
1. Expression of apology	66	20.08	146	34.93	109	19.32
2. Acknowledgement of responsibility	29	12.34	36	8.61	76	13.40
3. Explanation	12	5.11	7	1.67	5	.88

Strategy	Frequency					
	NE		NT		EFL	
	Total	%	Total	%	Total	%
4. Offering repair	107	53.23	192	44.94	277	48.85
5. Promise of forbearance	7	2.98	4	.96	6	1.06
6. Making a suggestion*	5	2.13	10	2.39	4	.71
7. Giving the time frame for action*	4	1.70	19	4.54	62	10.93
8. Asking for information*	1	.43	1	.24	21	3.71
9. Gratitude*	4	1.70	3	.72	7	1.24
Grand Total	235	100.00	418	100.00	567	100.00

Note: * New strategies found

The findings from Table 3.3 indicate that the 9 strategies were found in responding to complaints in hotels around Thailand. In terms of strategies used, the "Offering repair" strategy was employed the most frequently to respond to the complaints among the three groups, followed by "Expression of apology", and "Acknowledgement of responsibility", respectively. All of the strategies found in this phase will, therefore, be employed as a baseline for the main study.

3.3 Phase III: Investigating the Pragmatic Strategies Employed and Pragmatic Transfer

This phase aims to answer the research questions of the main study. To achieve the purposes of the present study, the following research methodology was employed:

3.3.1 Subjects of the Study

A total of 120 subjects participated in this study: 30 native English speaking hotel employees(NE), 30 native Thai speaking hotel employees (NT) and 60 Thai EFL learners (EFL). Within the Thai EFL learner group, 30 subjects were at a high proficiency level (EFLH) and 30 were at a low proficiency level (EFLL).

3.3.1.1 Target Language Group (NE)

The native speakers of the target language, English, included 20 males and 10 females, ranging in age from the 34 to 56 years. They have worked at standard hotels around Thailand. All of them have been working as hotel staff in high-ranking positions for a period of 8 to 20 years.

3.3.1.2 Native Language Group (NT)

The native speakers of Thai were 10 males and 20 females. Their age ranges from 25 to 48 years. All of them are working as hotel staff at standard hotels around Thailand. Their work experience is between 5 to 23 years.

Both NE and NT groups were selected because they were expected to have acquired the appropriate sociolinguistic rules that represent the "norms" of their cultures. They were not required to take on any special roles, but to be themselves in order to respond realistically.

3.3.1.3 Learner Language Groups (EFL)

The learner language group, which is the primary focus of this study, is composed of fourth year students whose major subject is English at Buriram Rajabhat University. They participated as part of their academic program for professional training in the hotel business during the summer of 2005. They were being trained to work as hotel staff in the Front Office, Food and Beverage, and Housekeeping

Departments. To find out whether there were differences in the responses to complaints as well as the pragmatic transfer, the 60 EFL learners were randomly divided into two different English proficiency levels (high and low) based on the TOEIC (Test of English for International Communication) scores. The TOEIC, developed by the Chauncey Group at the ETS (Education Testing Services), assesses general English proficiency for the global workplace. It is one of the most commonly used English proficiency tests in Thailand, and many hotels and companies in Thailand require their applicants to submit TOEIC scores in the hiring process. The test consists of 200 multiple choice questions in listening comprehension and reading comprehension, and scores range from 10 to 990. These hotels and companies require the TOEIC scores of at least 350.

On being accepted by the hotels and companies, learners are assigned to the low and high according to their most current TOEIC scores: scores below 300 are placed in the low English proficiency group and scores above 400 the high English proficiency group. At the time of the data collection, 30 learners were classified as low and 30 in the high groups.

1) Thai English learners, of high proficiency (EFLH)

30 Thai EFL learners in the high group (EFLH) participated and their TOEIC scores ranged from 405-565 (X= 450.17, S.D. = 48.89). Ten were males and 20 were females between 20 to 25 years of age.

2) Thai English learners, of low proficiency (EFLL)

30 Thai EFL learners in the low group (EFLL) participated in this study, and their TOEIC scores ranged from 200-295 (X= 250.83, S.D. = 28.89). Ten were males and 20 were females between 20 to 25 years of age.

None of the learners in the two proficiency levels had ever been to any English-speaking countries. No further assessment was used to categorize the students representing the Thai learners of English group into two different proficiency levels.

3.3.2 Research Instrument

In this phase, data were collected through a written DCT as employed in the second phase. An important task in this study is to examine the semantic formulas used in responding to complaints of Thai EFL learners at two diffrent proficiency levels as compared with those of native speakers of English and Thai. This requires a controlled procedure by which a substantial amount of data from two different cultural and linguistic groups is collected in the same contexts for the purposes of comparison.

The reasons for employing the DCT from the second phase were that the DCT is a controlled elicitation method which meets the demand for cross-cultural comparability (Blum-Kulka et al., 1989; Rintell & Mitchell, 1989; Trenchs, 1995; Decapua, 1998; Kwon, 2003) and it allows researchers to control the variables of the situation (e.g. status of interlocutors) thereby providing a consistent body of data. Also, it has been proven to be quick and efficient in gathering a large amount of data (Cohen & Olshtain, 1981; Beebe & Cummings, 1996; Wolfson, 1986). Since the goal of this study is to investigate the subjects' use of responses to complaint strategies under the given situations in the hotel business, rather than to study those pragmatic aspects that are specific to the dynamics of a conversation, e.g. turn-taking, speaker-listener coordination or sequencing of speech, we think that a DCT is an adequate instrument to employ.

In the third phase of this present study, the DCT may allow the collection of stereotypical responses to the complaints by each Thai EFL learner, which in turn may

help to identify the general trend by which Thai learners rely on their native pragmatic knowledge in realizing the target language speech act.

3.3.3 Data Collection Procedures

In order to examine the effect of different data collection methods on the production of responses to speech act of complaint, the data were collected from standard hotels around Thailand, and administered by the researcher himself during the time period of February to May 2005.

Before completing the DCT, all the four groups of subjects were given the Informed Consent Form. They completed a demographic questionnaire on their age, gender, working position, number of years of employment, years of schooling, and academic degrees obtained, and so on (shown in Appendices E and F). The NE, EFLH and EFLL subjects received English consent forms while the NT group received a Thai language version.

Similar to the completion of the Informed Consent Form, all four groups of subjects were asked to fill out the DCT: the NE, EFLH and EFLL subjects were given the English version; whereas, the NT group was given in the Thai version. All of the four groups were told to respond as naturally as possible when completing each of the dialogues.

In the EFLH and EFLL groups, the instructions were provided both orally and in written form in their native language, Thai, to ensure that they understood how to complete the DCT. They were also told not to be preoccupied with grammatical accuracy when they wrote their answers in English. This was to avoid having subjects believe that they were being assessed for their grammatical proficiency, thus writing only what they perceived to be grammatically correct in English. It is important to

remind them to write what they would actually say regardless of the accuracy of the grammar. The subjects were also free to ask questions to the administrator regarding the items in the DCT. No time limits were imposed on completing the DCT.

3.3.4 Data Analyses

This part starts with the coding of the pragmatic strategies employed by all the four groups. Next, the semantic formulas used in the study are categorized, followed by the analysis of pragmatic transfer. The last part of this section presents the statistical analyses.

3.3.4.1 Coding

In order to arrive at a set of strategies, the coding as "A unit of analysis" which is found in the second phase was employed to classify the response strategies to complaints developed by Olshtain and Cohen (1983) and Frescura (1993). Since the present study uses the different groups of subjects from the second phase, the elicited data must be examined to determine whether they match the classification system used in this phase. For example, new strategies might be found. The strategies found in the phase Two, on the other hand, but do not occur in this study will be omitted.

The researcher then coded the main discourse components into the relevant categories for the response strategies of complaints (i.e. words, phrases, clauses, or sentences meeting a particular semantic criterion necessary to perform a speech act). To confirm that the interpretation of the English and Thai language data is correct, the intercoder reliability was calculated. Four trained teachers of English, two native English speakers and two native Thai speakers, worked independently on recoding in their mother tongue, all of the strategies of complaints in each response according to

the initial coding performed by the researcher. Generally, the intercoder reliability value should be more than 80% (Wannaruk, 1997). For items on which there was disagreement, all the coders reviewed the coding guidelines, recoded the data together and discussed any discrepancies until they reached a consensus. The intercoder reliability of the English and Thai DCTs in this phase was 94.5% and 95%, respectively. After the coding was completed, the researcher tabulated, quantified, and compared the main discourse components among the four groups. Frequency was chosen as the primary endpoint of this study.

3.3.4.2 Categorization

The unit of analysis was used for categorizing the utterances produced by four groups of subjects. When a particular response strategy to complaints was used more than once in a single response, each use was counted independently.

Based on the apology taxonomy found in the second phase of the study, the response strategies to complaints employed in the present study were categorized as follows:

1) Expression of Apology

An expression of apology represents a strategy used to maintain, or support the complainer's face. In addition, it intends to remedy any threat to the complainee's negative face. The utterances, which serve as an expression of apology, are as follows:

e.g.   - I (do) apologize.

- I (just) apologize for that.

- I apologize for your inconvenience.

- (Oh!) I'm (very/ really/ terribly/ extremely) sorry.

- (So) sorry.

- Sorry for (the mistake/the problem/your inconvenience).

- My mistake.

- Excuse me.

- เสียใจด้วยค่ะ/ ครับ

 [sia cay dûay kʰà / kʰrap]

- ขอโทษ

 [kʰɔɔ tʰoot]

- ขออภัย

  [kʰɔɔ ?a-pʰay]

- ขอประทานโทษ

  [kʰɔɔ pra-tʰaan-tʰoot]

- กราบขออภัย

  [kràap kʰɔɔ ?a-pʰay] ;

2) Acknowledgement of Responsibility

This strategy is to draw the complainee's attention to acknowledge and accept the causes of the complaints. The utterances used to accept a problem are:

e.g.   - Yes, sir/madam.

- Sure.

- Certainly.

- Yes, we could.

- O.K., sir/madam.

-All right.

- I see.

- Alright.

- Of course, sir/madam.

- Very well, sir/madam.

- ครับ/ ได้ครับ

  [kʰrap / dâay kʰrap]

- ค่ะ/ ได้ค่ะ

  [kʰâ / dâay kʰà]

- ได้เลยครับ/ ค่ะ

  [dâay leey kʰrap / kʰà] ;

3) Explanation

Explanation or account is a strategy used to give reasons why an unfavorable act has been performed, or why the complainer's expectations have not been met. The following are the utterances from the second study.

e.g.   - We were very busy this morning.

- There were many orders this morning.

- All the rooms are occupied now.

- Our staff are in the meeting hall now.

- The room services have many orders right now.

- The guests from many rooms checked out this morning.

- The foods that you order just have the time to make it.

- There must be something wrong with the registration.

- It appears as if this meal order has been mixed up.

- The food is ready for you but there was a small accident on the way so we have to prepare a new order for you.

- ตอนนี้แขกที่ใช้บริการอาจจะมาก

[tɔɔn nii kʰɛɛk tʰii cʰay bɔɔ-ri-kaan ʔàat cà mâak]

- ห้องพักของทางโรงแรมมีการใช้บริการบ่อยครั้งอาจจะเก่าและสกปรก

    [hɔŋ pʰak kʰɔɔŋ tʰaaŋ rooŋ-rɛɛm mii kaan cʰay bɔɔ-ri-kaan

    bɔɔy kʰraŋ ʔàat cà kàw lɛ sok-ka-prok]

- ตอนนี้ช่างแอร์ของเราป่วยกะทันหัน

    [tɔɔn nii cʰàŋ ʔɛ kʰɔɔŋ raw pùay ka-tʰan-han]

- ดิฉันได้สั่งอาหารตามที่คุณ order มา ทางครัวคงอ่านรายการผิด

    [di-chan dâay sàŋ ʔa-haan taam tʰii kʰun ʔɔɔ-dəə maa tʰaaŋ

    kʰrua kʰooŋ ʔaan ray-kaan pʰit] ;

4) Offering Repair

Offering repair is a strategy used to provide the complainers with help to repair or rectify the unfavorable circumstance.

e.g.   - The maid will come to your room in a few minutes.

        - We'll inform them to be quiet.

        - We'll send the engineer to your room.

        - We'll call to check for you.

        - I'll contact room service as soon as possible.

        - I'll carry it out.

        - I'll take you to the manager.

        - I'll tell/inform someone to take care of it right now.

        - I'll help you right now.

        - We'll change the room for you, madam.

        - We'll cook them again for free of charge

- I'll give you a new room.

- We'll move you to another room.

- Could I take your order again?

- ดิฉันจะเร่งส่งเจ้าหน้าที่มาทำความสะอาดเดี๋ยวนี้เลยค่ะ

   [di-chan cà rêŋ soŋ câw-nâa-tʰîi maa tʰam kʰwaam sà-ʔàat diaw
   nii leey kʰà]

- เราจะแจ้งให้ช่างไปดูก๊อกน้ำให้คุณนะคะ

   [raw cà cɛɛŋ hây cʰâaŋ pay duu kɔk naam hay kʰun na kʰa]

- พนักงานของเราจะขึ้นไปเปลี่ยนให้ท่านภายใน 5 นาทีนะคะ

   [pʰa-nak-ŋaan kʰɔɔŋ raw cà kʰʊn pay plian hây tʰâan pʰaay

    nay hâ naa-tʰii]

- ทางโรงแรมยินดีเปลี่ยนห้องให้คุณใหม่ครับ

   [tʰâaŋ rooŋ-rɛɛm yin-dii plian hɔŋ hây kʰun mày kʰrap]

- ถ้าเหตุการณ์ไม่ดีขึ้น เดี๋ยวทางเราจะเปลี่ยนให้ให้ค่ะ

   [tʰâa hèt-kaan mây dii kʰûn diaw tʰâaŋ raw cà plian hây kʰà] ;

5) Promise of Forbearance

This strategy is to inform the complainers that an immediate repair can be
expected/ will be carried out. The complainees will also undertake to do their best to
remedy the unfavorable circumstance.

e.g.   - Everything will be ready in five minutes.

        - The problem can be solved in a few minutes.

        - Hope you can relax tonight.

        - Please don't worry about it.

- The noise will stop in a few minutes.

- I hope you have a good night's rest.

- Hope that you can go to bed early as planned.

- It will be done properly and under my supervision.

- ดิฉันจะแจ้งแม่บ้านให้แก้ไขจุดบกพร่องนี้ เพื่อไม่ให้เหตุการณ์แบบนี้เกิดขึ้นอีก

  [di-chan câ cɛɛŋ mɛɛ-bâan hây kɛɛ-kʰay cùt bok-pʰrɔɔŋ nii

   pʰûa mây hây hèt kaan bɛɛb nii kàt kʰûn ʔiik]

- ไม่ต้องเป็นห่วงนะครับ ทุกอย่างเรียบร้อย สบายใจได้ครับ

  [mây tɔɔŋ pen hùaŋ na kʰrap tʰook yàaŋ rîap rɔy sa-baay cay

   dâay kʰrap] ;

6) Making a Suggestion

Making a suggestion is a strategy used to find an alternative to the imposition of the unfavorable circumstance. The complainee offers suitable ways in which the complainer will be satisfied.

    e.g.   - Please relax at the restaurant.

        - Can we make a new one for you?

        - Would you like to change to another room?

        - Would you like something to drink while you wait?

        - May I offer you some special dishes to help you enjoy your meal?

        - If you don't like your room, we'll provide another room for you.

        - ระหว่างที่รอ ท่านต้องการเครื่องดื่มเพิ่มไหมคะ

          [ra-w âaŋ tʰii rɔɔ tʰâan tɔɔŋ kaan kʰrûaŋ dûum pʰəm may

            kʰa]

- ท่านสะดวกจะเปลี่ยนห้องพักไหมคะ เราเกรงว่าท่านจะเหนื่อยล้ากับการ เดินทาง

[tʰâan sa-duak ca plian hɔŋ pʰak may kʰa raw kreeŋ wâa

tʰâan cà nùay laa kàp kaan dən tʰaaŋ] ;

7) Giving the Time Frame for Action

Giving the time frame for action is a strategy used to inform the complainer of the length of time needed to compensate for or to repair the unfavorable circumstance.

e.g.　　- Just a moment, please.

- Please wait a few minutes.

- One moment, please.

- Just wait a while.

- Please wait for a moment.

- You can wait for a moment.

- Immediately, madam.

- Can you give us ten minutes, madam?

- รอสักครู่นะครับ/ คะ

[rɔɔ sàk kʰrûu ná kʰráp / kʰá]

- รอสัก 10 นาทีนะครับ/ คะ

[rɔɔ sàk sìip naa-tʰii ná kʰráp / kʰá] ;

8) Asking for Information

Asking for information is a strategy used to ask for some facts related to the unfavorable circumstance.

e.g.　　- Steak is medium?

- What's your room number, please?

- May I know your room, please?

- May I have your room number, please?

- Could you give me your name and your room number, please?

- คุณพักอยู่ห้องเบอร์ไหนครับ

  [kʰun pʰâk yùu hɔŋ bəə nǎy kʰráp]

- กรุณาบอกหมายเลขห้องด้วยค่ะ

  [ka-ru-naa bɔɔk mǎay leek hɔŋ dûay kʰà] ;

9) Gratitude

This strategy is used when the complainer would like to thank the complainee for having informed him or her of the unfavoulable circumstance. Also, an expression of gratitude is employed when the complainer wants to end the conversation with his interlocutor.

e.g.   - Thank you.

- Thank you for your information.

- Thank you very much for advising us.

- Thanks for letting us know of your inconvenience.

- ขอบคุณสำหรับข้อมูลค่ะ

  [kʰɔɔp kʰun sam-ràp kʰɔɔ muun kʰà]

- ขอบคุณที่แจ้งให้ทราบ

  [kʰɔɔp kʰun tʰîi cɛɛŋ hây sâap] ;

10) Promise of Follow-up Action

This strategy is used when the complaints have been repaired or compensated for. The complainees want to be sure that the complainers are satisfied with the solution to their complaint.

e.g.   - I will investigate how the incident occurred.

- After 30 minutes, I will call you back that everything has been fixed.

- Please allow me to follow up with the housekeeping to find out why it
  was not done.

- Could I call you tomorrow to ask if the problem can be solved?

- เดี๋ยวจะตรวจสอบดูว่ามันเกิดขึ้นได้อย่างไร

  [diaw ca truat sɔɔp duu wâa man kət kʰun dâay yàaŋ ray]

- เดี๋ยวจะตามให้นะครับ

  [diaw ca taam hây ná kʰráp]

- เดี๋ยวจะโทรตามให้นะคะ

  [diaw ca tʰoo taam ná kʰá] ;

11) Empathy

This strategy is used when the complainees (hotel staff) express their empathy when the clients inform them of an unfavorable circumstance. Examples of this strategy are shown below.

e.g.   - I understand how you feel about this.

- Madam, if I were you, I will be the same as your feeling.

- I understand that you have to leave early morning;

12) Repetition of Complaints

This strategy is used when the complainees want to repeat what they have understood in order to make sure that the information is correct.

e.g.   - The TV cannot be turned on?

         - You said that your room is disgusting?

        - แมลงสาบนะคะ

          [ma-lɛɛŋ-sàap ná kʰá] ;

3.3.4.3 Analysis of Pragmatic Transfer

Pragmatic transfer theoretically might affect the frequency, order, length or content of pragmatic strategies, as well as many other possible linguistic features of interest (Shea, 2003). However, the findings of the second phase of the study show that a rigorous and robust analysis would best be confined to an examination of the frequency of the strategies. So, both quantitative and qualitative methods are employed in analyzing the pragmatic transfer in the main study.

In order to determine the evidence of pragmatic transfer quantitatively, a modified version of Selinker's (1969) operational definition of language transfer was adopted from Kasper (1992). According to this definition, lack of statistically significant differences in the frequencies of a pragmatic feature in the first language, second language, and interlanguage can be operationally defined as positive transfer. Statistically significant differences in the frequencies of a pragmatic feature between interlanguage-second language and first language-second language, and lack of statistically significant differences between interlanguage and first language can be operationally defined as negative transfer. Applied to the identification of transfer of

responses to complaint strategies, positive transfer obtains when there is no statistically significant difference in the use of a pragmatic strategy between NE and NT, NE and EFLH/ EFLL, and NT and EFLH/ EFLL. Negative transfer requires statistically significant differences in the use of strategies between NE-NT and NE-EFLH/ EFLL and no statistically significant differences between NT-EFLH/ EFLL.

However, most interlanguage pragmatic studies (Bergman & Kasper, 1993; Kasper, 1992; Maeshiba et. al, 1996; Shea, 2003; Tamanaha, 2003; Kwon, 2003) have investigated negative pragmatic transfer since it results in unsuccessful and ineffective communication outcomes, rather than positive transfer, which usually results in successful communicative outcomes. For this reason, the present study focuses on learners' pragmatic failure in the target language due to negative pragmatic transfer.

In terms of qualitative data analysis, the instances of the pragmatic strategies used in responding to complaints by the two groups of EFL learners were compared with those by the NE and NT groups.

3.3.4.4 Statistical Procedures

In order to determine the significance of any differences, frequency data were analyzed both quantitatively and qualitatively as a function of the four subject groups. Statistical analyses were performed using SPSS for WINDOW version 11.0.

An initial analysis of the numerical distribution of pragmatic strategies demonstrated by each group in response to each written DCT complaint situation was quantified. The descriptive statistics defined as frequency were employed.

For comparisons among the four groups of subjects in terms of the frequency of response strategies to complaints used, a one-way analysis of variance (ANOVA) was

performed. If this demonstrates an overall significant difference, the post hoc analysis was performed by the Tukey-Kramer *HSD* ("honestly significant difference") method.

Also, to analyze the frequency of response strategies to complaints used by the four groups of subjects, the interpretative method as unit of analysis was employed.

For all analyses, differences were considered significant if $p \leq .05$.

3.4 Summary

In summary, the present investigation has proposed a research procedure. It was conducted with four groups of participants in equal numbers: NE, NT, EFLH and EFLL groups. The instrument used to collect the data was the written DCT based on the findings of the first and second phases of this study. The results of the data analyses for all the four groups of DCTs will be presented in the next chapter.

CHAPTER 4

RESULTS

This chapter reports the results of the data analyses both quantitatively and qualitatively. The purpose of the study was to investigate and compare the occurrences of pragmatic strategies or semantic formulas in responses to complaints in the hotel business among the NE, NT, EFLH and EFLL groups. The study also examined the evidence of pragmatic transfer occurring in the pragmatic strategies employed by both the EFLH and EFLL groups in responding to complaints.

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

4.1 Pragmatic strategies used in responding to complaints;

4.2 A comparison of the pragmatic strategies used among the four groups; and

4.3 The occurrences of pragmatic transfer.

4.1 Pragmatic Strategies Used in Responding to Complaints

Speech acts, especially in responding to complaints, consist of pragmatic strategies or semantic formulas. A pragmatic strategy is defined as a word, phrase, clause, or sentence that meets a specific semantic criterion necessary to perform a speech act (Shea, 2003). For example, strategies for apologizing might include "Expression of apology" (e.g. I'm sorry.), "Acknowledgement of responsibility" (e.g. It's my fault.), "Explanation or account of situation" (e.g. The bus was late.), "Offering

repair" (e.g. I'll pay for the broken vase.), or "Promise of forbearance" (e.g. It won't happen again.) (Olshtain & Cohen, 1983).

This part of the study presents an analysis of the frequency of pragmatic strategies employed by 120 participants: 30 NE, 30 NT, 30 EFLH and 30 EFLL, who were asked to respond to each of the 10 complaint-provoking situations in the hotel business through the use of written DCTs. As a result, a total of 1,200 responses have been collected. The frequency of pragmatic strategies used by these groups was reported. It is possible that more than one strategy was employed in each situation by one respondent. That means that one respondent can use more than one strategy in one situation. The overall frequency of the semantic formulas used in responding to complaints for each group is shown in Table 4.1 below. The strategies are listed in descending order from the most frequently used to the least frequently used, based on the combined frequency of use in all four groups.

Table 4.1

Frequency of Pragmatic Strategies Used in Responding to Complaints by All Groups

Pragmatic Strategies	NE	NT	EFLH	EFLL	All Groups Combined
1. Offering repair	346	296	310	304	1,256
2. Expression of apology	212	185	250	244	891
3. Acknowledgement of responsibility	83	123	41	22	269
4. Giving the time frame for action	6	109	28	10	153
5. Gratitude	31	14	16	0	61
6. Explanation	20	25	13	3	61
7. Asking for information	5	44	12	0	61
8. Promise of forbearance	31	7	6	0	44
9. Making a suggestion	20	1	3	0	24

Pragmatic Strategies	NE	NT	EFLH	EFLL	All Groups Combined
10. Promise of follow–up action*	9	2	5	5	21
11. Empathy *	5	0	1	0	6
12. Repetition of complaints *	1	1	0	0	2
All Strategies Combined	769	807	685	588	2,849

Note: * new strategies found

Table 4.1 shows the overall frequency of the semantic formulas reported in responding to complaints from the written DCTs of the four different groups: NE, NT, EFLH and EFLL groups. The findings reveal that the total instances of semantic formulas generated by the four groups were 2,849. The most frequently reported instance of strategies used was by the NT group (f=807), followed by the NE group (f=769), the EFLH group (f=685), and the least frequently used by the EFLL group (f=588), respectively.

Regarding the variety of strategies used in responding to complaints, Table 4.1 shows that the NE group employed 12 different strategies; whereas, the NT and EFLH groups employed 11 strategies while the EFLL group was reported as using only 6 strategies. The overall frequency of strategy use indicates that the three most frequently used strategies reported are identical among the four groups. They are: 1) "Offering repair" (f=1,256), followed by "Expression of apology" (f=891), and "Acknowledgement of responsibility" (f=269), respectively. The two strategies which are the least frequently used, on the other hand, are "Repetition of complaints" (f=2) and "Empathy" (f=6). What has proved interesting is that six strategies were not reportedly employed by some groups. "Promise of forbearance", "Gratitude", "Making a suggestion", and "Asking for information" were not found in the EFLL group.

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"Empathy" was not found in the NT nor in the EFLL groups, and "Repetition of complaints" was not found in either the EFLH or the EFLL groups.

In terms of the pragmatic strategies employed in each situation, their frequency of use is presented in Table 4.2 below.

Table 4.2

Frequency of Pragmatic Strategies Used in Responding to Complaints by Situation

Pragmatic Strategies	Situation						
	1	2	3	4	5	6	
	Dirty or Unclean Rooms	Broken Air Conditioner and TV	Disgusting Bathroom	Disturbance from a Loud Noise	Slow Delivery Service of Food Ordered	Broken Showers	Aw O
1. Offering repair	122	122	140	128	121	120	
2. Expression of apology	107	72	97	81	105	69	
3. Acknowledgement of responsibility	11	41	13	34	12	41	
4. Giving the time frame for action	9	20	9	8	17	24	
5. Explanation	9	2	4	2	19	3	
6. Asking for information	7	5	8	4	10	11	
7. Gratitude	6	7	9	9	5	7	
8. Promise of forbearance	4	1	2	7	9	1	
9. Promise of follow–up action	4	2	1	6	6	2	
10. Empathy	1	1	2	1	0	0	
11. Making a suggestion	0	0	2	0	5	0	
12. Repetition of complaints	0	1	0	0	0	0	
All Strategies Combined	**280**	**274**	**287**	**279**	**309**	**278**	

As shown in Table 4.2, the overall frequency of the strategies which were most used was in situation 5: Slow delivery service for food ordered (f=309), followed by

situation 7: Awful food ordered from the restaurant (f=297) and situation 10: Cockroaches in the wastebasket (f=293), respectively. On the other hand, the situation which revealed the least frequency use was in situation 2: Broken air conditioner and television (f=274).

In terms of the number of strategies used, eight strategies were found in all situations. These strategies included "Offering repair", "Expression of apology", "Acknowledgement of responsibility", "Giving the time frame for action", "Explanation", "Asking for information", "Gratitude" and "Promise of forbearance". In contrast, four strategies were used at all in some situations. "Promise of follow-up action" was not found in situation 9: Interrupted water supply in the bathroom. "Empathy" was not used in situation 5: Slow delivery service for food ordered; situation 6: Broken showers; situation 7: Awful food ordered from the restaurant; situation 8: Dirty bed linen, and situation 9: Interrupted water supply in the bathroom. "Making a suggestion" was reported in situation 3: Disgusting bathroom; situation 5: Slow delivery service for food ordered; situation 7: Awful food ordered from the restaurant, and situation 10: Cockroaches in the wastebasket. "Repetition of complaints" was only used in situation 2: Broken air conditioner and television, and situation 10: Cockroaches in the wastebasket. Most interestingly, "Offering repair" was used in the first rank as well as "Expression of apology" which was employed in the second rank in all situations.

4.2 A Comparison of the Pragmatic Strategies Used Among the Four Groups

This section compares the number of frequencies of pragmatic strategies used in responding to complaints in the hotel business among the four different groups: NE, NT, EFLH and EFLL, using the one-way ANOVA to test the differences among the four groups. The findings were reported in each situation to discuss their roles in responding to complaints in order to better understand the patterns.

4.2.1 Situation 1: Dirty or Unclean Rooms

Situation 1 was frequently found as perceived by the hotel staff. Table 4.3 shows the overall frequency of strategies used in responding to complaints among the NE, NT, EFLH, and EFLL groups. Strategies are listed in order from the most frequently used to the least frequently used, based on the frequency of use by the four groups.

Table 4.3

A Comparison of the Pragmatic Strategies Used in Responding to Complaints about Dirty or Unclean Rooms by All Groups

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
1. Offering repair	30	30	32	30	N.S.
2. Expression of apology	27	27	29	24	N.S.
3. Acknowledgement of responsibility	1	4	3	3	N.S.
4. Explanation	3	6	0	0	$p<.01$; NT > EFLH, NT >EFLL
5. Giving the time frame for action	0	8	0	1	$p<.000$; NE< NT, NT>EFLH, NT> EFLL
6. Asking for information	2	2	3	0	N.S.
7. Gratitude	2	3	1	0	N.S.
8. Promise of follow–up action	4	0	0	0	$p<.05$; NE>NT, NE>EFLH, NE>EFLL

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
9. Promise of forbearance	3	1	0	0	N.S.
10. Empathy	1	0	0	0	N.S
11. Making a suggestion	0	0	0	0	N.S.
12. Repetition of complaints	0	0	0	0	N.S.
All Strategies Combined	**73**	**81**	**68**	**58**	-

Note: N.S. = no significant difference

Table 4.3 depicts the overall frequency of semantic formulas used in responding to complaints in situation 1 for the four different groups: NE, NT, EFLH and EFLL from the written DCTs. The instance of strategies was most frequently employed by the NT group (f=81), followed by the NE group (f=73), the EFLH group (f=68), and the EFLL group (f=58), respectively.

In terms of strategies used, Table 4.3 shows that in responding to complaints the NE group employed 9 strategies; whereas, the NT employed 8 strategies, the EFLH employed 5 strategies and the EFLL groups used 4 strategies. What is interesting is that two strategies, "Making a suggestion" and "Repetition of complaints" were not reported as being employed by any of the four different groups.

The results of one-way ANOVA indicated that three strategies showed significant differences, i.e. "Promise of follow-up action", $F(3,116) = 2.829$; $p<.05$, "Explanation", $F(3,116) = 4.253$; $p<.01$, and "Giving the time frame for action", $F(3,116) = 8.441$; $p<.000$. However, data from the remaining strategies used revealed no significant differences among the four different groups.

The details of the pragmatic strategies employed which revealed significant differences in responding to complaints in situation 1 are presented as follows:

1) Explanation

This strategy was employed when the hotel staff explained or gave reasons when the guests made complaints. It was reported 6 times by the NE and 3 times by the NT groups. The hotel staff gave reasons why the room was still unclean as shown in the instances (1) to (4). The reasons or explanation given were intended to make the guests feel better or to resolve the circumstances of the offence. The instances of this strategy are shown below:

(1) There must be some mistake between us and the housekeeping department.

　　(NE23)

(2) We have given you the key to the wrong room. (NE26)

(3) พอดีว่าวันนี้แขกของเราเยอะมากและแม่บ้านที่ทำห้องนี้ก็ไม่สบาย

　[pʰɔɔ dii wâa wan-níi kʰɛɛk kʰɔɔŋ raw yə? mâak lɛ mɛɛ-bâan tʰîi

　tʰam hɔŋ níi kɔ mây sa-baay]

　"We have a lot of guests today and our room maid was ill". (NT17)

(4) เพราะว่าแขกเพิ่ง check out ไปเมื่อสักครู่

　[pʰrɔ? wâa kʰɛɛk pʰəŋ cʰék ?áw pay mɨ a sàk kʰrûu]

　"Because our guests just checked out a few moments ago". (NT25)

According to Table 4.3, the result of the one-way ANOVA analysis shows that this strategy reported significant differences among the four groups, $F(3,116) = 4.253$; $p < .01$. Analysis of the post hoc Tukey-Kramer *HSD* shows significant differences in two pairs, i.e. NT–EFLH and NT–EFLL. That is, the frequency of use of this strategy for the NT group was similar to the NE. On the other hand, the EFLH and EFLL groups did not use it.

2) Giving the Time Frame for Action

This strategy was employed 9 times by the two groups: 8 times by NT and 1 time by EFLL. The hotel staff employed this strategy when they asked the guests to wait for their complaints to be remedied or for a compensatory response. This strategy was found at the end of the utterances. The instances of this strategy are illustrated below:

(5) เดี๋ยวคุณรออยู่ในห้องประมาณ 5 นาทีนะคะ

   [diaw kʰun rɔɔ yùu nay hɔŋ pra-maan 5 naa-tʰii ná kʰá]
      "Wait about 5 minutes, please". (NT1)

(6) กรุณารอสักครู่นะคะ

   [ka-rú-naa rɔɔ sàk-kʰrûu ná kʰá]

      "Wait a minute, please". (NT22)

(7) Just a moment, please. (EFLL22)

From the instances (5) to (7), the hotel staff politely requested the guests to wait for repair or compensatory responses for the dirty room. This strategy can reduce the degree of the offense of the unsatisfied situation such as an unclean room.

As shown in Table 4.3, the ANOVA results indicate significant differences among the four groups, $F(3,116) = 8.441$; $p < .000$. The post hoc Tukey-Kramer *HSD* shows significant differences for three pairs: NT-NE, NT-EFLH, and NT-EFLL. This reveals that the NT group employed this strategy; whereas, the EFLL group seldom employed this strategy in responding to complaints in this situation. In contrast, the NE and EFLH groups never employed this strategy.

3) Promise of Follow-up Action

This strategy was found when the complaints were repaired or compensated for. As shown in Table 4.3, the "Promise of follow-up action" was employed 4 times only by the NE group. The hotel staff informed the guests that they would follow up and find out why the room was not clean as illustrated in instance (8). In addition, the hotel staff wanted to make sure whether the guests were satisfied with the solutions as shown in instance (9).

(8) I will investigate why this happened. (NE7)

(9) I will then give you a call again in the room once I get more information.

(NE11)

As shown in Table 4.3, the ANOVA results show significant differences for "Promise of follow-up action" among the four groups, $F(3,116) = 2.829$; $p < .05$. The post hoc Tukey-Kramer *HSD* indicates significant differences for three pairs, i.e. the NE and NT, the NE and EFLH, and the NE and EFLL groups. That is, the NE group employed this strategy; whereas, the NT, EFLH and EFLL groups did not use this strategy in responding to complaints for this particular situation.

4.2.2 Situation 2: Broken Air Conditioner and Television

The overall frequency of strategies used in responding to complaints among the NE, NT, EFLH, and EFLL groups for situation 2 is shown in Table 4.4. The strategies are listed in order from the most frequently used to the least frequently used, based on the frequency of use by the four groups.

Table 4.4

A Comparison of the Pragmatic Strategies Used in Responding to Complaints about a Broken Air Conditioner and Television by All Groups

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
1. Offering repair	34	27	31	30	p<.01 ; NE > NT
2. Expression of apology	14	12	22	24	p<.000; NE< EFLH, NE< EFLL, NT< EFLH, NT< EFLH
3. Acknowledgement of responsibility	16	15	6	4	p<.000; NE>EFLH, NE>EFLL, NT > EFLH, NT>EFLL
4. Giving the time frame for action	0	17	2	1	p<.000; NE<NT, NT> EFLH, NT>EFLL
5. Gratitude	5	2	0	0	p<.05; NE >NT, NE>EFLH, NE>EFLL
6. Asking for information	0	5	0	0	p<.001; NE<NT, NT>EFLH, NT>EFLL
7. Promise of follow–up action	2	0	0	0	N.S.
8. Explanation	0	1	1	0	N.S.
9. Promise of forbearance	1	0	0	0	N.S.
10. Empathy	1	0	0	0	N.S.
11. Repetition of complaints	1	0	0	0	N.S.
12. Making a suggestion	0	0	0	0	N.S.
All Strategies Combined	**74**	**79**	**62**	**59**	-

Note: N.S. = no significant difference

Table 4.4 shows the overall frequency of semantic formulas used in responding to complaints in situation 2 for the four different groups: NE, NT, EFLH and EFLL from the written DCTs. The highest number of strategies was used by the NT group (f=79), followed by the NE group (f=74), the EFLH group (f=62), and the EFLL group (f=59), respectively.

In terms of the strategies used in responding to complaints, it was found that the NE group employed 8 strategies; whereas, the NT employed 7 strategies, the EFLH employed 5 strategies and EFLL groups used 4 strategies, respectively. The overall

frequencies of strategy used, however, revealed that the NE and NT strategies used are the same in rank (from "Offering repair" followed by "Acknowledgement of responsibility" and "Expression of apology", respectively) while the EFLH and EFLL are the same in rank ("Offering repair", followed by "Expression of apology" and "Acknowledgement of responsibility"), respectively. One strategy, "Making a suggestion", was not employed by any of the four groups.

The ANOVA analysis revealed that six strategies reported significant differences, i.e. "Gratitude", $F(3,116) = 3.578$; $p<.05$, "Offering repair", $F(3,116) = 4.517$; $p<.01$, "Asking for information", $F(3,116) = 5.800$; $p<.001$, "Expression of apology", $F(3,116)=6.775$; $p<.000$, "Acknowledgement of responsibility", $F(3,116) = 8.843$; $p<.000$, and "Giving the time frame for action", $F(3,116) = 24.514$; $p<.000$. However, the remaining strategies used showed no significant differences among the four different groups were found.

The details of the strategies reported as significantly different in responding to complaints in situation 2 are demonstrated as follows:

1) Offering Repair

This strategy was the most frequently used by the four different groups in responding to complaints. The "Offering repair" strategy found in this situation can be divided into two subcategories: "Repair" and "Compensation". The "Repair" was reportedly used 117 times altogether by all four groups while the "Compensation" was employed 5 times only by the NE. The respondents reported employing "Repair" when they wanted to ameliorate the unfavorable circumstance such as a broken air-conditioner or television as in the instances (10) to (13) shown below:

(10) I'll call the maintenance department to send someone to fix them right now.

(EFLH10)

(11) I'll send someone to fix it now. (EFLL1)

(12) I will send our engineer to repair the air-conditioner and TV for you.

(NE14)

(13) เดี๋ยวทางเราจะจัดส่งช่างขึ้นไปซ่อมให้เดี๋ยวนี้เลยนะคะ

[diaw tʰaaŋ raw cà càt sòŋ châaŋ kʰɯn pay sɔɔm hây diaw níi

laey ná kʰá]

"We will send our maintenance to repair your room right now". (NT27)

In contrast, "Compensation" was used when they did not think that the repair was possible, so they tried to provide an alternative solution to the complaints. The dominant example of "Compensation" found in this situation was to move the clients to an upgraded room as seen in instance (14), but this strategy was only found in the NE group.

(14) Would you like to move to a different room as well? (NE3)

More interestingly, the combined strategy ("Repair" and "Compensation") were used simultaneously as shown in (15) to (17). That means the respondents would like those who made the complaints to choose either to wait for the broken air-conditioner and TV in the room to be fixed or to change to a new upgraded room.

(15) I'll send someone to repair the damage immediately. In the meantime, would you like to move to another room? (NE7)

(16) We can replace your TV and if there is a major problem with the air conditioning, we will transfer you to new room. (NE21)

(17) We'll send our staff to fix your air conditioner and TV. If you still are

unsatisfied with them, we will transfer you to a new room. (NE22)

In terms of the comparison of strategies used, the one-way ANOVA analysis reveals that this strategy was found to be significantly different among the four groups, $F(3,116) = 4.517$; $p< .01$. The post hoc Tukey-Kramer *HSD* indicates significant difference for only one pair of NT-NE. That is, the NE group employed this strategy more frequently than the NT group.

2) Expression of Apology

This approach was the second most frequently used strategy found for the four different groups. From the instances (18) to (26), the hotel staff expressed their regret when informed about the broken air-conditioner and TV set in the room reserved.

(18) ขอโทษกับข้อบกพร่องของทางโรงแรมด้วยค่ะ

[kʰɔɔ tʰôot kàp kʰɔɔ bòk-pʰrɔɔŋ kʰɔɔŋ tʰaaŋ rooŋ-rɛɛm dúay khà]

"Sorry for our mistake, sir". (NT2)

(19) I'm sorry for the matter, ma'am. (EFLH10)

(20) I'm sorry. (EFLL24)

Some hotel staff apologized to the guests whenever they were informed that there was a broken air-conditioner and/or television as shown in (21) below.

(21) Please accept my apology to the condition of air conditioner and also the

TV. (29NE)Interestingly, the intensifiers (e.g. do, very, terribly, อย่างยิ่ง yà

aŋ yîŋ) were used by all four groups when the hotel staff apologized or

expressed regret to the guests as shown in the instances from (22) to (25):

(22) I do apologize for this matter. (NE8)

(23) I'm <u>terribly</u> sorry, ma'am. (EFLL1)

(24) I'm <u>very</u> sorry, sir. (EFLH11)

(25) ต้องขออภัยเป็น<u>อย่างยิ่ง</u>

    [tɔɔŋ kʰɔɔ ʔa-pʰay pen <u>yàaŋ yîŋ</u>]

     " I'm <u>very</u> sorry". (NT14)

As shown in the instances (22) to (25), the hotel staff used the intensifiers to show politeness and to mitigate the offense of the unfavorable circumstance such as the broken air-conditioner and television sets.

Similar to the "Offering repair" strategy employed, the results of one-way ANOVA revealed significant differences among the four groups, $F(3,116) = 6.775$; p <.000. The post hoc test indicated significant differences for four pairs, namely, the NE-EFLH, the NE-EFLL, the NT-EFLH, and the NT-EFLL groups. This shows that the NE and NT groups were similar in the frequently employed this strategy in responding to complaints in this situation but less so than the EFL groups.

3) Acknowledgement of Responsibility

This strategy was employed when the guests informed the hotel staff about any unfavorable matters. It held the third highest ranking among 12 strategies used by all four groups. The hotel staff used this strategy at the beginning of the utterances. When the guests complained about the broken air-conditioner and television, for example, the hotel staff acknowledged the matter by the use of the utterances shown in the instances (26) to (35).

(26) Yes, I could madam. (NE25)

(27) Certainly, madam. (NE30)

(28) All right. (NE18)

(29) Of course, madam. (NE26)

(30) ได้ค่ะ …

　　　[dâay kʰà]

　　　"Yes." (NT1)

(31) ได้ครับ

　　　[dâay kʰráp]

　　　　"Yes." (NT28)

(32) Okay, sir. (EFLH3)

(33) Certainly, madam. (EFLH27)

(34) Okay, madam. (EFLL11)

(35) Certainly, madam. (EFLL30)

Based on the results of one-way ANOVA, this strategy was found to be significantly different among the four groups, $F(3,116) = 8.843$; $p< .000$. The post hoc Tukey-Kramer *HSD* test showed four pairs of significant differences: NE-EFLH, NE-EFLL, NT-EFLH and NT-EFLL. This means that the NE and NT groups were similar in the frequently used this strategy in responding to complaints but more than the EFL groups.

4) Giving the Time Frame for Action

Such a strategy was found to be employed 20 times by the three groups: 17 times by NT, twice by EFLH and once by EFLL. The hotel staff employed this strategy when they asked the guests to wait for the complaints to be remedied or compensated for. It was found at the end of the utterances. The instances of this strategy are illustrated below:

(36) เดี๋ยวคุณรจนารออยู่บนห้องสักครู่นะคะ

[diaw kʰun Rojana rɔɔ yùu bon hɔŋ sàk- kʰrûu ná kʰá]

"Khun Rojana, wait a minute please." (NT1)

(37) กรุณารอสักครู่นะคะ

[ka-rú-naa rɔɔ sàk- kʰrûu ná kʰá]

"Wait a minute, please." (NT28)

(38) Just a moment, sir. (EFLH22)

(39) Just a moment, please. (EFLL5)

From the instances (36) to (39), the hotel staff politely requested the guests to wait for the repair or a compensatory response for the broken air-conditioner and television. This strategy can reduce the offense to the customer for such an unsatisfactory situation such as when the hotel's facilities are out of order.

According to the one-way ANOVA results, this strategy was found to be significantly different among the four groups, $F(3,116) = 24.514$; $p < .000$. The post hoc test indicated three pairs of significant differences: NT-NE, NT-EFLH, and NT-EFLL. In other words, the NT group employed this strategy; whereas, the EFLH and EFLL groups seldom employed this strategy. Furthermore, the NE group never used this strategy in responding to complaints in this situation.

5) Gratitude

This strategy was utilized 7 times by the two groups: 5 times in NE, twice in NT, appearing both at the beginning and of the end of the utterances. The "Gratitude" found at the beginning shows that the hotel staff thanked the guests for informing them of the complaints; however, at the end of utterances, it indicates leave taking. The instances of this strategy are shown below:

(40) Thank you for calling. (NE2)

(41) Thank you for telling us. (NE23)

(42) ขอบคุณสำหรับข้อมูลครับ

    [kʰɔɔp kʰun săm-ràp kʰɔɔ-moon kʰráp]

        " Thank you for your information." (NT16)

(43) Thank you for your patience. (NE29)

The instances (40) to (42) which are found at the beginning of the utterances show that the hotel staff expressed thanks when the guests informed them of the broken facilities. On the other hand, the instance (43) which is found at the end of the utterance indicates that the hotel staff wanted to end the conversation.

Similar to the "Giving the time frame for action" strategy, the one-way ANOVA analysis revealed that responses were significantly different among the four groups, $F(3,116) = 3.578$; $p < .05$. The post hoc Tukey-Kramer *HSD* showed significant differences between the three pairs, i.e. the NE and NT, the NE and EFLH, and the NE and EFLL. This means that the NE employed this strategy more frequently than the NT, EFLH and EFLL groups.

6) Asking for Information

This strategy was utilized 5 times only by the NT group when the hotel staff needed to acquire more information concerning the complaints. When the guests complained about the broken air-conditioner or television, the hotel staff politely requested the guests' room number. This was to make sure that the problems could be solved correctly as the instances shown in (44) to (46).

(44) จากห้อง 204 ใช่ไหมคะ

    [càak hɔŋ sɔɔŋ sŏon sìi cʰây máy kʰá]

"Room number 204?" (NT5)

(45) ไม่ทราบว่าท่านจะอยู่ในห้องหรือเปล่าคะ

[mây sâap wâa tʰâan cà yùu nay hɔŋ ɯ ɯ plàaw kʰá]

"Do you still stay in your room, sir?" (NT25)

(46) ห้อง 204 นะคะ

[hɔŋ sɔɔŋ sŏon sìi ná khá]

"Room 204?" (NT30)

In terms of the strategies used, the one-way ANOVA analysis revealed that this strategy was found to be significantly different among the four groups, $F(3,116) = 5.800$; $p < .001$. From the post hoc Tukey-Kramer *HSD* test, it revealed significant differences for three pairs, including, the NT-NE, the NT-EFLH, and the NT-EFLL groups. In fact, only the NE employed this strategy while the other groups did not use it.

4.2.3 Situation 3: Disgusting Bathroom

The overall frequency of strategies used in responding to complaints among the NE, NT, EFLH, and EFLL groups for situation 3 is shown in Table 4.5. The strategies are listed in order from the most frequently used to the least frequently used, based on the frequency of use by the four groups.

Table 4.5

A Comparison of the Pragmatic Strategies Used in Responding to Complaints about Disgusting Bathroom by All Groups

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
1. Offering repair	43	32	32	33	p<.000; NE>NT, NE >EFLH, NE >EFLL
2. Expression of apology	26	21	23	27	N.S.

	NE	NT	EFLH	EFLL	
3. Acknowledgement of responsibility	2	5	5	1	N.S.
Pragmatic Strategies	**NE**	**NT**	**EFLH**	**EFLL**	**Pattern of Variation**
4. Gratitude	3	2	4	0	N.S.
5. Giving the time frame for action	1	7	0	1	p<.000; NE<NT, NT>EFLH, NT>EFLL
6. Asking for information	0	7	1	0	p<.000; NE<NT, NT>EFLH, NT>EFLL
7. Explanation	0	3	1	0	N.S.
8. Promise of forbearance	2	0	0	0	N.S.
9. Empathy	1	0	1	0	N.S.
10. Making a suggestion	1	0	1	0	N.S.
11. Promise of follow–up action	1	0	0	0	N.S.
12. Repetition of complaints	0	0	0	0	N.S.
All Strategies Combined	**80**	**77**	**68**	**62**	**-**

Note: N.S. = no significant difference

As shown in Table 4.5, the findings reveal that the most frequency use of this strategy was by the NE group (f=80), followed by the NT group (f=77), the EFLH group (f=68), and the EFLL group (f=62), respectively.

In terms of strategies used in responding to complaints, it was found that the NE group employed 9 strategies; whereas, the EFLH employed 8 strategies, the NT employed 7 strategies, and EFLL groups employed 4 strategies, respectively. What is interesting is that, "Repetition of complaints" was not used in any of the four groups.

The results of the ANOVA analysis indicate that three strategies showed significant differences, i.e. "Giving the time frame for action", $F(3,116) = 6.919$; p<.000, "Asking for information", $F(3,116) = 6.919$; p<.000, and "Offering repair", $F(3,116) = 7.015$; p<.000. However, there were no significant differences for the remaining strategies among the four different groups.

The details of the significant differences for the pragmatic strategies used in responding to complaints in situation 3 are presented as follows:

1) Offering Repair

This strategy was the most frequently used by the four different groups in responding to complaints. The "Offering repair" found in this situation can be divided into two subcategories: "Repair" and "Compensation". The "Repair" was used 92 times while the "Compensation" was employed 48 times by all four groups in responding to complaints. The respondents employed "Repair" when they wanted to ameliorate the unfavorable circumstance such as the disgusting condition of the bathroom as reported in the instances (47) to (53).

(47) We will send our room maid to clean your bathroom immediately. (NE22)

(48) I will send the housekeeper to clean your bathroom immediately. (EFLH2)

(49) I'll send the maid to spray perfume to your room within 10 minutes. (EFLH4)

(50) I will send the maid up to clean in a few minutes. (EFLL19)

(51) I'll change your room if you want. (EFLL12)

(52) เดี๋ยวทางเราจะแจ้งแม่บ้านไปเช็คดูให้ก่อน

[diaw tʰaaŋ raw cà cɛɛŋ mɛɛ-bâan pay chék duu hây kɔɔn]

"We will inform our room maid to check it now." (NT1)

(53) เราจะส่งแม่บ้านไปทำความสะอาดให้นะคะ

[raw cà sòŋ mɛɛ-bâan pay tʰam kʰwaam sà-ʔàat hây ná kʰá]

"We will send our room maid to clean your room, sir." (NT10)

In contrast, "Compensation" was used when they did not think that the repair was possible, so they tried to alleviate the complaints. The dominant example of the

"Compensation" found in this situation was to move the clients to an upgraded room as demonstrated in the instances (54) to (57).

(54) If you prefer we can move you to a new room right away. (NE2)

(55) We will send our staff to assist you moving into new room. (NE3)

(56) I will have you stay upgraded immediately. (NE4)

(57) เราจะจัดการย้ายห้องให้ท่านไปอยู่ห้องใหม่

[raw cà càt kaan yáay hɔŋ tʰaan pay yùu hɔŋ mày]

"We will change you to another room." (NT25)

More interestingly, both "Repair" and "Compensation" were used together in the same situation as shown in (58) to (60). The respondents employed this strategy when they offered the complainants an option, whether to wait for the bathroom to be cleaned or to change to a new room. The instances of this combined strategy are illustrated below:

(58) I will call the maid to clean your room but if you want to change I'll change the room for you (EFLH26)

(59) I'll immediately call the housekeeping department and they will send the plumber and the housekeeper to fix the problem. If for some reason they cannot be repaired, I'll be happy to provide you a better room (NE29)

(60) คุณจันจิราคะ ต้องการเปลี่ยนห้องใหม่ไหมคะ เดี๋ยวทางเราจะหาห้องให้ใหม่ค่ะ ถ้าไม่ เปลี่ยนทางเราจะจัดส่งพนักงานไปทำความสะอาดให้นะคะ

[khun Janjira khá tɔɔŋ -kaan plìan hɔŋ mày máy khá diaw tʰaaŋ

raw cà hăa hɔŋ hây mày kʰà tʰâa mây plìan tʰaaŋ raw cà càt

sòŋ phá-nák-ŋaan pay tʰam kʰwaam sa-ʔàat hây ná kʰá]

"Khun Janjira, would you like to change to the new room? If you don't

want to change, we will send our maid to clean your room." (NT29)

In terms of the comparison of strategies used, the one-way ANOVA analysis

reveals that this strategy was found to be significantly different among the four groups,

$F(3,116) = 7.015$; p<.000. The post hoc test by Tukey-Kramer *HSD* indicates that there

were three pairs of significant differences: NE-NT, NE-EFLH, and NE-EFLL. This

means that the NE employed this particular strategy more frequently than the native

Thai groups.

2) Giving the Time Frame for Action

This strategy was found to be employed 9 times by the three groups: 7 times by

NT and once by NE and EFLL. The hotel staff employed this strategy when they asked

the guests to wait for the complaints to be remedied or compensated for. It was found

at the end of the utterances. From the instances (61) to (63), the hotel staff politely

requested the guests to wait for repairs to be carried out or offered a compensatory

response for the dirty bathroom.   This strategy can reduce the offense of the

unsatisfactory situation such an unclean bathroom.

(61) Just wait for our hall staff to guide you to the newly upgraded room. (NE21)

(62) รบกวนรอสักครู่นะคะ

[róp-kwuan rɔɔ sàk-kʰrûu ná kʰá]

"Wait a minute, please." (NT5)

(63) Just a moment, madam. (EFLL30)

Based on the results of one-way ANOVA, this strategy was found to be

significantly different among the four groups, $F(3,116) = 6.619$; $p < .000$. The post hoc

Tukey-Kramer *HSD* test indicated three pairs of significant differences, i.e. NT-NE,

NT-EFLH, and NT-EFLL groups. This shows that the NT group employed this strategy; whereas, the NE and EFLL groups seldom employed this strategy in responding to complaints in this situation. Furthermore, the EFLH did not use it at all.

3) Asking for Information

This strategy was reported to be used 8 times by the two groups of respondents: 7 times by the NT and once by the EFLH group. The hotel staff needed to acquire more information concerning the complaints. The instances of this strategy are shown below:

(64) What's your room number? (NE23)

(65) ไม่ทราบห้องพักเบอร์อะไรคะ

[mây sâap hɔŋ-phák bəə ?a-ray kʰá]

"What's your room number?" (NT5)

(66) ไม่ทราบว่าท่านสะดวกช่วงเวลาไหนคะ

[mây sâap wâa tʰâan sà-dùak chûaŋ wee-laa náy kʰá]

"When will you be free?" (NT25)

After the guests complained about the unclean condition of the bathroom, the hotel staff politely requested the room number of the guests as shown in (64) and (65) or for a convenient time to clean the bathroom as shown in (66). This was done in order to make sure that the problems could be solved satisfactorily.

Similar to the use of "Giving the time frame for action", this strategy was found to be significantly different among the four groups, $F(3,116) = 6.919$; $p < .000$. The post hoc test showed significant differences for three pairs, i.e. NT-NE, NT-EFLH and NT-EFLL groups. That is, the NT group employed this strategy while the EFLH group

seldom employed this strategy in responding to complaints in this situation. Furthermore, the NE and EFLL groups did not use it.

4.2.4 Situation 4: Disturbance from a Loud Noise

The overall frequency of strategies used in responding to complaints among the NE, NT, EFLH, and EFLL groups in situation 4 is illustrated in Table 4.6. The strategies are listed in order from the most frequently used to the least frequently used, based on the frequency of use by the four different groups.

Table 4.6

A Comparison of the Pragmatic Strategies Used in Responding to Complaints about Disturbance from a Loud Noise by All Groups

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
1. Offering repair	32	34	32	30	N.S.
2. Expression of apology	18	15	27	21	$p<.05$; NT< EFLH
3. Acknowledgement of responsibility	10	15	6	3	$p<.01$; NT>EFLH, NT>EFLL
4. Gratitude	5	2	2	0	N.S.
5. Giving the time frame for action	0	5	0	3	N.S.
6. Promise of forbearance	5	1	1	0	$p<.001$; NE>NT, NE>EFLH, NE>EFLL
7. Promise of follow–up action	5	1	1	0	$p<.001$; NE>NT, NE>EFLH, NE>EFLL
8. Asking for information	0	3	1	0	N.S.
9. Explanation	0	1	1	0	N.S.
10. Empathy	1	0	0	0	N.S.
11. Making a suggestion	0	0	0	0	N.S.
12. Repetition of complaints	0	0	0	0	N.S.
All Strategies Combined	**76**	**76**	**70**	**57**	**-**

Note: N.S. = no significant difference

Table 4.6 demonstrates the overall frequency of the semantic formulas used by hotel staff in responding to complaints from hotel guests in situation 4 by the four different groups: NE, NT, EFLH and EFLL through the written DCTs. The findings reveal that this strategy was most frequently used by the NE and NT groups (f=76), followed by the EFLH group (f=70), and the EFLL group (f=57), respectively.

In terms of the number of strategies used in responding to complaints, the NT group employed 8 strategies while the NE and EFLH employed 7 strategies and the EFLL groups used 4 strategies, respectively. What proved to be interesting is that there were two strategies which were not utilized at all, "Making a suggestion" and "Repetition of complaints" were not found to be used by any of the four groups.

The results of ANOVA indicate that four strategies showed significant differences, i.e. "Expression of apology", $F(3,116)=3.202$; $p<.05$, "Acknowledgement of responsibility", $F(3,116) = 4.418$; $p<.01$, "Promise of forbearance", $F(3,116) = 5.532$; $p<.001$, and "Promise of follow-up action", $F(3,116) = 5.532$; $p<.001$. However, the remaining strategies revealed no significant differences among the four different groups.

The details of the significant differences for the pragmatic strategies used in responding to complaints in situation 4 are demonstrated as follows:

1) Expression of Apology

This strategy was the second most frequently used by the four different groups. As shown in the instance (67), the hotel staff apologized to the guests when they found that a customer staying near the reserved room was making a loud noise. Some hotel staff expressed their regret about the loud noise as shown in (68) to (71).

(67) I apologize for the disturbance. (NE11)

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Some hotel staff expressed their regret about a loud noise as shown in (68) to (71).

   (68) I'm sorry for the interrupt from neighbor (NE8)

   (69) ต้องขอโทษแทนแขกห้องข้างๆด้วย…

      [tɔɔŋ kʰɔɔ-thôot tʰɛɛn kʰɛɛk hɔŋ kʰâaŋ kʰâaŋ dûay]

      "On behalf of our hotel, we are sorry." (NT2)

   (70) I'm sorry to hear that sir… (EFLH14)

   (71) I'm sorry to learn that…(EFLL11)

More interestingly, the hotel staff used the intensifiers (e.g. do, very, really, อย่างมาก

yâaŋ mâak) when they apologized or expressed regret to the guests. As shown in the

instances (72) to (75), the hotel staff used the intensifiers to show their politeness and

to mitigate the offense of the unsatisfactory circumstance such as the disturbance from

a loud noise.

   (72) I <u>do</u> apologize for your inconvenience, sir. (NE15)

   (73) I'm <u>very</u> sorry to hear that, ma'am. (EFLH17)

   (74) I'm <u>terribly</u> sorry, sir (EFLL29)

   (75) ดิฉันต้องขอโทษท่านเป็น<u>อย่างมาก</u>ในกรณีที่เกิดเสียงรบกวน

      [di-chán tɔɔŋ kʰɔɔ-tʰôot tʰâan pen <u>yâaŋ mâak</u> nay ka-ra-nii tʰîi kət

       sǐaŋ róp-kuan]

      "I'm <u>very</u> sorry for the disturbance." (NT20)

According to the one-way ANOVA results, this strategy shows significant differences among the four groups, $F(3,116) = 3.302$; $p < .05$. The post hoc test reveals significant difference between the NT and the EFLH groups. This means that the EFLH group employed this strategy more frequently than the NT group.

2) Acknowledgement of Responsibility

This strategy was employed when the guests informed the hotel staff about unsatisfactory matters. It was found 34 times for all four groups. As shown in the instances (76) to (81), the hotel staff used this strategy at the beginning of the utterances. These utterances were employed when the guests complained about a loud noise. The followings are the instances of this strategy:

(76) I understand. (NE23)

(77) Yes, I could Mr. Walker. (NE25)

(78) Certainly, sir. (EFLH24)

(79) Calm down, sir. (EFLH26)

(80) I see, sir. (EFLL6)

(81) ได้ค่ะ …

     [dâay kʰà]

     "Yes, please." (NT17)

Similar to the "Expression of Apology" used, the one-way ANOVA analysis reveals that this strategy is found to have been significantly different among the four groups, $F(3,116) = 4.818$; $p< .01$. The post hoc Tukey-Kramer *HSD* test shows two pairs of significant differences: for the NT-EFLH and NT-EFLL groups. This means that the NT group employed this strategy more frequently than the EFL groups.

3) Promise of Forbearance

This strategy was employed when the hotel staff wanted to make sure that the problems which occurred had been solved or compensated for within the time mentioned or that the problems would not happen again. This strategy was found to be

employed 6 times by the NE and NT groups (5 times in NE and once by the NT group). The followings are the instances of this strategy:

(82) I'll inform you that all is in order immediately. (NE7)

(83) I ensure that you will not be disturbed for the remainder of your stay. (NE21)

(84) ไม่ต้องกังวลค่ะ คุณสามารถพักผ่อนได้เต็มที่

[mây tɔɔŋ kaŋ-won kʰà kʰun s ăa-mâat pʰák-pʰɔɔn dâay tem tʰîi]

"Don't worry. You can relax all night, sir." (NT18)

From the instances (82) to (84), the hotel staff promised and made sure that the unsatisfactory situation caused by the disturbance from a loud noise would be resolved.

In terms of the strategy used, the one-way ANOVA analysis reveals that this strategy showed significant differences among the four groups, $F(3,116) = 5.532$; $p < .001$. Analysis of the post hoc test indicates that there were three pairs of significant differences: for the NE-NT, NE-EFLH and NE-EFLL groups. In other words, the NE group employed this strategy while the NT and the EFLH groups seldom used this strategy in responding to complaints. Furthermore, the EFLL did not use it.

4) Promise of Follow-up Action

This strategy was found to be employed when the complaints needed to be resolved or compensated for. As shown in Table 4.6, the "Promise of follow-up action" was employed 5 times by the NE and once by the EFLH group. The instances of this strategy are shown below:

(85) I will inform you later, sir. (NE12)

(86) If the noise has not subsided in the few minutes, please phone me again.

(NE28)

(87) I'll call you tomorrow to ask if the problem can be solved. (EFLH12)

The hotel staff informed the guests that they would follow up and find out why a loud noise has occurred as illustrated in (85). In addition, the hotel staff wanted to be sure whether or not the guests were satisfied with the solution to the complaints as shown in (86) and (87).

With regard to the results of the one-way ANOVA , it demonstrates significant differences among the four groups, $F(3,116) = 5.532$; $p < .001$. Analysis of variance by the post hoc test indicates that there were three pairs of significant differences: NE-NT, NE-EFLH and NE-EFLL. This reveals that the NE group employed this strategy; whereas the NT and EFLH groups seldom employed it. Furthermore, the EFLL group did not use it.

4.2.5 Situation 5: Slow Delivery Service for Food Ordered

The overall frequency of strategies used in responding to complaints in situation 5 among the NE, NT, EFLH, and EFLL groups is shown in Table 4.7. Strategies are listed in order from the most frequently used to the least frequently used based on the frequency for all the four groups.

Table 4.7

A Comparison of the Pragmatic Strategies Used in Responding to Complaints about Slow Delivery Service for Food Ordered by All Groups

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
1. Offering repair	34	28	30	29	N.S.
2. Expression of apology	26	25	28	26	N.S.
3. Explanation	5	6	6	2	N.S.
4. Giving the time frame for action	0	15	2	0	p<.000; NE<NT, NT>EFLH, NT>EFLL
5. Acknowledgement of responsibility	1	9	0	2	p<.01; NT>EFLH, NT>EFLL
6. Asking for information	0	7	2	0	p<.01; NE<NT, NT>EFLL
7. Promise of forbearance	7	0	2	0	p<.001; NE>NT, NE>EFLL
8. Promise of follow–up action	4	1	1	0	N.S.
9. Gratitude	3	0	2	0	N.S.
10. Making a suggestion	2	0	1	2	N.S.
11. Empathy	0	0	0	0	N.S.
12. Repetition of complaints	0	0	0	0	N.S.
All Strategies Combined	**83**	**91**	**75**	**61**	**-**

Note: N.S. = no significant difference

Table 4.7 presents the overall frequency of the semantic formulas used in responding to complaints by the hotel guests in situation 5 by the four different groups: NE, NT, EFLH and EFLL through the written DCTs. The most frequency use of the strategy was by the NT group (f=91), followed by the NE group (f=83), the EFLH group (f=75), and the EFLL group (f=61), respectively.

In terms of strategies used in responding to complaints, it is found that the NE and EFLH groups employed 9 strategies; whereas, the NT employed 7 strategies and the EFLL groups used 5 strategies. Interestingly, there were two strategies: "Empathy" and "Repetition of complaints" which were not found in any of the groups.

The ANOVA analysis revealed that four strategies reported significant differences, i.e. "Asking for information", $F(3,116) = 4.558$; $p<.01$, and "Acknowledgement of responsibility", $F(3,116) = 4.508$; $p<.01$, "Promise of forbearance", $F(3,116) = 5.836$ $p<.001$, and "Giving the time frame for action", $F(3,116) = 21.569$; $p<.000$. However, the remaining strategies did not show significant differences among the four different groups.

The details of the significant differences for the pragmatic strategies used in responding to complaints in situation 5 are shown below:

1) Giving the Time Frame for Action

This strategy was found to be employed 17 times by the two groups: 15 times by NT and twice by EFLH. The hotel staff employed this strategy when they asked the guests to wait for the complaints to be remedied or compensated for. It was found at the end of the utterances. The instances of this strategy are illustrated below:

(88) รออีกสักพักนะคะ

    [rɔɔ ?iik sàk- phák ná kʰá]

      "Wait a minute." (NT9)

(89) รอสักครู่ อาหารคงถึงห้องพักแล้วค่ะ

    [rɔɔ sàk-kʰrûu ?aa-hăan kʰoŋ tʰɰ ŋ hɔŋ-phák lɛɛw kʰà]

      "Wait a minute, please. Your breakfast will arrive soon." (NT21)

(90) Just a moment, madam. (EFLH26)

From the instances (88) to (90), the hotel staff politely requested the guests to wait for a repair or a compensatory response for the slow delivery service. This strategy can lead

to a reduction in the level of offense in the unsatisfactory situation when there is a slow delivery service for food ordered.

According to the results of the one-way ANOVA, this strategy is found to be significantly different among the four groups, $F(3,116) = 21.566$; $p < .000$. The post hoc Tukey-Kramer *HSD* test indicates that there were three pairs of significant differences: NT-NE, NT-EFLH, and NT-EFLL. This means that the NT group employed this strategy; whereas, the EFLH group seldom employed this strategy in responding to complaints in this situation. Furthermore, the NE and EFLL groups did not use it.

2) Acknowledgement of Responsibility

This strategy was employed when the guests informed the hotel staff about unsatisfactory matters. It occurred 12 times for the three groups: NE, NT and EFLL. This strategy was employed at the beginning of the utterances. When the guests complained about the dirty rooms, the hotel staff acknowledged the complaints by using the utterances as shown in (91) to (93). The followings are the instances of this strategy:

(91) I see, Mrs. Johnson. (NE25)

(92) ได้ครับ …

[dâay k^hráp]

"Yes." (30NT)

(93) Okay. (EFLL5)

With regard to the analysis of one-way ANOVA, this strategy is found to have been significantly different among the four groups, $F(3,116) = 4.508$: $p < .01$. The post hoc test indicates two pairs of significant differences between the NT-EFLH, and the

NT-EFLL. This means that the NT group employed this strategy more frequently than the EFL groups in responding to complaints in this situation.

3) Asking for Information

This strategy was used 10 times by the three groups of respondents: NE, NT and EFLH. The hotel staff needed to acquire more information concerning the complaints. The instances of this strategy are shown below:

(94) In the meantime, can I also have your breakfast order so that it can be processed correctly and quickly under my personnel supervision? (NE21)

(95) ไม่ทราบว่าคุณผู้หญิงอยู่ห้องอะไรคะ

[mây sâap wâa kʰun pʰûu-yǐŋ yùu hɔŋ ?a-ray kʰá]

"What's your room number, please, madam?" (NT22)

(96) May I have your room number, please? (EFLH21)

After the guests complained about the slow delivery service for food ordered, the hotel staff politely requested information the food ordered or requested the guests' room number. This was to make sure that the problems could be solved satisfactorily such as in the instances shown from (95) to (96).

Similar to the "Acknowledgement of Responsibility" strategy use, the one-way ANOVA analysis reveals that this strategy was found to be significantly different among the four groups, $F(3,116) = 4.559$; $p < .01$. The post hoc Tukey-Kramer *HSD* test demonstrates two pairs of significant differences: NT-NE and NT-EFLL (see Table 4.7). In other words, the NT group employed this strategy more frequently than the NE and EFLL groups in responding to complaints in this situation.

4) Promise of Forbearance

This strategy was employed when the hotel staff wanted to assure the guests that the problems which had occurred would be resolved or compensated for within the time mentioned or that the problems would not be allowed to happen again. This strategy was employed 9 times by the NE and EFLH groups (7 times in NE and twice by the EFLH group). The following are the instances of use of this strategy:

(97) …make sure it will be delivered to you now. (NE1)

(98) …your breakfast, of course, will be served to you within 10 minutes. (NE24)

(99) I'll send, of course, your food up to you in 15 minutes. (EFLH29)

As seen in the utterances shown from (97) to (99), the hotel staff promised and made sure that the situation of the slow delivery service would be resolved.

In terms of the strategy used, the one-way ANOVA results reveal that this strategy was found to have significant differences among the four groups, $F(3,116) = 5.836$; $p < .001$. Analysis of variance from the post hoc test indicates that there were two pairs of significant differences: NE-NT and NE-EFLL (see Table 4.7). This means that the NE employed this strategy as much as in the EFLH group. However, the NT and EFLL groups did not use it.

4.2.6 Situation 6: Broken Showers

The overall frequency of strategies used in responding to complaints among the NE, NT, EFLH, and EFLL groups in situation 6 is shown in Table 4.8. Strategies are listed in order from the most frequently used to the least frequently used, based on the frequency of use by the four groups.

Table 4.8

A Comparison of the Pragm

atic Strategies Used in Responding to Complaints about Broken Showers by All Groups

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
1. Offering repair	31	29	30	30	N.S.
2. Expression of apology	12	11	24	22	p<.000; NE< EFLH, NE< EFLL, NT< EFLH, NT< EFLL
3. Acknowledgement of responsibility	16	16	6	3	p<.000; NE>EFLH, NE>EFLL, NT > EFLH, NT>EFLL
4. Giving the time frame for action	3	16	3	2	p<.000; NT>NE, NT>EFLH, NT>EFLL
5 Asking for information	1	7	3	0	p<.01; NE<NT, NT>EFLL
6. Gratitude	5	1	1	0	N.S.
7. Explanation	1	1	1	0	N.S.
8. Promise of follow–up action	1	0	1	0	N.S.
9. Promise of forbearance	0	1	0	0	N.S.
10. Making a suggestion	0	0	0	0	N.S.
11. Empathy	0	0	0	0	N.S.
12. Repetition of complaints	0	0	0	0	N.S.
All Strategies Combined	**70**	**82**	**69**	**57**	**-**

Note: N.S. = no significant difference

Table 4.8 shows the overall frequency of semantic formulas in responding to complaints in situation 6 for the four different groups: NE, NT, EFLH and EFLL through the written DCTs. The findings reveal that NT group used the most strategies (f=82), followed by the NE group (f=70), the EFLH group (f=69), and the EFLL group (f=57), respectively.

In terms of the number of strategies used in responding to complaints, the NE, NT and EFLH employed 8 strategies each; whereas, the EFLL groups used 5 strategies. An examination of the overall frequencies of strategy use show, however, that the NE and NT strategies used have the same in order (from "Offering repair" followed by "Acknowledgement of responsibility" and "Expression of apology") while the EFLH and EFLL have the same in order ("Offering repair", followed by "Expression of apology" and "Acknowledgement of responsibility"), respectively. What is interesting is that three of the strategies: "Making a suggestion", "Empathy" and "Repetition of complaints" were not recorded by all four groups.

The results of one-way ANOVA indicate that four strategies showed significant differences, i.e. "Asking for information", $F(3,116) = 4.102$; $p<.01$, "Expression of apology", $F(3,116) = 6.994$; $p<.000$, "Acknowledgement of responsibility", $F(3,116) = 7.857$; $p<.000$, and "Giving the time frame for action", $F(3,116) = 10.016$; $p<.000$. However, the remaining strategies as shown in Table 4.8 do not indicate significant differences used among the four different groups.

The details of the significant differences for the pragmatic strategies used in responding to complaints in situation 6 are presented as follows:

1) Expression of Apology

This strategy was found to be used in all four groups in the second rank. As shown in the instances (100) and (101), the hotel staff apologized to the guests when they found that the room they had reserved for the guests contained a broken shower.

(100) We apologize for the inconvenience caused. (NE11)

(101) I apologize for any inconvenience. (EFLH3)

Some hotel staff expressed their regret about the broken shower as shown in the instances (102) to (109).

(102) I'm sorry for your inconvenience stay. (NE8)

(103) ทางโรงแรมต้องขออภัยด้วยนะคะ

[tʰaaŋ rooŋ-rɛɛm tɔɔŋ kʰɔɔ ʔa-pʰay dûay ná kʰá]

"We are sorry, madam." (NT23)

(104) I'm sorry that we make you inconvenience, sir. (EFLH29)

(105) I'm sorry to hear that. (EFLL5)

Interestingly, the hotel staff used the intensifiers (e.g. do, so, very, terribly, จริงๆ ciŋ- ciŋ) whenever they apologized or expressed regret to the guests. The hotel staff used the intensifiers in the instances (174) to (177) to show their politeness and to mitigate the offense of the unsatisfactory situation caused by the broken shower.

(106) I are <u>so</u> sorry for the things that happened with you. (NE13)

(107) I'm <u>very</u> sorry sir (EFLH12)

(108) I'm <u>terribly</u> sorry sir (EFLL29)

(109) ขออภัย<u>จริงๆ</u>ครับท่าน

[kʰɔɔ ʔa-pʰay <u>ciŋ- ciŋ</u> kʰráp tʰâan]

" I'm <u>very </u>sorry, sir." (NT15)

In terms of a comparison of the strategies used, the one-way ANOVA results shown in Table 4.8 reveal that this strategy indicated significant differences, $F(3,116) = 6.994$; $p < .000$ among the four groups. The post hoc Tukey-Kramer *HSD* test indicates four pairs of significant differences: NE-EFLH, NE-EFLL, NT-EFLH and NT-EFLL.

This means that the EFL groups employed this strategy more frequently than the NE and NT groups in responding to complaints in this situation.

2) Acknowledgement of Responsibility

This strategy was employed by the hotel staff when the guests informed them of an unsatisfactory situation. It was found to occur 41 times among the four groups. As shown in the instances (110) to (117), the hotel staff used this strategy at the beginning of the utterances. When the guests complained about the broken shower, the hotel staff acknowledged the complaints using these utterances.

(110) Right away, Mr. Lee. (NE2)

(111) I understand, Mr. Lee. (NE25)

(112) Of course, Mr. Lee. (NE26)

(113) ค่ะ ได้ค่ะ

     [kʰâ   dâay   kʰà]

     "Yes, sir." (NT1)

(114) Certainly, sir. (EFLH21)

(115) Of course, sir (EFLH26)

(116) Okay, sir (EFLL11)

(117) I understand, sir (EFLL6)

Similar to the use of "Expression of apology", the results of one-way ANOVA demonstrates significant differences, $F(3,116) = 7.857$; $p < .000$ among the four groups. The post hoc test indicates four pairs of significant differences: NE-EFLH, NE-EFLL,

NT-EFLH, NT-EFLL. This means that the NE and NT groups were similar in the frequently employed this strategy but more often than the EFL groups in responding to complaints in this situation.

3) Giving the Time Frame for Action

This strategy was found to be employed 24 times by all four groups. The hotel staff employed this strategy when they asked the guests to wait for the complaints to be remedied or compensated for. It was found at the end of the utterances. The instances of this strategy are illustrated below:

(118) It will take around 30 minutes. (NE14)

(119) กรุณารอสักครู่นะคะ

[ka-rú-naa rɔɔ sàk-kʰrûu ná kʰá]

"Wait a minute, please." (NT17)

(120) Please wait a few minutes. (EFLH26)

(121) Just a moment, please, sir. (EFLL5)

From the instances (118) to (121), the hotel staff politely requested the guests to wait for the repair of the broken shower or a compensatory response. This strategy can reduce the offence of the unsatisfactory situation in which the shower in the bathroom is broken.

Similar to the use of both "Expression of apology" and "Acknowledgement of responsibility", the one-way ANOVA analysis shows significant differences among the four groups, $F(3,116) = 10.016$, $p < .000$. Analysis of variance from the post hoc test indicates that there were three pairs of significant differences: NT-NE, NT-EFLH,

and NT-EFLL (see Table 4.8). In other words, the NT group employed this strategy more frequently than the NE, EFLH and EFLL groups in responding to complaints.

4) Asking for Information

This strategy was reported 11 times by the three groups of respondents: NE, NT and EFLH. The hotel staff needed to acquire more information concerning the complaints. The instances of this strategy are shown below:

(122) Could you give me your room number? (NE23)

(123) ไม่ทราบว่าท่านพักอยู่ห้องไหนคะ

[mây sâap wâa tʰâan pʰák yùu hɔŋ náy kʰá]

"May I know your room number, please?" (NT25)

(124) Did you open the faucet? (EFLH11)

After the guests complained about the broken shower in the bathroom, the hotel staff politely requested of the guests' room numbers as shown in (122) and (123). In addition, instance (124) asks whether the faucet has been used. This is to make sure that the problems could be solved satisfactorily.

As shown in Table 4.8, the one-way ANOVA results reveal that this strategy was found to have significant differences among the four groups, $F(3,116) = 4.102$; $p < .01$. The post hoc Tukey-Kramer *HSD* test indicates two pairs of significant differences: NE-NT and NT-EFLL. This means that the NT employed this strategy more frequently than the NE and EFLL groups in responding to complaints in this situation.

4.2.7 Situation 7: Awful Food Ordered from the Restaurant

The overall frequency of strategies used in responding to complaints among the NE, NT, EFLH, and EFLL groups are shown in Table 4.9. Strategies are listed in order from the most frequently used to the least frequently used, based on the frequency of use by the four different groups.

Table 4.9

A Comparison of the Pragmatic Strategies Used in Responding to Complaints about Awful Food Ordered from the Restaurant by All Groups

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
1. Offering repair	36	26	33	31	p<.05; NE>NT
2. Expression of apology	28	23	30	29	N.S.
3. Giving the time frame for action	1	11	5	0	p<.000; NE<NT, NT>EFLL
4. Acknowledgement of responsibility	1	11	0	1	p<.000; NE<NT, NT>EFLH, NT>EFLL
5. Making a suggestion	4	2	3	3	N.S.
6. Explanation	4	3	2	1	N.S.
7. Gratitude	2	1	1	0	N.S.
8. Asking for information	1	1	1	0	N.S.
9. Promise of forbearance	2	0	0	0	N.S.
10. Promise of follow–up action	1	0	0	0	N.S.
11. Empathy	0	0	0	0	N.S.
12. Repetition of complaints	0	0	0	0	N.S.
All Strategies Combined	**80**	**78**	**74**	**65**	**-**

Note: N. S. = no significant difference

As shown in Table 4.9, the NE group used the most strategies (f=80), followed by the NT group (f=78), the EFLH group (f=74), and the EFLL group (f=65), respectively.

In terms of the strategies used in responding to complaints, Table 4.9 shows that the NE group employed 10 strategies; whereas, the NT employed 8 strategies, the

EFLH utilized 6 strategies and EFLL groups used 5 strategies, respectively. However, there are two strategies: "Empathy" and "Repetition of complaints" which were not used by the four groups.

The results of the one-way ANOVA indicate that three strategies showed significant differences, i.e. "Offering repair", $F(3,116) = 3.809$; $p<.05$, "Acknowledgement of responsibility", $F(3,116) = 10.127$; $p<.000$, and "Giving the time frame for action", $F(3,116) = 7.962$; $p<.000$. However, the remaining strategies were not found to have significant differences among the four different groups in responding to complaints.

The details of the significant differences in the use of the pragmatic strategies in responding to complaints in situation 7 are presented as follows:

1) Offering Repair

This strategy was the most frequently reported strategy used by the four different groups in responding to complaints. The "Offering repair" found in this situation can be divided into two subcategories: "Repair" and "Compensation". The findings reveal that "Repair" was used 83 times while "Compensation" was employed 43 times in responding to complaints. The respondents employed "Repair" when they wanted to ameliorate an unfavorable situation such as the awful food in the instances (125) to (127).

(125) I'll call the chef and ask him what he can do. (EFLH19)

(126) Would you like to change a new one? (EFLL21)

(127) เดี๋ยวดิฉันจะดำเนินการเปลี่ยนให้ใหม่นะคะ

[diaw di-chán cà dam-nən kaan plìan hây mày ná kʰá]

"I will bring a new one for you." (NT30)

In contrast, "Compensation" was used when the hotel staff thought the repair was not possible, so they tried to improve the situation in other ways. The dominant example of "Compensation" found in this situation was to offer a new dish free of charge as seen in the instance (128).

(128) We will offer you a new one for free of charge. (NE7)

In terms of the comparison of strategies used, the one-way ANOVA analysis reveals that this strategy was found to be significantly different among the four groups, $F(3,116) = 3.809$); $p < .05$. The post hoc test demonstrates a significant difference between the NE and NT. This shows that the NE group employed this strategy more frequently than the NT group in responding to complaints in this situation.

2) Giving the Time Frame for Action

This strategy was found to be employed 17 times by the three groups: once by NE, 11 times by NT and 5 times by EFLH. The hotel staff employed this strategy when they asked the guests to wait for the complaints to be remedied or compensated for. It was found at the end of the utterances. The instances of this strategy are illustrated below:

(129) คุณสุดารอสักครู่นะคะ

[kʰun Suda, rɔɔ sàk-kʰrûu ná kʰá]

"Khun Suda, please wait a minute." (NT1)

(130) Would you wait for a few minutes, madam? (NE15)

(131) Please wait a moment, madam. (EFLH28)

From the instances (129) to (131), the hotel staff politely requested the guests to wait for repair or a compensatory response for the awful food. This strategy can reduce the

offense of the unsatisfactory situation about the awful food ordered served by the restaurant.

According to the analysis of one-way ANOVA as shown in Table 4.9, the one-way ANOVA results reveals that this strategy was found to be significantly different among the four groups, $F(3,116) = 7.962$; $p < .000$. The analysis from the post hoc test indicates two pairs of significant differences: NT-NE and NT-EFLL. This means that the NT group employed this strategy more frequently than the NE and EFLL groups in responding to complaints.

3) Acknowledgement of Responsibility

This strategy was employed when the guests informed the hotel staff about unsatisfactory conditions. It was used 13 times by the three groups: NE, NT and EFLL. As shown in the instances (132) to (134), the hotel staff used this strategy at the beginning of the utterances. The hotel staff acknowledged their responsibility by using of these utterances when the guests complained about the awful food.

(132) Our mistake, madam (NE23)

(133) ได้ครับ

　　　[dâay   kʰráp]

　　　"Yes, sir." (NT28)

(134) Okay. (EFLL5)

Similar to the "Giving the time frame for action" employed, this strategy is found to have been significantly different among the four groups, $F(3,116) = 10.127$; $p < .000$. The post hoc Tukey-Kramer *HSD* test indicates three pairs of significant differences: NT-NE, NT-EFLH and NT-EFLL. This means that the NT group employed this strategy; whereas, the NE and EFLL groups seldom employed this

strategy in responding to complaints in this situation. In addition, the EFLH did not use it at all.

4.2.8 Situation 8: Dirty Bed Linen

The overall frequency of strategies used in response to complaints among the NE, NT, EFLH, and EFLL groups in situation 8 is shown in Table 4.10. The strategies are listed in order from the most frequently used to the least frequently used, based on the frequency of use by all four groups.

Table 4.10

A Comparison of the Pragmatic Strategies Used in Responding to Complaints about Dirty Bed Linen by All Groups

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
1. Offering repair	33	30	30	31	N.S.
2. Expression of apology	22	17	21	23	N.S.
3. Acknowledgement of responsibility	13	17	6	3	$p<.000$; NE>EFLL, NT>EFLH, NT >EFLL
4. Giving the time frame for action	0	9	3	1	$p<.001$; NE<NT , NT>EFLH, NT > EFLL
5. Promise of forbearance	3	1	1	0	N.S.
6. Gratitude	3	1	0	0	N.S.
7. Asking for information	0	4	0	0	$p<.01$; NE<NT , NT>EFLH, NT > EFLL
8. Explanation	1	1	0	0	N.S.
9. Promise of follow–up action	1	0	0	0	N.S.
10. Making a suggestion	0	0	0	0	N.S.
11. Empathy	0	0	0	0	N.S.
12. Repetition of complaints	0	0	0	0	N.S.
All Strategies Combined	**76**	**80**	**61**	**58**	-

Note: N.S. = no significant difference

Table 4.10 reveals the overall frequency of the semantic formulas employed in responding to complaints in situation 8 for the four different groups: NE, NT, EFLH and EFLL through the written DCTs. The findings show that the NT group used strategies the most frequently (f=80), followed by the NE group (f=76), the EFLH group (f=61), and the EFLL group (f=58), respectively.

In terms of strategies used in responding to complaints, the NT employed 8 strategies while the NE group employed 7 strategies, the EFLH employed 5 strategies and the EFLL groups used 4 strategies, respectively. What proved interesting is that three strategies: "Empathy", "Making a suggestion" and "Repetition of complaints" were not found at all in any of the four groups.

The one-way ANOVA indicates that three strategies reported significant differences, i.e. "Asking for information", $F(3,116) = 4.462$; $p<.01$, "Giving the time frame for action", $F(3,116) = 6.304$; $p<.001$, and "Acknowledgement of responsibility", $F(3,116) = 7.116$; $p<.000$. However, the remaining strategies did not show any significant differences among the four different groups in responding to complaints.

The details of the significant differences in the pragmatic strategies used in responding to complaints in situation 8 are shown as follows:

1) Acknowledgement of Responsibility

This strategy was employed when the guests informed the hotel staff about an unsatisfactory situation. It was found 39 times for all four groups. The following are the instances of this strategy:

(135) Of course, Mrs. Morgan. (NE5)

(136) All right, madam. (NE16)

(137) ไม่มีปัญหาครับ ...

[mây mii pan-haa kʰráp]

"No problem, madam." (NT12)

(138) Certainly, madam. (EFLH24)

(139) I understand, ma'am. (EFLL6)

From the instances (135) to (139), the hotel staff used this strategy at the beginning of the utterances. When the guests complained about the dirty bed linen, the hotel staff acknowledged the complaints by using these utterances.

According to the results of one-way ANOVA, this strategy is found to have been significantly different among the four groups, $F(3,116) = 7.116$; $p < .000$. The post hoc test reveals three pairs of significant differences: NE-EFLL, NT-EFLH and NT-EFLL. This means that the NE and NT were similar in the frequently used this strategy but more often than the EFL groups in responding to complaints in this situation.

2) Giving the Time Frame for Action

This strategy was employed 13 times by the Thai native groups: 9 times by NT, 3 times by EFLH and once by the EFLL group. The hotel staff employed this strategy when they asked the guests to wait for the complaints to be remedied or compensated for. It was found at both the beginning and the end of the utterances. The instances of this strategy are illustrated below:

(140) กรุณารอสักครู่นะคะ

[ka-rú-naa rɔɔ sàk-kʰrûu ná kʰá]

"Wait a minute, please." (NT23)

(141) Just a minute, madam. (EFLH28)

(142) Just a moment, please. (EFLL5)

From the instances (140) to (142), the hotel staff politely requested the guests to wait for repair or a compensatory response for the dirty bed linen. This strategy can mitigate the offense of the unsatisfactory situation when the bed linen is found to be dirty.

Based on the results of the one-way ANOVA, this strategy is found to be significantly different among the four groups, $F(3,116) = 8.441$; $p < .001$. The post hoc Tukey-Kramer *HSD* test indicates significant differences for the following pairs: NT-NE, NT-EFLH, and NT-EFLL. This means that the NT group employed this strategy more frequently than the NE, EFLH and EFLL groups in responding to complaints in this situation.

3) Asking for Information

This strategy was reported 4 times only by the NT group. The hotel staff needed to acquire more information concerning the complaints. The instances of this strategy are shown below:

(143) ไม่ทราบว่าโทรจากห้องไหนคะ

[mây sâap wâa tʰoo càak hɔŋ nay kʰá]

"Which room did you call from?" (NT17)

(144) กรุณาบอกหมายเลขห้องพักของท่าน

[ka-rú-naa bɔɔk maay-lêek hɔŋ-pʰák kʰɔɔŋ thâan]

"What is your room number, please?" (NE24)

As shown in the instances (143) and (144), when the guests complained about the dirty bed linen, the hotel staff politely requested the guests' room numbers. This was to make sure that the problems could be solved satisfactorily.

Similar to the "Giving the time frame for action" used, the one-way ANOVA analysis reveals that this strategy was found to be significantly different among the four groups, $F(3,116) = 6.304$; $p < .01$. The analysis from the post hoc test reveals that there were three pairs of significant differences: NT-NE, NT-EFLH and NT-EFLL. This means that the NT group used this strategy but the rest of the groups did not employ this strategy in responding to complaints.

4.2.9 Situation 9: Interrupted Water Supply in the Bathroom

The overall frequency of strategies used in responding to complaints among the NE, NT, EFLH, and EFLL groups is shown in Table 4.11. The strategies are listed in order from the most frequently used to the least frequently used, based on the frequency of use by all four groups.

Table 4.11

A Comparison of the Pragmatic Strategies Used in Responding to Complaints about Interrupted Water Supply in the Bathroom by All Groups

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
1. Offering repair	35	30	30	30	p<.001; NE>NT, NE>EFLH, NE >EFLL
2. Expression of apology	15	14	25	25	p<.000; NE<EFLH, NE<EFLL, NT<EFLH, NT<EFLL
3. Acknowledgement of responsibility	15	16	3	1	p<.000; NE>EFLH, NE>EFLL NT>EFLH, NT>EFLL
4. Giving the time frame for action	1	16	7	1	p<.000; NE<NT, NT>EFLH, NT>EFLL
5. Explanation	3	1	0	0	N.S.
6. Promise of forbearance	2	1	1	0	N.S.
7. Asking for information	0	2	1	0	N.S.
8. Gratitude	1	1	0	0	N.S.
9. Making a suggestion	0	0	0	0	N.S.

10. Promise of follow-up action	0	0	0	0	N.S.
11. Empathy	0	0	0	0	N.S.
12. Repetition of complaints	0	0	0	0	N.S.
All Strategies Combined	**72**	**81**	**67**	**57**	**-**

Note: N.S. = no significant difference

Table 4.11 reveals that the overall frequency of semantic formulas used in responding to complaints in situation 9 for the four different groups: NE, NT, EFLH and EFLL through the written DCTs. The findings indicate that the NT group used the strategies most frequently (f=81), followed by the NE group (f=72), the EFLH group (f=67), and the EFLL group (f=57), respectively.

In terms of strategies used as shown in Table 4.11, the NT employed 8 strategies; whereas, the NE group employed 7 strategies, the EFLH employed 6 strategies and EFLL groups used 4 strategies, respectively. What is interesting is that four strategies: "Making a suggestion", "Promise of follow-up action", "Empathy" and "Repetition of complaints" were not found in any of the four groups.

The results of the one-way ANOVA revealed that four strategies showed significant differences, i.e. "Offering repair", $F_{(3,116)} = 5.800$; $p<.001$, "Expression of apology", $F_{(3,116)} = 6.392$; $p<.000$, "Giving the time frame for action", $F_{(3,116)} = 13.615$; $p<.000$, and "Acknowledgement of responsibility", $F_{(3,116)} = 14.664$; $p<.000$. However, the remaining strategies were not found to have significant differences among the four different groups.

The details of the significant differences in the use of the pragmatic strategies in responding to complaints in this situation are presented as follows:

1) Offering Repair

This strategy was observed to be the most frequently used strategy for the four different groups in responding to complaints. The "Offering repair" found in this situation can be divided into two subcategories: "Repair" and "Compensation". The findings show that "Repair" was used 116 times while "Compensation" was employed 9 times in responding to complaints. The respondents employed "Repair" when they wanted to ameliorate the unsatisfactory situation of the interrupted water supply in the bathroom, such as in the instances (145) to (149) below:

(145) I'll send the maintenance to look at your tub in your bathroom right away. (EFLH7)

(146) I'll call the maintenance department to send someone to change it right away. (EFLH14)

(147) I'll send the engineer to fix it now. (EFLL9)

(148) We will send the engineer to check the water flow immediately. (NE7)

(149) เราจะส่งพนักงานขึ้นมาตรวจเช็คและซ่อมแซมให้ค่ะ

[raw cà sôŋ pʰá-nák-ŋaan kʰɰ n maa trùat chék lɛ sɔɔm-sɛɛm

hây kʰâ]

"We will send someone from our maintenance to check and fix them." (NT19)

In contrast, "Compensation" was used when the hotel staff did not think the repair is possible, so they tried to alleviate the situation. The dominant example of the "Compensation" which was found in the NE and EFLL groups in this situation was to move the clients to an upgraded room as shown in the instances (150) and (151).

(150) I'll change your room right away. (EFLL23)

(151) I'll send you to a nice suite. (NE29)

More interestingly, both "Repair" and "Compensation" were used together in the same situation. This combined strategy was found only in the NE group. From the instances (152) and (153), the hotel staff would like the guests to choose whether to wait for the interrupted water supply in the bathroom to be fixed or to change to a new room.

> (152) Would you prefer a deluxe room as an apology or the engineer to repair the faucets? (NE4)
>
> (153) We will send the engineer to replace the light bulb and check the water flow immediately. Would you like to change to a new room? (NE7)

In terms of a comparison of strategies used, the one-way ANOVA analysis reveals that this strategy was found to be significantly different among the four groups, $F(3,116) = 5.800$; $p < .001$. The post hoc test reveals three pairs of significant differences: NE-NT, NE-EFLH and NE-EFLL. This means that the NE group employed this strategy more frequently than the NT, EFLH and EFLL groups in responding to complaints in this situation.

2) Expression of Apology

This strategy was the second most frequently used by the four different groups. In using this strategy, the hotel staff apologized to the guests when they found that the room reserved for them was affected by an interrupted water supply as shown in (154).

> (154) We apologize for the inconvenience caused. (NE1)

Some hotel staff expressed their regret about the interrupted water supply in the bathroom as shown in the instances (155) to (157).

> (155) ขออภัยในความไม่สะดวกและความผิดพลาดในการตรวจเช็คนะครับ…
>
> [kʰɔɔ ʔa-pʰay nay kʰwaam mây sa-dùak lɛ kʰwaam pʰit-pláat
>
> nay kaan trùat chék ná kʰráp]

"I'm sorry for your inconvenience and mistake in checking." (NT4)

(156) I'm sorry to annoy you, sir. (EFLH10)

(157) I'm sorry for the matter. (EFLL11)

In addition, the hotel staff used the intensifiers (e.g. do, so, very, terribly, อย่างมาก

yàaŋ mâak) when they apologized or expressed regret to the guests. The hotel staff

used the intensifiers to show their politeness and to mitigate the offense of the

unsatisfactory situation regarding the interrupted water supply in their bathrooms. The

instances of this strategy are shown in (158) to (161) below:

(158) I am so sorry for the inconvenience it might have caused you. (NE8)

(159) I'm very sorry, ma'am. (EFLH12)

(160) I'm terribly sorry. (EFLL15)

(161) ดิฉันต้องขอโทษท่านเป็นอย่างมาก

[di-chan tɔɔŋ kʰɔɔ tʰôot tʰâan pen yàaŋ mâak]

" I'm terribly sorry, madam." (NT5)

Similar to the "Offering repair" employed, the one-way ANOVA results reveal

that this strategy was found to have significant differences among the four groups,

$F(3,116) = 6.392$; $p < .000$. Analysis of the post hoc test reveals that there were four

pairs of significant differences: NE-EFLH, NE-EFLL, NT-EFLH and NT-EFLL. This

shows that the NE and NT groups employed this strategy less frequently than the EFLH

and EFLL groups in responding to complaints.

3) Acknowledgement of Responsibility

This strategy was employed when the guests informed the hotel staff about an unsatisfactory situation. It was found 35 times (see Table 4.11) for all four groups. The following are the instances of this strategy:

(162) Certainly, Mr. Peterson … (NE1)

(163) Yes, I could. (NE25)

(164) ได้ค่ะ ท่าน

[dâay kʰà tʰâan]

"Yes, sir." (NT13)

(165) Of course, sir. (EFLH26)

(166) Yes, sir. (EFLL13)

The hotel staff used this strategy at the beginning of the utterances. When the guests complained about the interrupted water supply in the room reserved for them, the hotel staff acknowledged the problem by using the utterances as shown in (162) to (166).

Regarding the results of one-way ANOVA as shown in Table 4.11, this strategy was found to have been significantly different among the four groups, $F(3,116) = 14.664$; $p <$ .000. The post hoc Tukey-Kramer *HSD* test reveals four pairs of significant differences: NE-EFLH, NE-EFLL, NT-EFLH and NT-EFLL. This means that the NE and NT groups employed this strategy more frequently than the EFLH and EFLL groups in responding to complaints in this situation.

4) Giving the Time Frame for Action

This strategy was found to be employed 25 times by all four groups. The hotel staff employed this strategy when they asked the guests to wait for their complaints to be remedied or compensated for. It was found both at the beginning and at the end of the utterances. The instances of this strategy are illustrated below:

(167) คุณเดชารออยู่ในห้องสักครู่นะคะ

[kʰun Decha rɔɔ yùu nay hɔŋ sàk-kʰrûu ná kʰá]
"Khun Decha, wait a moment, please." (NT1)

(168) Wait for a minute. (NE30)

(169) Could you wait a moment, sir? (EFLH11)

(170) Just a moment, please. (EFLL22)

From the instances (167) to (170), the hotel staff politely requested the guests to wait for repair or compensatory responses for the interrupted water supply in their bathrooms. This strategy can reduce the offense of the unsatisfactory situation regarding the interrupted water supply in their bathrooms.

Similar to the three employed strategies mentioned previously, the results of the one-way ANOVA show significant differences among the four groups, $F(3,116) = 13.615; p < .000$. The analysis of the post hoc test demonstrates that three pairs showed significant differences: NT-NE, NT-EFLH, and NT-EFLL. This means that the NT group employed this strategy more frequently than the NE, EFLH and EFLL groups in responding to complaints in this situation.

4.2.10 Situation 10: Cockroaches in the Wastebasket

The overall frequency of strategies used in responding to complaints among the NE, NT, EFLH, and EFLL groups in situation 10 is shown in Table 4.12. The strategies are listed in order from the most frequently used to the least frequently used, based on the frequency of use by all four groups.

Table 4.12

A Comparison of the Pragmatic Strategies Used in Responding to Complaints about Cockroaches in the Wastebasket by All Groups

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
1. Offering repair	38	30	30	30	p<.000; NE > NT, NE>EFLH, NE >EFLL
2. Expression of apology	24	20	21	23	N.S.
3. Acknowledgement of responsibility	8	15	6	1	p<.000; NT>EFLH, NT>EFLL
4. Giving the time frame for action	0	5	6	0	p<.01; NE<.EFLH, EFLH>EFLL

Pragmatic Strategies	NE	NT	EFLH	EFLL	Pattern of Variation
5. Promise of forbearance	6	2	2	0	N.S.
6. Gratitude	2	1	5	0	N.S.
7. Asking for information	0	6	1	0	p<.000; NE<NT, NT>EFLH, NT> EFLL
8. Explanation	3	2	1	0	N.S.
9. Making a suggestion	2	0	0	0	N.S.
10. Promise of follow-up action	1	0	0	0	N.S.
11. Empathy	1	0	0	0	N.S.
12. Repetition of complaints	0	1	0	0	N.S.
All Strategies Combined	**85**	**82**	**72**	**54**	**-**

Note: N.S. = no significant difference

Table 4.12 presents the overall frequency of the semantic formulas used in responding to complaints in Situation 10 for the four different groups: NE, NT, EFLH and EFLL through written DCTs. The findings reveal that the strategies were most frequently employed by the NE group (f=85), followed by the NT group (f=82), the EFLH group (f=72), and the EFLL group (f=54), respectively.

In terms of strategies used in responding to complaints, the NE and NT groups employed 9 strategies; whereas, the EFLH employed 8 strategies and EFLL groups used 3 strategies, respectively. However, what is interesting is that all 12 strategies were found in this situation.

The results of the one-way ANOVA indicate that four strategies showed significant differences, i.e. "Giving the time frame for action", $F(3,116) = 4.420$; $p<.01$, "Asking for information", $F(3,116) = 6.916$; $p<.000$, "Offering repair", $F(3,116) = 7.864$; $p<.000$, and "Acknowledgement of responsibility", $F(3,116) = 8.878$; $p<.000$. However, the remaining strategies were not found to have significant differences among the four different groups.

The details of the significant differences in the pragmatic strategies used in responding to complaints in this situation are presented below:

1) Offering Repair

This strategy was used the most frequently by the four different groups in responding to complaints. The "Offering repair" found in this situation can be divided into two subcategories: "Repair" and "Compensation". The findings show that the "Repair" was used 117 times by all four groups while the "Compensation" was employed 11 times by the NE, NT and EFLL groups. The hotel staff employed "Repair" when they wanted to ameliorate the unsatisfactory situation regarding the discovery of cockroaches in the wastebasket in the hotel room as reported in the instances (171) to (175).

(171) I'll send someone to your room to get rid of the cockroaches and also remove the bad smell with spray. (NE15)

(172) I'll put some insect spray in your room. (NE9)

(173) I'll send the maid up to get rid of it now. (EFLH4)

(174) I'll tell the maid to clean your room up right away. (EFLL3)

(175) เราจะจัดการแมลงสาบเหล่านี้ออกจากห้องโดยเร็วที่สุดค่ะ

[raw cà càt kaan ma-lɛɛŋ-sâap làw níi ʔɔɔk câak hɔŋ dooy

rew tʰii sut kʰà]

"We will get rid of the cockroaches in your room right now." (NT19)

By contrast, "Compensation" was used when they did not think the repair is possible, so they tried to improve the situation in other ways. The dominant example of the "Compensation" found in this situation was to move the clients to an upgraded room as seen in the instances (176) and (177).

(176) May I change you to a new room while we are solving this problem? (NE2)

(177) ทางเราจะเปลี่ยนห้องให้เพื่อความสะดวกของท่านนะครับ

[tʰaaŋ raw cà plîan hɔŋ hây pʰɯ a kʰwaam sa-dúak kʰɔɔŋ

tʰâan ná kʰráp]

"For your convenience stay, we will change the room for you." (NT3)

Interestingly, both "Repair" and "Compensation" were used together in the same situation. This combined strategy was found only in the NE group. As shown in the instances (178) to (180), the hotel staff would like the guest who made a complaint to choose whether to wait for the cockroaches to be got rid of or to wait for the wastebasket to be emptied or to change to another room.

(178) I'll send someone to your room to clean your room again. If you still feel uncomfortable, I will move you to the new room. (NE8)

(179) I'll have housekeeping take care of it immediately. In the meantime, would you like us to arrange another room for you to move to? (NE11)

(180) We will send the H/K staff to spray your room for you against the cockroaches. If you are not satisfied, we will upgrade you to a different room. (NE14)

In terms of the comparison of strategies used, the one-way ANOVA results shown in Table 4.12 reveal that this strategy was found to be significantly different among the four groups, $F(3,116) = 7.864$; $p < .000$. An analysis of the post hoc test reveals three pairs of significant differences: NE-NT, NE-EFLH and NE-EFLL. This means that the NE group employed this strategy more frequently than the three groups in responding to complaints.

2) Acknowledgement of Responsibility

This strategy was employed when the guests informed the hotel staff about an unsatisfactory situation. It was found 30 times (see Table 4.12) by all four groups. The followings are the instances of this strategy:

(181) I understand, Miss. Thomson. (NE25)

(182) ได้ครับ

[dáay kʰráp]

"Yes, Miss." (NT28)

(183) Of course, Miss. (EFLH26)

(184) Oh, yes, ma'am. (EFLL12)

As shown in the instances (181) to (184), the hotel staff used this strategy at the beginning of the utterances. The hotel staff acknowledged the complaints by using these utterances when the guests complained about seeing cockroaches in the wastebasket in their room.

According to the analysis of one-way ANOVA, this strategy is found to have been significantly different among the four groups, $F(3,116) = 7.878$; $p < .000$. The post hoc Tukey-Kramer *HSD* test reveals two pairs of significant differences: NT-EFLH and NT-EFLL. This shows that the NT group employed this strategy more frequently than the EFL groups.

3) Giving the Time Frame for Action

This strategy was used 11 times by the two groups: 5 times by NT and 6 times by EFLH. The hotel staff employed this strategy when they asked the guests to wait for the complaints to be remedied or compensated for. It was found at the end of the utterances. The instances of this strategy are illustrated below:

(185) คุณนงนุชรออยู่ในห้องสักครู่นะคะ

[khun Nongnuch rɔɔ yùu nay hɔŋ sàk-kʰrúu ná kʰá]

"Khun Nongnuch, wait a moment, please." (NT1)

(186) Just a few minutes, please. (EFLH20)

From the instances (185) and (186), the hotel staff politely requested the guests to wait for a repair or a compensatory response to the situation in which there were cockroaches in the wastebasket. This strategy can reduce the offense of the unsatisfactory situation of having cockroaches in the wastebasket in the hotel room.

With regard to the one-way ANOVA analysis, this strategy was found to be significantly different among the four groups, $F(3,116) = 4.420$; $p < .01$. The post hoc test indicates two pairs of significant differences: EFLH-NE and EFLH-EFLL (see Table 4.12). This means that the NT and EFLH employed this strategy while the NE and EFLL groups did not employ this strategy in responding to complaints in this situation.

4) Asking for Information

This strategy was reported 7 times by the NT and EFLH groups. The hotel staff required more information concerning the complaints. The instances of this strategy are shown below:

(187) ไม่ทราบว่าท่านอยู่ห้องไหนคะ

     [mây sâap wâa tʰâan yùu hɔŋ này kʰá]

     "What's your room number, please?" (NT21)

(188) แจ้งจากห้องเบอร์อะไรคะ ขอทราบอีกครั้งหนึ่ง

     [cɛɛŋ càak hɔŋ bəə ʔa-ray kʰá kʰɔɔ sâap ʔiik kʰráŋ nʉ ŋ]

      "Pardon, your room number, please?" (NT5)

(189) What is your room number? (EFLH24)

As shown in the instances (187) to (189), when the guests complained about having cockroaches in their wastebaskets, the hotel staff politely requested the guests' room numbers. This was to make sure that the problems could be solved satisfactorily.

Similar to the "Acknowledgement of responsibility" and "Giving the Time Frame for Action" strategies used, the one-way ANOVA results demonstrate significant differences among the four groups, $F(3,116) = 6.916$); $p < .000$. Analysis of variance of the post hoc test shows three pairs of significant differences, i.e. NT-NE, NT-EFLH and NT-EFLL. This means that the NT group employed this strategy more frequently than the NE, EFLH and EFLL groups in responding to complaints.

4.3 The Occurrences of Pragmatic Transfer

As mentioned in Chapter Three section 3.3.4.3, an overall picture of pragmatic transfer is displayed in terms of frequency of strategies used for each complaint provoking situation.

This section, therefore, presents evidence of the pragmatic transfer revealed in the analysis of the total number of uses of the semantic formulas employed by NE, NT, EFLH and EFLL groups in each of the 10 DCT situations. Across all 10 situations, there were a total of 25 cases where NE and NT differed in the frequency of semantic formulas used in their responses to complaints. Conditions for pragmatic transfer were considered present when differences in frequency existed between NE and NT groups which provided a cross-cultural baseline. This baseline compared the pragmatic strategies in responding to complaints of the native language groups to those of the target language group in order to examine how native speakers of Thai and English perform the speech act of responses to complaints in the hotel business with different or similar sociolinguistic norms. The frequency of semantic formulas used in responding to complaints by the Thai EFL learners were collected and then compared to the cross-cultural baseline data in order to identify the occurrences of pragmatic transfer quantitatively. When tallying actual instances of pragmatic transfer among the groups of EFLH and EFLL, there were 13 instances of pragmatic transfer in the EFLH data, and 10 in the EFLL data. Therefore, EFLH showed a greater number of instances of pragmatic transfer in the frequency of semantic formulas used than did the EFLL group.

Table 4.13 shows the results of the analysis of variance performed by the Tukey-Kramer *HSD* which indicates the negative transfer of the strategies used by each group in each situation. In the table, the condition for pragmatic transfer in a given formula was marked by * while the occurrence of pragmatic transfer was marked by **.

Table 4.13

Pragmatic Transfer in the Frequency of Semantic Formulas in All Situations

Semantic Formulas	Groups			
	NE	EFLH	EFLL	NT
Situation 1 Dirty or Unclean Rooms				
1.1 Explanation	3	0	0	6
1.2 *Giving the time frame for action	0	0	1	8
1.3 *Promise of follow-up action	4	**0	**0	0
Situation 2 Broken Air Conditioner and TV				
2.1 Expression of apology	14	22	24	12
2.2 Acknowledgement of responsibility	16	6	4	15
2.3 *Offering repair	34	**31	**30	27
2.4 *Giving the time frame for action	0	2	1	17
2.5 *Asking for information	0	0	0	5
2.6 *Gratitude	5	**0	**0	2
Situation 3 Disgusting Bathroom				
3.1 *Offering repair	43	**32	**33	32
3.2 *Giving the time frame for action	1	0	1	7
3.3 *Asking for information	0	1	0	7
Situation 4 Disturbance from a Loud Noise				
4.1 Expression of apology	18	27	21	15
4.2 Acknowledgement of responsibility	10	6	3	15
4.3 *Promise of forbearance	5	**1	**0	1
4.4 *Promise of follow-up action	5	**1	**0	1
Situation 5 Slow Delivery Service for Food Ordered				
5.1 Acknowledgement of responsibility	1	0	2	9
5.2 * Promise of forbearance	7	**2	**0	0
5.3 *Giving the time frame for action	0	2	0	15
5.4 *Asking for information	0	**2	0	7
Situation 6 Broken Showers				

6.1 Expression of apology	12	24	22	11
6.2 Acknowledgement of responsibility	16	6	3	16
6.3 *Giving the time frame for action	3	3	2	16
6.4 *Asking for information	1	**3	0	7
Situation 7 Awful Food Ordered from the Restaurant				
7.1 *Acknowledgement of responsibility	1	0	1	11
7.2 *Offering repair	36	**33	**31	26
7.3 *Giving the time frame for action	1	**5	0	11
Situation 8 Dirty Bed Linen				
8.1 Acknowledgement of responsibility	33	30	31	30
8.2 *Giving the time frame for action	0	3	1	9
8.3 *Asking for information	0	0	0	4
Situation 9 Interrupted Water Supply in the Bathroom				
9.1 Expression of apology	15	25	25	14
9.2 Acknowledgement of responsibility	15	3	1	16
9.3 *Offering repair	35	**30	**30	30
9.4 *Giving the time frame for action	1	7	1	16
Situation 10 Cockroaches in the Wastebasket				
10.1 Acknowledgement of responsibility	8	6	1	15
10.2 *Offering repair	38	**30	**30	30
10.3 Giving the time frame for action	0	6	0	5
10.4 *Asking for information	0	1	0	6

* indicates the condition for pragmatic transfer
** indicates the occurrence of pragmatic transfer

The condition and evidence of pragmatic transfer in the frequency of pragmatic strategies are presented in each situation below:

4.3.1 Situation 1: Dirty or Unclean Rooms

Table 4.13 shows the statistically significant differences of the pragmatic strategies used by all four groups. The conditions for pragmatic transfer reveal two strategies: "Giving the time frame for action" and "Promise of follow-up action". However, only the "Promise of follow-up action" confirms the occurrence of negative pragmatic transfer. That is, both EFLH and EFLL groups' responses resembled each other in the frequency of use of this formula to the NT (did not report using it) which were less than did the NE.

4.3.2 Situation 2: Broken Air Conditioner and Television

From Table 4.13, the conditions for pragmatic transfer reveal four strategies. However, there are two strategies indicating the evidence of pragmatic transfer, namely, "Offering repair" and "Gratitude". From these strategies, two cases each from the two

groups give examples of the occurrence of negative transfer. This means the EFLH and EFLL used both strategies similar to the NT but less frequently than did the NE.

4.3.3 Situation 3: Disgusting Bathroom

As seen in Table 4.13, all the three strategies show the conditions for pragmatic transfer. However, only the "Offering repair" strategy confirms the occurrence of negative pragmatic transfer. This means that both EFLH and EFLL groups' responses resembled each other in the frequency of use of this formula to the NT but less frequently than did the NE.

4.3.4 Situation 4: Disturbance from a Loud Noise

Shown in Table 4.13 indicates the condition for pragmatic transfer in the "Promise of forbearance" and "Promise of follow-up action" strategies. From these strategies, two cases each from the two groups show examples of the occurrence of negative transfer. This indicates that both the EFLH and EFLL groups used "Promise of forbearance" and "Promise of follow-up action" formulas similar to the NT but less frequently than did the NE.

4.3.5 Situation 5: Slow Delivery Service for Food Ordered

Table 4.13 shows the three conditions of pragmatic transfer, namely, "Promise of forbearance", "Giving the time frame for action" and "Asking for information". In terms of the evidence of negative pragmatic transfer, there were a total of three cases, two from the EFLH and one from the EFLL. This means both EFL groups employed the "Promise of forbearance" similar to the NT but less frequently than the NE. In the frequency of use of the "Asking for information" strategy, only the EFLH group used this formula similar to the NT group.

4.3.6 Situation 6: Broken Showers

Cross-cultural differences between NE and NT are found in two strategies, including, "Giving the time frame for action" and "Asking for information" (see Table 4.13). In those two conditions for pragmatic transfer, there is found only one case from the EFLH in "Asking for information" which shows the occurrence of negative transfer. This means that the EFLH group used that strategy similarly to the NT group, but more frequently than did the NE and EFLL groups.

4.3.7 Situation 7: Awful Food Ordered from the Restaurant

Following the native norms, all of the given semantic formulas in Table 4.13 indicate the conditions for pragmatic transfer. However, two cases from the EFLH group and one case from the EFLL group in two strategies, namely, "Offering repair" and "Giving the time frame for action" show evidence of pragmatic transfer. This shows that both EFL groups employed the "Offer of repair" similar to the NT but less frequently than did the NE. In the frequent use of the "Giving the time frame for action", only the EFLH used this formula similar to the NT group.

4.3.8 Situation 8: Dirty Bed Linen

Conditions for pragmatic transfer indicate two strategies, "Giving the time frame for action" and "Asking for information" in Table 4.13. However, there are no cases of the EFL learners groups showing occurrences of pragmatic transfer. This suggests that both groups of EFL used the two strategies similarly to the NE but less frequently than did the NT group.

4.3.9 Situation 9: Interrupted Water Supply in the Bathroom

Table 4.13 indicates two possible conditions for pragmatic transfer ("Offering repair" and "Giving the time frame for action"). However, the evidence of pragmatic transfer is found in two cases (one each from the EFL groups) in the "Offering repair" strategy. This means that both groups of Thai EFL learners employed this formula as much as in the NT group. On the contrary, the frequent use of "Giving the time frame for action" strategy in the EFLH and EFLL groups was similar to the NE group.

4.3.10 Situation 10: Cockroaches in the Wastebasket

From Table 4.13, there are two strategies used showing the conditions for pragmatic transfer, namely, "Offering repair" and "Asking for information". Only the use of the former shows the occurrence of negative pragmatic transfer in the EFL groups. This means that the two groups of EFL learners employed the "Offering repair" strategy as much as in the NT group. On the other hand, both the EFLH and EFLL groups used "Asking for information" as much as in the NE group.

4.4 Summary

To summarize, this chapter presented the findings from the analyses of the pragmatic strategies used by the four different groups as well as the occurrences of pragmatic transfer in the strategies used by the Thai EFL learners in each situation. In the next chapter, the findings presented in Chapter Four will be discussed.

CHAPTER 5

DISCUSSION

This chapter discusses the findings of the study reported in Chapter Four with reference to the research questions presented in Chapter One. First, we will discuss the semantic formulas used by all four groups in the ten situations of the written DCT. Next, the similarities and differences concerning the frequency of the pragmatic strategies employed in responding to complaints in the hotel business will be examined. Then the pragmatic transfer of EFL learners will be considered.

5.1 Pragmatic Strategies Employed in Responding to Complaints

Since apologizing is directed toward addressing the hearer's negative face needs and in so doing addresses the speaker's positive face needs (Brown & Levinson, 1987) which requires an action or an utterance which is intended to "set things right" (Olshtain, 1983), we can logically expect a range of apology strategies, depending on the type of offence committed.

Although linguists have established different strategies of verbal redress in their own studies on apologies (see Section 2.8, Chapter Two for more information), the present study follows the apology taxonomy found in the second phase of this study which consists of nine strategies (see Section 3.3.4.2, Chapter Three for more information). However, the findings presented in Chapter Four revealed that 12 strategies were employed by all four groups in responding to complaints in the hotel

business. This means that the three new strategies were found. The first nine strategies were found in the second phase while the last three strategies were found in the third phase (main study). These strategies, listed in a descending order from the most frequently used to the least frequently used based on the combined frequency of use by the four groups, were: 1) "Offering repair"; 2) "Expression of apology"; 3) Acknowledgement of responsibility"; 4) "Giving the time frame for action"; 5) "Gratitude"; 6) "Explanation"; 7) "Asking for information"; 8) "Promise of forbearance"; 9) "Making a suggestion"; 10) "Promise of follow-up action"; 11) "Empathy"; and 12) "Repetition of complaints". These results are consistent with the findings reported by all linguists who conducted studies on apology (e.g. Cohen & Olshtain, 1981; Olshtain, 1983; Olshtain & Cohen, 1983; Trosborg, 1987, 1995; Holmes, 1989, 1990; Vollmer & Olshtain, 1989; Frescura, 1993; Suszczynska, 1999; Reiter, 2000; Intachakra, 2001; Tamanaha, 2003). That is, five major semantic formulas ("Expression of apology", "Explanation or account", "Acknowledgement of responsibility", "Offering repair" and "Promise of forbearance") were found by all linguists in their studies. These five major strategies were reported as *"universal"* by Olshtain and Cohen (1983). This means that all these five strategies were normally used by both native and non-native speakers of all varieties of English.

Although the five major strategies are routinely used in all studies on apology or responses to complaints, the findings of the present study are different from previous studies in two important ways. Firstly, there were differences in the ranking of the frequently used apology strategies. In the previous studies mentioned earlier, "Expression of apology" is the most frequently used strategy, followed by "Explanation or account"; whereas, "Offering repair" is the most frequently employed

in this study, followed by "Expression of apology". This could be explained by the fact that the situations employed in the previous studies reflected in the daily lives of the participants so the ranking of the strategies used in all the previous studies was similar. These current findings parallel the conclusion of Olshtain (1989, p.170) that "it seems to be possible to identify universal manifestations of strategy selection". In addition, the "Expression of apology" strategy was reported by Suszcynska (1999) as being commonly called for in most of the situations investigated. In contrast, the hotel business situations reflected a "situation-specific feature which would be relevant if physical injury or damage has resulted" (Olshtain, 1983, p.23). Therefore, "Offering repair" suggested that the complainee will carry out either an action or provide some kind of compensation for the damage which resulted from his/ her infraction.

Secondly, there is a difference in the quantity of the strategies reported. Besides the five main strategies found in all previous studies, the present study established seven more semantic formulas. These strategies are: 1) "Making a suggestion"; 2) "Giving the time frame for action"; 3) "Asking for information"; 4) "Gratitude"; and 5) "Promise of follow-up action"; 6) "Empathy"; and 7) "Repetition of complaints". This can be explained by the fact that the situations employed in this study, which were in the hotel business, are not the same as those in other studies. Hence, the strategies found are different from those found in previous studies.

It should be noted that the three new strategies ("Promise of follow-up action", "Empathy" and "Repetition of complaints") were found in the main study (Phase III). As shown in Table 4.1, Section 4.1 in Chapter Four, the "Promise of follow-up action" was found in all four groups. The instances of this strategy are as follows:

- ...I will investigate how the incident occurred. (NE7)

- เดี๋ยวทางเราจะตรวจสอบว่าระบบน้ำทำไมไม่ไหล แล้วเราจะโทรแจ้งให้ทราบนะครับ

   [dîaw tʰaaŋ raw cà trùat sɔ̀p wâa rá bòp náam tʰam may mây lǎy
      raw cà cɛ́ɛ ŋ hây sâap ná kʰráp]
   "We will investigate why the water is interrupted, then we will inform

   you." (NT9)

- ... I will call you tomorrow to ask if the problem can be solved [has been

   solved]. (EFLH12)

- ... then I am going to tell you. (EFLL21)

As shown in the instances above, the hotel staff (the complainees) employed this

strategy when they wanted to make sure that the problem was solved satisfactorily

and the hotel guests (complainers) were satisfied with the results.

With regard to the "Empathy" strategy, this was used only by the NE group

and occasionally by the EFLH group. This strategy is called for when the hotel staff

want to express their empathy when the hotel guests inform them of an unsatisfactory

situation. The following are the utterances of this semantic formula:

- ... If I were you, I will be the same as your feeling. (NE8)

- ... I understand how you feel about that. (EFLH2)

From the instances above, both NE and EFLH groups employed these utterances to

show their fellow feeling when the guests told them of their problems in the hotels.

This could be explained by the fact that the hotel staff wanted to share their feelings

with the complainant about an unsatisfactory situation as for example was found in

situation 3: Disgusting bathroom.

In the last strategy "Repetition of complaints", both native groups (NE and NT)

employed this strategy when they wanted to be sure that the causes of the complaints

were properly understood. The instances of this strategy are as follows: -   Really? (NE12)

- แมลงสาบหรือคะ

[ma-lɛɛŋ-sàap ɰ ɰ kʰá]

"Cockroaches?" (NT5)

As shown in the above instances, the hotel staff repeated the complaints made by the hotel guests. This strategy was found only in situation 10: Cockroaches in the wastebasket. It could be inferred from this that the hotel staff do not believe that there were insects in the room since they expected that the hotel rooms to be very clean and ready for occupation.

Since the "Offering repair", "Expression of apology" and "Acknowledgement of responsibility" strategies were the three most frequently used responses which hotel staff employed in responding to complaints in the hotel business, we will now proceed to look at each of the three formulas in more detail before presenting a comparison of apology strategies as used by the four different groups.

5.1.1 Offering Repair

Generally, this formula is only appropriate when damage occurs and needs to be repaired or compensated for to the person who has experienced some infraction (Olshtain, 1983; Trosborg, 1995; Reiter, 2000). In this study, "Offering repair" was classified into two subcategories, "Repair" and "Compensation". "Repair" was employed when the hotel staff needed to remedy the unsatisfactory situation experienced by the complainer; whereas, "Compensation" was used when the hotel staff tried to ameliorate the unsatisfactory situation. As mentioned earlier, the situations employed in this study include various problems experienced by hotel

guests in their rooms; therefore, "Offering repair" is revealed in the first ranking in all situations by all four groups. In addition to providing satisfactory service in the hotel business, the appropriate language of hospitality is needed (as discussed in Chapter One and Two), thus this strategy is obviously employed to satisfy the hotel guests. It can be seen that the hotel staff try to satisfy the guests as soon as possible when they receive complaints about the hotel facilities and services (Barlow, 2002; Prasertpakdee, 2001) by using the appropriate language of hospitality (Blue & Harun, 2003). Also, it can be safely assumed that the more damaging the offence, the more likely the speaker is to make an offer of repair (Reiter, 2000). In addition, Olshtain (1983) states that "Offering repair" was employed when the situation is serious. According to the follow-up interviews asking about the seriousness of each situation by ranking them from the most serious to the least serious, it was revealed that the most offensive situation was "situation 3: Disgusting bathroom" and the least offensive situation was "situation 6: Broken showers". The assumption reported by Reiter and Olshtain is supported by this finding. That is, in the case of a more offensive situation such as, the disgusting bathroom, evidence was found regarding this strategy in 140 instances. In contrast, the broken shower which was a less offensive situation, only 120 instances of this formula were found in response to complaints. The following shows the instances of both the least offensive and the most offensive situations:

Situation 6: Broken Showers

- … I will send our engineer to check and fix it right now. (NE16)

- … ดิฉันจะเร่งส่งช่างไปแก้ไขจุดบกพร่องของห้องพักให้นะคะ

  [… di-chăn cà rêŋ sòŋ châaŋ pay kɛɛ-kʰăy cùt bòk-pʰrɔɔŋ

kʰɔɔŋ hɔŋ pʰák hây ná kʰá]

"… I will send the technician to fix your room immediately." (NT2)

- … I will send the maintenance to fix it immediately. (EFLH6)

- … I will send someone to fix it now. (EFLL2)

Situation 3: Disgusting Bathroom

- …I'll immediately call the housekeeping department and they will send the plumber and the housekeeper to fix the problem. If for some reasons that it cannot be repaired, I'll be happy to replace your room with a better one. (NE29)

- …คุณจันจิราคะ ต้องการที่จะเปลี่ยนห้องใหม่ไหมคะ เดี๋ยวทางเราจะหาห้องให้ใหม่ค่ะ ถ้าไม่เปลี่ยน ทาง เราจะจัดส่งพนักงานไปทำความสะอาดให้นะคะ

  […Khun Janjira khá tɔɔŋ kaan tʰîi cà plìan hɔŋ mày máy khá
  diaw tʰaaŋ raw cà hăa hɔŋ hây mày kʰâ tʰâa mây plìan
  tʰaaŋ raw cà càt sòŋ phá-nák-ŋaan pay tʰam kʰwaam sa-?àat
  hây ná kʰá]

  "…Khun Janjira, would you like to move to a new room? If you

  don't want to, we will send our maid to clean your room." (NT29)

- … I will send a maid to clean and freshen it. We are pleased to

  change you a new room if you require. (EFLH10)

- … I will send the maid up to clean it. Would you like to change to a

  new room? (EFLH14)

As shown in the instances above, "Repair" was employed in responding to the least serious situation (i.e. situation 6: Broken showers). On the other hand, both "Repair" and "Compensation" strategies were used in responding to the most serious situation (i.e. situation 3: Disgusting bathroom). Therefore, it could be inferred that the more offensive situations tended to provoke both subcategories of "Offering

repair"; whereas, the less offensive situations seemed to use only "Repair". From this we can assume that the complainee (hotel staff) tried to save the face of the complainer (hotel guest). That is, if there is more damage to the "face" of the complainer as shown in the most severe situation (e.g., situation 3: Disgusting bathroom), both "Repair" and "Compensation" were employed. On the other hand, only one subcategory (e.g. "Repair") was called for when there was less damage to the "face" of the hotel guests. However, whatever the degree of damage to the hotel guest's face, the hotel staff would normally try their best to satisfy them in order to make their stay in the hotel enjoyable.

5.1.2 Expression of Apology

Apologies generally consist of a small repertoire of fixed expressions or utterances. These utterances were used when the complainees (hotel staff) expressed regret or apology to the complainers (hotel guests). In the English language, we can produce utterances showing both "Regret" and "Apology". On the other hand, we cannot express both "Regret" and "Apology" in the Thai language. That is, the Thai utterances for this strategy cannot be classified this strategy as "Regret" and "Apology". In Thai culture, Thai people never use "I'm sorry", literally in Thai "ฉัน เสียใจ chǎn sǎi-cay" when they want to apologize. Instead, they will employ "ฉันขอโทษ chǎn kʰɔɔ tʰôot" which is equivalent to "I'm sorry". Since the utterances of this strategy indicated both "Regret" and "Apology", this section is presented in two parts: the use of "Regret" and "Apology".

In my corpus, "Regret" was found in all four groups. The utterances which show regret are *'be sorry'* (in English), *'ขอโทษ kʰɔɔ tʰôot '*, *'ขอประทานโทษ kʰɔɔ*

pra-tʰaan tʰôot', 'ขออภัย kʰɔɔ ?a-pʰay' and 'กราบขออภัย kràap kʰɔɔ ?a-pʰay' (in

Thai). Owen (1983) and Intachakra (2001) mentioned that the use of these utterances

conveys that the speaker does not want to take responsibility for the offence, since the

offence is now in the past. However, *"Regret"* is employed in this study when the

complainee (speaker) intends to express his/ her regret about an unsatisfactory

situation and then he/ she tries to offer to repair or/ and compensate for the problems.

This reflected the arguments reported by Owen and Intachakra from their observation.

The utterances showing "Regret" are as follows:

- I'm <u>sorry</u> for your inconvenience stay. (NE8)

- ต้อง<u>ขอโทษ</u>สำหรับความผิดพลาดนะคะ

[tɔɔŋ <u>kʰɔɔ tʰôot</u> sam ràp kʰwaam pʰìt pʰlât ná kʰá]

"<u>Sorry</u> for the mistake." (NT14)

- ต้อง<u>ขอประทานโทษ</u>ด้วยนะครับที่อาหารล่าช้า

[tɔɔŋ <u>kʰɔɔ pra-tʰaan tʰôot</u> dûay ná kʰráp tʰìi ?aa-hăan lâ cháa]

"<u>Sorry</u> for the delay food." (NT22)

- <u>ขออภัย</u>ในความ ไม่สะดวกและความผิดพลาดในการตรวจสอบนะครับ

[<u>kʰɔɔ ?a-pʰay</u> nay kʰwaam mây sà-dùak lɛ́ kʰwaam pʰìt pʰlât nay kaan

trùat sɔb ná kʰráp]

" <u>Sorry</u> for the inconvenience and mistake in the investigation." (NT4)

- ต้อง<u>กราบขออภัย</u>ด้วยนะคะ

[tɔɔŋ <u>kràap kʰɔɔ ?a-pʰay</u> dâuy ná kʰá]

"<u>Sorry,</u> sir." (NT17)

- I'm <u>sorry</u> to hear that, sir. (EFLH14)

- I'm <u>sorry</u> about that, sir. (EFLL2)

From the instances above, it can be noted that the four types of strategy expressing regret include: 1) *'I'm/ we're) sorry'; 2 '(I'm/ we're) sorry about this/ that'*; 3) *'I'm/ we're sorry to + verb phrase';* and *4) 'I'm/ we're sorry for + subject'.*

The first three types which were noted in all four groups are used in general as mentioned above. In contrast, the last type was found only in the native groups (NE and NT). The last type found is similar to Reiter's findings (2000). He states that the native groups employed this type of strategy when it was offered as a territory invasion signal and as a way of alerting the hearer (complainer) of the problem.

Specifically, it should be pointed out that in employing this strategy to show regret, intensifiers are used, as *'I'm/ we're (intensifier) sorry'* or *'I'm/ we're (intensifier) sorry + to/ for ...'* in which the speaker (complainee) may feel unhappy about the complaints. Although the potential number of intensifiers is very large, the four most common English intensifiers used in the corpus were, based on decreasing order of frequency: 1) *'very'; 2) 'terribly'; 3)'really';* and 4)*'so'*; whereas, the Thai intensifiers from the most to the least found were: 1) *'อย่างมาก yàaŋ mâak'*; 2) *'จริงๆ ciŋ-ciŋ'*; 3) *'อย่างยิ่ง yàaŋ yîŋ'*; and 4) *'อย่างสูง yàaŋ sǒoŋ'*. These intensifiers were more frequently used when the situation was a more serious or heavy offence as found in situation 1: Dirty or unclean rooms; situation 3: Disgusting bathroom; situation 5: Slow delivery service for food ordered; and situation 7: Awful food ordered from the restaurant. The use of intensifiers in the heavy offence situations is proposed by Fraser (1981), Reiter (2000) and Intachakra (2001) in which the expressions using intensifiers called for the remedial moves. The instances of the use of the intensifiers are as follows:

Situation 1: Dirty or Unclean Rooms

- I'm <u>so</u> sorry for your inconvenience stay. (NE8)

- ดิฉันต้องขอโทษท่านเป็น<u>อย่างมาก</u>

  [di-chăn tɔɔŋ   kʰɔɔ tʰôot tʰâan pen <u>yàaŋ mâak</u>]

  "I'm <u>very</u> sorry, sir."(NT20)

- ต้องกราบขออภัยเป็น<u>อย่างสูง</u>นะครับ

  [tɔɔŋ   kràap kʰɔɔ ?a-pʰay   pen <u>yàaŋ sǒoŋ</u> ná kʰráp]

  " I'm <u>really</u> sorry." (NT14)

- I'm <u>really</u> sorry, sir. (EFLH11)

- I'm <u>terribly</u> sorry, sir. (EFLL1)

Situation 3: Disgusting Bathroom

- I'm <u>terribly</u> sorry, madam. (NE24)

- ขออภัย<u>จริงๆ</u>นะคะ

  [kʰɔɔ ?a-pʰay <u>ciŋ- ciŋ</u> ná kʰá]

  "I'm <u>terribly</u> sorry." (NT9)

- ต้องขอประทานโทษเป็น<u>อย่างยิ่ง</u>

  [tɔɔŋ   kʰɔɔ pra-tʰaan tʰôot pen <u>yàaŋ yîŋ</u>]

  "I'm <u>so</u> sorry." (NT15)

- ต้องขอโทษท่านเป็น<u>อย่างมาก</u>

    [tɔɔŋ   kʰɔɔ tʰôot tʰâan pen <u>yàaŋ mâak</u>]

  " I'm <u>very</u> sorry, sir." (NT20)

- ขออภัยเป็น<u>อย่างสูง</u>

  [kʰɔɔ ?a-pʰay pen <u>yàaŋ sǒoŋ</u>]

" I'm <u>really</u> sorry." (NT29)

- I'm <u>very</u> sorry to learn that. (EFLH10)

- I'm <u>so</u> sorry. (EFLL19)

Situation 5: Slow Delivery Service for Food Ordered

- I'm <u>very</u> sorry for the inconvenience. (NE27)

- ต้องขออภัยเป็น<u>อย่างยิ่ง</u>ครับที่อาหารล่าช้า

[tɔɔŋ   kʰɔɔ ʔa-pʰay pen <u>yàaŋ yíŋ</u> kʰráp tʰíi ʔaa-hǎan lâ cháa]

" <u>So</u> sorry for the delay food, sir." (NT15)

- ดิฉันต้องขอโทษท่านเป็น<u>อย่างมาก</u>ในความล่าช้า

[di-chǎn tɔɔŋ   kʰɔɔ tʰôot tʰâan pen <u>yàaŋ máak</u> nay kʰwaam lâ

cháa]

"I'm <u>very</u> sorry for this delay." (NT20)

- I'm <u>terribly</u> sorry, sir. (EFLH11)

- I'm <u>really</u> sorry. (EFLL28)

Situation 7: Awful Food Ordered from the Restaurant

- I'm <u>really</u> sorry, ma'am. (NE20)

- ต้องขออภัยเป็น<u>อย่างยิ่ง</u>

[tɔɔŋ   kʰɔɔ ʔa-pʰay   pen <u>yàaŋ yîŋ</u>]

" <u>So</u> sorry." (NT15)

- ดิฉันต้องขอโทษท่านเป็น<u>อย่างมาก</u>

[di-chǎn tɔɔŋ   kʰɔɔ tʰôot tʰâan pen <u>yàaŋ mâak</u>]

" I'm <u>very</u> sorry, sir." (NT20)

- I'm <u>so</u> sorry, Miss (EFLH1)

- I'm <u>very</u> sorry, sir. (EFLL2)

From the utterances shown in the four situations above, it can be explained that since the hotel business is one kind of hospitality business in which the hotel are aware that they must be polite and be sincere in helping guests who are unsatisfied with the hotel services and facilities. Therefore, showing a sufficient degree of politeness and sincerity required that intensifiers should be used.

In terms of "Apology" the English utterance is realized by the performative verb "to apologize (or the noun "apology"). The use of this utterance has been previously pointed out in formal contexts by Blum-Kulka, House and Kasper (1989). This expression was often used in the NE group, but not in the other groups. The following are the instances of strategies showing apology.

- I apologize. (NE4)

- I apologize for this, Mr. Smith. (NE10)

- I apologize for your inconvenience. (NE14)

- My apologies, ma'am. (NE21)

- Please accept my apology for the condition of air-conditioner and also the

   TV. (NE26)

- We apologize for the inconvenience. (NE28)

As shown above, it can be seen that five types of "Apology" were used to apologize for the unsatisfactory situations. These types are: 1) *'I/ We apologize'; 2) 'I/ We apologize for this/ that'; 3) 'I/ We apologize for the/ your inconvenience'; 4) 'My apologies'*; and 5) *'Please accept my apology for + noun'*. This is similar to the findings reported by Owen (1983) and Reiter (2000). Surprisingly, "Apology" did not occur in the EFL groups. It might be assumed from this that the five patterns of "Apology" are rarely taught. In addition, these patterns are formal so they might be

difficult for the EFL learners to recognize when they want to apologize for an unsatisfactory situations. Therefore, the EFL groups tend to employ simpler utterances (i.e."I'm sorry"). A possible explanation could be EFL learners think *"I'm sorry"* can be used for every unsatisfactory situation. This is argued by Mir (1992) who notes that *"I'm sorry"* is a simple routinized expression that seems to be more easily internationalized and preferred. Additionally, the EFL learners may be using *"I'm sorry"* because it was taught in the English for hotel courses. This pattern was evoked and emulated when responding to complaints. Therefore, it could be assumed that EFL learners may recall the pattern of *"I'm (intensifier) sorry"* from their prior instructions in responding to complaints in serious situations in the hotel business.

Again, it should be noted that the utterances for apologizing were also intensified by means of adjectives (sincere), adverbs (truly), auxiliary emphatics (do) and exclamations (please). These intensifiers were more frequently used when the situations were more serious as shown in the situations below. The intensifiers found in this study are similar to those reported in Reiter's (2000) study. The utterances are as follows:

Situation 1: Dirty or Unclean Rooms

- Mr. Smith, please accept my <u>sincere</u> apology. (NE1)

- Mr. Smith, I <u>truly</u> apologize for the condition of your room. (NE29)

- I <u>do</u> apologize for this matter. (NE24)

Situation 3: Disgusting Bathroom

- I <u>do</u> apologize. (NE4)

- I <u>do</u> apologize for this inconvenience. (NE7)

- <u>Please</u> accept our <u>sincere</u> apologies. (NE21)

- I do apologize for the condition of your bathroom. (NE26)

Situation 5: Slow Delivery Service for Food Ordered

- Please accept our sincere apology. (NE7)

- I do apologize for the delay, Mrs. Johnson. (NE11)

- I do apologize for that. (NE18)

Situation 7: Awful Food Ordered from the Restaurant

- I do apologize, Miss Clinton. (NE5)

- I do apologize for that, ma'am. (NE7)

- I do apologize for mistake ordering. (NE8)

- I do apologize for our mistake. (NE13)

- I do apologize from my heart. (NE14)

As noted in the above instances, "Apology" expressions can be used in two different ways: 1) *'I/ We (intensifier) apologize (for S/ Ving)'*; and 2) *'Please accept my/ our (intensifier, i.e. sincere, truly) apology'*. Similar to the intensifiers employed for expressing regret, it can be inferred that these intensifiers show the politeness and sincerity of the speakers (hotel staff) when they try to satisfy the complainers (hotel guests).

In conclusion, the English and Thai groups used this strategy to show regret and apology in all situations, except the EFLH and EFLL groups who employed the utterances only to show regret. In this circumstance, it can be explained that since the expression of apology is viewed as language-specific (Olshtain, 1983; Suszczynska, 1999) and it shows the politeness of the speaker (complainer) as well as trying to save the face of the hearer (complainee) (Brown & Levinson, 1987) so this formula appears to be universal as mentioned previously. It could be said that polite

utterances (e.g. expression of apology) are shared across cultures. In other words, Thai and English native speakers (i.e. U.S.A, England, Australia) similarly employ this strategy for the same purposes. This means both groups employ this strategy to express regret and/ or apology. However, the language used for running a hotel business in Thailand could have been assimilated from the western cultures. Therefore, the language used in the hotel business, such as "Expression of apology" which is a commonplace usage in western countries might become commonplace likewise in hotels throughout Thailand.

5.1.3 Acknowledgement of Responsibility

This strategy is implied whenever the offender recognizes his/ her fault in causing a problem. In my corpus, "Acknowledgement of responsibility" is called for when the hotel staff want to acknowledge or accept the complaints made by their hotel guests. The findings presented in Chapter Four reveal that this strategy was employed in the third ranking of the most frequently used strategies. This formula has a direct link to the speaker's cost and loss of face that results from performing the speech act of apology (Brown & Levinson, 1987; Blum-Kulka, House & Kasper, 1989). The frequency of use of this strategy is similar to Reiter's (2000) and Tamanaha's (2003) findings. The instances of this strategy are as follows:

- Yes, Mr. Lee. (NE5)

- Right away, sir. (NE2)

- Of course, Mrs. Morgan. (NE27)

- Certainly, Mrs. Benson. (NE8)

- All right, ma'am. (NE16)

- I understand, Miss Dorman. (NE25)

- I see, Mr. Smith. (NE25)

- Yes, madam. (EFLH15)

- Okay, ma'am. (EFLH11)

- Of course, sir. (EFLH4)

- I understand, madam. (EFLH18)

- Very good, madam. (EFLH25)

- Yes, sir. (EFLL3)

- I understand. (EFLL6)

- Certainly, madam. (EFLL26)

- ค่ะ ได้ค่ะ

  [k^hà dâay k^h à]

  "Yes, sir/ madam." (NT1)

- ครับ ได้ครับ

  [k^hráp dâay k^hráp]

  "Yes, sir/ madam." (NT4)

As shown in the instances above, it can be noted that the utterances of this strategy as found in the NE, EFLH and EFLL groups vary. On the other hand, the NT group employed just only two utterances ('ค่ะ ได้ค่ะ k^hà dâay k^hà' and 'ครับ ได้ครับ k^hráp dâay k^hráp') to acknowledge or accept the complaints. The first utterance was used by females (indicated with the particle 'ค่ะ k^hà') while the second one was employed by males (indicated with the particle 'ครับ k^hráp'). However, these two utterances are frequently used by the NT group.

5.2 A Comparison of the Pragmatic Strategies Used Among the Four Groups

This section draws a comparison among the responses to complaints by the NE, NT, EFLH and EFLL groups in terms of frequently used strategies. As shown in Table 4.1 of Section 4.1 in Chapter Four, the findings reveal that the NE group employed 12 different strategies; whereas, the NT and EFLH groups employed 11 such strategies, and the EFL group used just 6 strategies in responding to complaints. In terms of the quantity of frequently used strategies, the NT group employed the highest instances of strategies (f=807), followed by the NE (f=769), EFLH (f=685) and EFLL groups (f=588), respectively. However, the first three strategies, namely, "Offering repair" (f=1,256), "Expression of apology" (f=891), and "Acknowledgement of responsibility" (f=269), are equal in rank. As mentioned in Section 5.1, Chapter 5, the first strategy was used when the hotel staff needed to repair or compensate for an unsatisfactory situation. In addition, the second strategy was needed when the hotel staff wanted to express regret or to apologize to the hotel guest who made a complaint; whereas, the last one was employed when the hotel staff needed to acknowledge or accept a complaint.

Regarding the differences in the use of strategies among the four groups, the findings reveal 38 cases out of 120 cases (12 cases or strategies from each situation) in all situations which had significant differences. Of these 38 cases, the significant differences in the use of "Giving the time frame for action" were found in nine cases, followed by eight cases of "Acknowledgement of responsibility", six cases of "Asking for information", five cases of "Offering repair", four cases of "Expression

of apology", two cases of "Promise of follow-up action" and "Promise of forbearance", and one case from "Explanation" and "Gratitude", respectively. To be specific, "Promise of forbearance" and "Gratitude" are found to be frequently used in the NE group while "Giving the time frame for action" and "Asking for information" are found to be frequently used in the NT group. Therefore, these four strategies will be presented in more detail as follows:

5.2.1 Promise of Forbearance

This strategy was used when the NE group (hotel staff) wanted to inform the guests that the complaints would be seen to. Also, the hotel staff promised or committed themselves to do their best to repair or compensate for the unsatisfactory situations occurring in the hotels. This strategy was found at the end of the utterance. The instances of this strategy used by the NE group are as follows:

- … We will make sure it will not happen again. (NE1)

- … I assure you it will not happen again. (NE9)

- … We want to make sure that you feel comfortable. (NE11)

- … ensure that you will not be disturbed for the remainder of your stay.

   (NE21)

- … I will make sure that at this hour both of those situations will be run.

  (NE26)

As shown in the instances above, the NE group employed this strategy to make sure that the complaints would be repaired and they promised the guests that the unsatisfactory situations would not happen again.

5.2.2 Gratitude

This strategy was found both at the beginning and at the end of the utterances. It was used at the beginning when the NE (hotel staff) wanted to thank the guests who had made complaints. In addition, it was employed at the end of the utterances when the NE (hotel staff) wanted to end the conversation. The instances of this strategy are as follows:

- Thank you for informing me … (NE4)

- Thank you for telling us … (NE16)

- Thank you for calling us … (NE23)

- … Thank you for calling. (NE25)

- … Thank you for your patience. (NE25)

- … Thank you very much for your call. (NE30)

From the instances above, the NE (hotel staff) employed this strategy to thank the guests for informing them of the complaints (as shown in the first three utterances), and to inform the guests that the conversation should be ended (as shown in the last three utterances).

5.2.3 Giving the Time Frame for Action

This strategy was employed when the hotel staff wanted to make sure that the unsatisfactory situation which occurred in the hotels will be repaired or compensated for within the time mentioned. "Giving the time frame for action" was found only in my corpus which is predominantly used in the fourth rank by the NT group. This strategy was found to co-occur with another strategy. That is, it was not used alone

in responding to complaints. The instances of this strategy employed by the NT group are as follows:

- เดี๋ยวคุณรออยู่ในห้องประมาณ 5 นาทีนะคะ

   [diaw kʰun rɔɔ yùu nay hɔŋ pra-maan 5 naa-tʰii ná kʰá]

    "Wait about 5 minutes, please". (NT1)

- รบกวนรอสักครู่ค่ะ

    [róp kʰuan rɔɔ sàk-kʰrûu ná kʰá]

 "Wait a minute, sir/ madam." (NT5)

- รอสักครู่นะครับ

    [rɔɔ sàk-kʰrûu ná kʰráp]

  "Wait a minute, sir/ madam." (NT8)

- กรุณารอสักครู่นะคะ

  [ka-rú-naa rɔɔ sàk-kʰrûu ná kʰá]

   "Wait a minute, please". (NT22)

- โปรดรอสักครู่นะคะ

    [pʰròot rɔɔ sàk-kʰrûu ná kʰá]

   "Wait a minute, please". (NT25)

From the instances above, the NT group (hotel staff) used this strategy to request the hotel guest to wait for repair or compensation. The reason for employing this strategy is that the NT group (hotel staff) wanted to inform the complainer (hotel guest) how long it would take to repair or compensate for the unsatisfactory situation.

5.2.4 Asking for Information

This strategy was employed when the NT group (hotel staff) needed to acquire more information about the guests' complaints so that their problems could be seen to or repaired in an appropriate way. Similar to the "Giving the time frame for action", this strategy was found only in my study. Also, it did not occur alone in the responses to complaints. This means that it co-occurred with another strategy. The following examples show the instances of this strategy:

- ไม่ทราบว่าห้องพักเบอร์อะไรคะ

  [mây sâap wâa hɔŋ-pʰák bəə ?a-ray kʰá]

  "What's your room number?" (NT5)

- ห้อง 204 คุณสมศรีนะคะ

  [hɔŋ sɔɔŋ sǒon sìi kʰun Sǒmsrǐ ná kʰá]

  "Room 204, Khun Somsri, right?" (NT7)

- กรุณาบอกหมายเลขห้องของท่านด้วยค่ะ

  [ka-rú-naa bɔk mǎay lêk hɔŋ kʰɔɔŋ tʰâan dûay kʰà]

  "Could you tell me your room number, please?" (NT24)

- ไม่ทราบว่าท่านพักอยู่ห้องไหนคะ

  [mây sâap wâa tʰâan pʰák yùu hɔŋ nǎy kʰá]

  "What is your room number, sir?" (NT25)

- รบกวนทราบหมายเลขห้องค่ะ

  [róp kʰuan sâap mǎay lêk hɔŋ kʰà]

  "Your room number, please?" (NT30)

As shown in the instances above, the hotel staff asked for the room number of the guests who made a complaint. To make sure that the problem would be solved

appropriately, more information concerning the complaints was elicited. Responding with strategy of asking for information and also using "Giving the time frame for action" strategy illustrates how Thai people are helpful and eager to know the nature of the complaints, especially, as in the serious situations which occurred in the present study.

Although the four groups (reflecting the usages of both English and Thai cultures) employed the apology strategies with significant differences in 38 cases, it can be said that the four groups or two speech communities used these strategies in a similar way (82 cases were similar). This finding parallels Mir (1992) as the similarity of apologies used among the four groups as well as between the two cultures would support the assumption that such a specific situation phenomenon represents a universal speech act (Olshtain, 1983).

In conclusion, both English and Thai cultures use apologies when responding to complaints for similar communicative goals thus making indebtedness. The hotel staff and the guests in this situation are interactants in a situation where they seek to maintain each other's negative face wants of the hearer (complainee) and the speaker (complainer) (Brown & Levinson, 1987). A significant difference, however, can be found in the availability of some of the strategies employed in both groups as mentioned earlier. This could suggest that some types of apology strategies are suitable for responding to complaints in the hotel business in one culture, but are deemed inappropriate in another culture as illustrated in this study where some strategies are found in Thai, but not found in English.

5.3 The Occurrences of Pragmatic Transfer

The main objective of this study is to examine the pragmatic strategies in used in responding to complaints performed by Thai learners of English at two levels, low and high levels, respectively, in a comparison with the same speech acts as produced by native speakers of both English and Thai. Our purpose is to shed light on the effects of different levels of proficiency amongst learners of English on the occurrence of pragmatic transfer. As mentioned in Section 1.5, Chapter One, pragmatic transfer in this section refers to negative transfer.

As shown in Table 4.13, Section 4.3 in Chapter Four, 23 instances indicate the occurrence of negative transfer from 25 conditions out of 120. From this finding, the EFLH group's traces of negative transfer were more obvious than those of the EFLL group's (13 instances in the EFLH group and 10 instances in the EFLL group). From those instances, negative transfer was found in both EFL groups in 4 strategies, i.e. "Offering repair" (found in situations 2: Broken air conditioner and television, situation 3: Disgusting bathroom, situation 7: Awful food ordered from the restaurant, situation 9: Interrupted water supply in the bathroom, and situation 10: Cockroaches in the wastebasket), "Gratitude" (found in situation 2: Broken air conditioner and television), "Promise of forbearance" (found in situation 4: Disturbance from a loud noise and situation 5: Slow delivery service for food ordered), and "Promise of follow-up action" (found in situation 1: Dirty or unclean rooms, and situation 4: Disturbance from a loud noise). Moreover, in the EFLH group, negative transfer of "Asking for information" was found in situations 5: Slow delivery service for food ordered and situation 6: Broken showers, while "Giving the time frame for action" was found in situation 7: Awful food ordered from the restaurant. Therefore, it can be seen that the EFLH group resembled to a certain extent the NT group in their

responses to complaints.   It can, thus, be concluded that the L1 culture may have an influence on the use of the strategies used by the EFL groups.

The finding of occurrences of negative transfer in my study is supported by the work of Takahashi and Beebe (1987), and Kwon (2003). They state that advanced learners display more negative pragmatic transfer because they have sufficient linguistic means to transfer their native language to the target language. In contrast, my finding does not lend support to Maeshinaga, Kasper and Rose (1996) and Tamanaha (2003) who claim that advanced learners exhibit less negative transfer than intermediate (low) learners. They also argue that when advanced learners provide responses to exceptional situations, for which they have little experience to rely on, they are not inclined to transfer first language strategies that they suspect to be insufficient for the context. As discussed in the literature review in Section 2.5 Chapter Two, there has been a debate over whether learners with a higher proficiency use more pragmatic transfer than lower proficiency learners (e.g. Ellis, 1994; Takahashi & Beebe, 1993). The conclusion of my study reveals that the EFLH group performed much closer to native speakers' performance than the EFLL group, in terms of the pragmatic transfer used in their responses to complaints. This study, thus, presents counter-evidence to "the higher the proficiency, the higher the pragmatic transfer" (Tamanaha, 2003, p. 299). However, its results support Ellis' (1994) statement that "learners may need to reach a threshold level of linguistic proficiency before pragmatic transfer can take place" (p. 181).

As mentioned earlier, the results of my study show that the EFLH group's tendency to use negative transfer is stronger than that of the EFLL group, in terms of frequency. Although, the two learners' groups exhibited negative transfer of their L1

pragmatics in different categories, it could be assumed that there are two factors which may have affected the pragmatic transfer of both groups. These factors are as follows:

5.3.1 L2 Proficiency

Since Tamanaha (2003) states that levels of language proficiency play a crucial role in pragmatic transfer, the present study was, therefore, conducted with two groups of Thai EFL learners, of low and high English proficiency. Its purpose is to investigate the occurrence of negative transfer which may lead to a breakdown in communication. Although both groups show evidence of pragmatic transfer, they differ in the utterances or expressions in which pragmatic transfer was used.

In the EFLL group, it can be noted that the utterances produced seem to be abrupt and short. It can be assumed from this that they lack linguistic knowledge in the second language. As Mir (1992), and Olshtain and Cohen (1983) noted a lack of L2 linguistic knowledge may influence the EFL learners to deviate from the standard usage which is shared by L1 and L2.

With regard to the EFLH group, the utterances used seem to be verbose. This could be explained by the fact that they try to use their prior linguistic knowledge to make matters clearer. This finding is similar to Kwon's (2003) study that shows that advanced EFL learners tend to use language verbosely. The following show the instances of use of "Offering repair" by all four groups indicating pragmatic transfer:

Situation 10: Cockroaches in the Wastebasket

- … I'll send someone to your room to clean your room again. If you still feel uncomfortable, I will move you to the new room. (NE8)

- **…** ทางเราจะจัดการแมลงสาบเหล่านี้ออกจากห้องโดยเร็วที่สุดค่ะ

[tʰaaŋ raw cà càt kaan ma-lɛɛŋ-sàap làw níi ɔɔk càak hɔŋ dooy

rew tʰii   sut kʰà.]

"… We will get rid of the cockroaches in your room right now." (NT19)

- … I will send the maid to your room right now to take it out from your room

immediately. (EFLH7)

- … I'll kill it now. (EFLL21)

From the instances above, it can be noted that the utterances produced by the NE group seem to be appropriate. In the EFLL group, the instance used when the guests make a complaint about the cockroaches in the wastebasket is short and abrupt. Moreover, the word "kill", for example, should be replaced by the words "get rid of". This shows that the EFLL group cannot produce the utterances since they do not know or understand how to respond to the complaints accurately and appropriately. It could be said, therefore, that the EFLL group's lack of linguistic knowledge in the L2 prevents them from achieving an appropriate utterance apology in responding to complaints. In other words, they seem to be unsure about the sociolinguistic rules of speaking that guide the production of apologies in English. Therefore, it can be concluded that the EFLL group lack sufficient knowledge of vocabulary so they try to translate the word they need from their native tongue into English.

With regard to the EFLH group, the instance employed above is quite long and the language used is verbose. This means that the EFLH group try to explain or make clear their complaint as in situation 10: Cockroaches in the Wastebasket. So, it can be seen that they have sufficient language to be able to produce appropriate responses to complaints.

However, both EFL groups resemble the NT group in the utterances used. That is, the Thai groups (NT, EFLH and EFLL) use the same pattern in responding to

complaints in this situation. This means that the EFL groups transfer their mother tongue when responding to complaints occurring in the hotel business.

5.3.2 L1 Culture

Many scholars (i.e. Kasper & Rose, 2002; Schumann, 1986; Graham, 1996) point out that the culture of native language learners has been the main factor affecting their production of a second language. However, it is very difficult to define the concept of culture in any consistent way. Anthropologists and sociologists have been arguing over a precise definition for many years. Perhaps the most widely accepted definition proposed by Linton (1945 cited in Graham, 1996) is that "A culture is a configuration of learned behaviors and results of behavior whose component parts are shared and transmitted by members of a particular society" (pp. 319-320). In my corpus, although the L1 culture is not clear-cut, it could be inferred based on the interpretation of the written DCT data which represent the respondent's culture. This refers to the cultures of both English and Thai native speakers.

As presented in Section 4.3 Chapter 4, the evidence of negative transfer was primarily revealed by strategies used in "Offering repair" (10 cases in situations 2: Broken air conditioner and television, situation 3: Disgusting bathroom, situation 7: Awful food ordered from the restaurant, situation 9: Interrupted water supply in the bathroom and situation 10: Cockroaches in the wastebasket). The following are the instances of negative transfer in which this strategy was used by all four groups.

Situation 2: Broken Air Conditioner and Television

- … We'll send our staff to fix your air conditioner and TV. If you still are

    unsatisfied with them, we will transfer you to a new room. (NE22)

- … เดี๋ยวทางเราจะจัดส่งช่างขึ้นไปซ่อมให้เดี๋ยวนี้เลยนะคะ

[… diaw tʰaaŋ raw cà càt sòŋ châaŋ kʰɯn pay sɔɔm hây diaw níi

ləəy ná kʰá.]

"… We will send our maintenance to repair your room right now". (NT27)

- … I will call the maintenance department to send someone to fix them right

now. (EFLH10)

- … I will send someone to fix it now. (EFLL1)

Situation 3: Disgusting Bathroom

- … I will put the air refresher in the toilet room. If it's still not fine, I will

move you to the upgraded room. (NE8)

- … ดิฉันจะส่งแม่บ้านไปทำความสะอาดให้เดี๋ยวนี้เลยค่ะ

[… di-chăn cà sòŋ mɛ́ɛ-bâan pay tʰam kʰwaam sa-ʔàat hây diaw níi

ləəy kʰà]

"… I will send the maid to clean it right now." (NT27)

- … I will send the maid up to clean your room right away. (EFLH7)

- … I will send the maid to clean it now. (EFLL16)

Situation 7: Awful Food Ordered from the Restaurant

- We will offer you a new one for free of charge and we will investigate this

problem internally… (NE7)

- … เดี๋ยวเราจะเปลี่ยนอาหารให้ใหม่ตามที่ท่านต้องการค่ะ

[…diaw raw cà plìan ʔaa-hăan hây mày taam tʰíi tʰáan tɔɔŋ

kaan kʰà]

"… We will change a new food that you want, sir." (NT18)

- … I will change a new one for you right now. (EFLH26)

- … I will change a new one for you. (EFLL6)

Situation 9: Interrupted Water Supply in the Bathroom

- We will send the engineer to check the water flow immediately. Would you like to change to a new room? (NE7)

- … ดิฉันจะเร่งส่งช่างเข้าไปแก้ไขจุดบกพร่องให้นะคะ

  [… di-chăn cà rêŋ sòŋ châaŋ pay kɛɛ-kʰăy cùt bòk-pʰrɔɔŋ kʰ hây
   ná kʰá]
  "… I will send the technician to fix it immediately." (NT2)

- … I will call the maintenance department and send someone to change it now. (EFLH14)

- … I will send someone to repair it immediately. (EFLL21)

Situation 10: Cockroaches in the Wastebasket

- We will send the Housekeeping staff to spray your room for you against the cockroaches. If you are still unsatisfied, we will upgrade to a different room for you. (NE14)

- … ทางเราจะให้แม่บ้านขึ้นไปทำความสะอาดและจัดการให้เรียบร้อยนะคะ

  [… taaŋ raw cà hây mɛ́ɛ-bâan kʰûun pay tʰam kʰwaam sa-ʔàat lɛ́ cùt
   kʰaan hây ríap rôy ná kʰá]
  "We will send the maid to clean and attend to it." (NT25)

- … I will send the housekeeper to clear your room immediately. (EFLH5)

- … I will send the maid to clear it immediately. (EFLL17)

As shown in the instances above, the NE group employed both "Repair" and "Compensation" subcategories; however, the Thai groups used only "Repair" when responding to complaints. This could be explained by the fact that, in the case of Thai

culture, one characteristic of Thai people is their easy-going nature (Chuenpraphanusorn, 2002) which leads them to approach things in an easy way, rather than by a more complicated means. This can be reflected in both the way of life and the work of Thai people. As a result, only "Repair" is used first to solve the problem. If the problem cannot be fixed and the guest complains again, they will use another strategy like "Compensation" to solve the problem. It seems that they try to solve the problems by a step by step approach. In contrast, the NE group tends to employ both "Repair" and "Compensation" simultaneously, the implication being that if the problems cannot be fixed by "Repair", then "Compensation" can be offered to the guests. This may show that the NE group tends to approach problems in a more far-sighted manner which may save time in solving the problems which occur in the hotels.

5.4 Summary

In conclusion, the discussions in this chapter have provided the researcher with useful information for another perspective of research into the field of cross-cultural pragmatics. Chapter 6, which is the last chapter of this thesis, summarizes the research findings in response to the research questions raised in Chapter 1, the implications of the findings for the teaching as well as the learning of pragmatics in the EFL classroom and then finally it makes suggestions for further research.

CHAPTER 6

CONCLUSIONS

This chapter concludes the thesis. It summarizes the major findings of the present study. Then, pedagogical implications and suggestions for further research are presented.

6.1 Summary of the Study

The present study investigated and compared the occurrences of pragmatic strategies and pragmatic transfer in elicited responses to complaints in the hotel business. The study examined the cross-cultural competency in the responses of Thai EFL learners at two different proficiency levels and to compare them to baseline responses by English and Thai native speakers.

The participants consisted of 120 hotel employees: 30 native English speaking hotel employees (NE), 30 native Thai speaking hotel employees (NT), 30 Thai English learners, of high proficiency, hotel employees (EFLH), and 30 Thai English learners, of low proficiency, hotel employees (EFLL). Participants responded to the 10 complaints in a written discourse completion task (DCT) that simulated situations occurring in the hotel business around Thailand.

The responses from the DCTs were coded according to the apology taxonomy found in the second phase of the present study. The data were then analyzed and compared according to the frequency of the semantic formulas used by the four

different groups of participants. Also, to examine the extent of pragmatic transfer, the responses of the EFLH and EFLL were compared to those of the NE and NT groups. The findings of the present study are as follows:

6.1.1 Pragmatic Strategies Employed in Responding to Complaints

In terms of the strategies used, the findings reveal that 12 semantic formulas were used in responding to complaints in the hotel business. These strategies, listed from the most frequently used to the least frequently used, based on the combined frequency of use by the four groups, were: 1) "Offering repair"; 2) "Expression of apology"; 3) Acknowledgement of responsibility"; 4) "Giving the time frame for action"; 5) "Gratitude"; 6) "Explanation"; 7) "Asking for information"; 8) "Promise of forbearance"; 9) "Making a suggestion"; 10) "Promise of follow-up action"; 11) "Empathy"; and 12) "Repetition of complaints". The three most frequently used strategies among the four groups in each situation were "Offering repair", followed by "Expression of apology", and "Acknowledgement of responsibility", respectively. Interestingly, "Offering repair" was used in the first ranking in all situations by all four groups since those situations were ranked accordingly as severe so the problems had to be repaired or compensated for in order to satisfy the complainers. The "Expression of apology" which was used in the second ranking was employed when the speaker (hotel staff) expressed his/ her "Regret" and "Apology" about an unsatisfactory situation (Owen, 1983; Blum-Kulka, House & Kasper, 1989). The utterances expressing regret consist of the adjectives, i.e. *"sorry"* (in English), *"ขอโทษ*

kʰɔɔ tʰoot", *"ขออภัย kʰɔɔ ʔa-pʰay"*, *"ขอประทานโทษ kʰɔɔ pra-tʰaan tʰoot"* and

"กราบขออภัย krâap kʰɔɔ ʔa-pʰay" (in Thai); whereas, the utterances showing apology

are performative verbs, i.e. *"apologize"*. These utterances are modified by the intensifiers. The *"very"*, *"terribly"*, *"really"*, *"so"* (in English), *"อย่างมาก yaaŋ maak"*, *"จริงๆ ciŋ-ciŋ"* , *"อย่างยิ่ง yaaŋ-yiŋ"* and *"อย่างสูง yaaŋ-sooŋ"* (in Thai) are used with the adjectives while *"sincere"*, *"truly"*, *"do"* and *"please"* are employed with the performative verbs. The "Expression of apology" indicates the sincerity and politeness of the speaker (hotel staff) (Olshtain, 1983; Suszcynska, 1999) as well as strategies used to save the face of the hearer (hotel guest) (Brown & Levinson, 1987). The "Acknowledgement of responsibility" which was the third ranking of frequently used strategies, was called for when the hotel staff needed to acknowledge complaints made by the hotel guests. The utterances of this strategy vary (e.g. *'Yes, sir/ madam.'; 'Of course, ma'am.'; 'Certainly, sir.'; 'All right, ma'am.'; 'I understand, madam.'; 'I see.'*; and *'ค่ะ ได้ค่ะ kʰà dâay kʰ à*). This strategy co-occurred with two other strategies which were "Offering repair" or "Explanation".

6.1.2 A Comparison of the Pragmatic Strategies Used Among the Four Groups

Comparing the similarities and differences of strategies used among the four different groups, the findings reveal that there were both similarities and differences in the use of the apology strategies in responding to complaints in the hotel business. In terms of the quantity of strategies used, the NE group employed 12 different strategies; whereas, the NT and EFLH groups employed 11 such strategies, and the EFLL group used just 6 strategies in responding to complaints. Of these strategies, the NT group used the highest, then the NE, EFLH and EFLL groups, respectively.

Regarding the differences in the strategies used among the four groups, the findings show significant differences in 38 cases out of 120 cases in all situations. Of these cases, the significant differences in the use of "Promise of forbearance" and "Gratitude" are frequently used in the NE group while "Giving the time frame for action" and "Asking for information" are obviously found in the NT group. "Promise of forbearance" was used when the hotel staff inform the guests that the complaints will be repaired, and the hotel staff promise the guests that the complaints will not happen in the future. The instances of this strategy are *"I assure you it will not happen again"* and *"We want to make sure that you feel comfortable"*. "Gratitude" was employed when the hotel staff want to thank the guests (found at the beginning of the utterances), and when the hotel staff wanted to end the conversation (found at the end of the utterances). The instances of this strategy are *"Thank you for informing me..."* and *"... Thank you for calling"*. "Giving the time frame for action" was employed when the hotel staff wanted to make sure that the complaints would be seen to or compensated for within the time mentioned. The instance of this strategy is กรุณารอสักครู่นะคะ *[ka-rú-naa rɔɔ sàk-k^{h}rûu ná k^{h}á]* *"Wait a minute, please"*.

"Asking for information" was called for when the hotel staff needed to request more information about the guests' complaints. The instance of this strategy is ไม่ทราบว่า ท่านพักอยู่ห้องไหนคะ *[mây sâap wâa t^{h}âan p^{h}ák yùu hɔɔŋ nǎy k^{h}á]* *"What is your room number, sir?"*. These four strategies were found to co-occur with another strategy (e.g. "Offering repair", "Expression of apology", etc.). Since the comparison among the four groups shows more similarity than its differences in the frequent use of the apology strategies, it can, therefore, be concluded that both Thai and English

speech communities use these semantic formulas in a similar way. This finding parallels Mir (1992) and Olshtain (1983) who point out that the similarity of apologies employed between the two cultures would support the idea that such a situation-specific phenomenon serves as a universal speech act. In other words, both cultures use apologies to maintain the negative face wants of the hearer (Brown & Levinson, 1987).

6.1.3 The Occurrences of Pragmatic Transfer

Regarding the occurrences of pragmatic transfer reflected in the frequency of the semantic formulas used, the learners at two different levels of proficiency displayed evidence of negative transfer which differed according to the degree of the learners' proficiency. It increased for the high level learners who showed the greatest number of instances of negative transfer, followed by the low level learners. This finding is supported by the findings reported by Takahashi and Beebe (1987) and Kwon (2003). In contrast, it is not supported by the work of Maeshinaga, Kasper and Rose (1996) and Tamanaha (2003) who mention that advanced learners exhibited less negative transfer than intermediate learners. In brief, the two learners' groups in the present study displayed negative transfer of their L1 pragmatics in similar categories. However, the EFLH group's tendency to use negative transfer is more obvious than that of the EFLL group in terms of frequency. The evidence of negative transfer in both groups might be affected by two factors: L2 proficiency and L1 culture. The former factor was revealed when the EFL learners tried to perform an act of apology in responding to complaints. That is, the EFLL group seemed to be short and abrupt in using this strategy while the EFLH group tended to produce the long and verbose utterances. However, both EFL groups performed similarly in producing this strategy.

This means the EFL learners tend to think in their native language and translate word by word into English. For the latter factor, although the L1 culture is not clear-cut, it could be inferred from the written DCT data which represent the respondents' culture. The results show that the Thai groups employed only the "Repair" subcategory to resolve the problem. If the problem cannot be immediately resolved to the guest's satisfaction, then another strategy such as "Compensation" is introduced to bring about an acceptable resolution used to the problem. However, the NE group used both "Repair" and "Compensation" simultaneously in responding to complaints.

6.2 Pedagogical Implications

There were both similarities and differences in the use of strategies in responding to complaints between Thai and English native speakers. Also, the results of the study indicate that responses to complaints by the Thai EFL learners at low and high levels of proficiency contained elements that could result in pragmatic failure when the learners interact with native English speakers because of the differences in the ways in which responses to complaints are performed between the two cultures. This study, therefore, has important implications for the teaching and learning of English, especially in an EFL context concerning cross-cultural pragmatics which are as follows:

1. Teaching pragmatics is not conducted to force learners to act in accordance with the norms of another culture (Thomas, 1983) but to help learners to develop awareness and sensitivity for their own second/ foreign language use (Kasper, 1997; Rose, 1997; Kwon, 2003). Therefore, the responsibility of language teachers who teach the language of hospitality in English is to help learners to communicate

effectively and successfully in a second/ foreign language. In order to do this, acquiring grammatical knowledge alone is not sufficient, but learners may also have to acquire and practice a different set of sociolinguistic rules by studying and paying attention to what is considered to be generally appropriate in the target culture.

2. To raise pragmatic awareness of the language of hospitality in the English classroom, language teachers should introduce to learners the clips of feature films or videotaped television programs such as talk shows which illustrate various responses to complaints in the hotel business or any other speech act behaviors between native speakers of English (Rose, 1997; Tanaka, 1997). Using audiovisual media is especially useful in an EFL environment like Thailand where the authentic target language is easily available from native speakers of the target language. Teachers should encourage the pragmatic awareness of learners by discussing the status of relationships between the interlocutors, and by comparing the differences, as well as the similarities between the ways English speakers in the clips perform any given speech act and the way learners would do so in Thai. This kind of activity will help learners realize that speakers from different cultures may not always share the same sociolinguistic rules of performing speech acts as their own.

3. It has been admitted that when EFL learners encounter a familiar social context in the target language, they are likely to transfer sociocultural rules from their first language to the L2 and this practice inevitably brings about stereotypes or pragmatic failure (Olshtain & Cohen, 1991). If we accept the assumption that the most commonly and frequently used patterns should be given the first priority for teaching, then language teachers should take data with the highest frequency in authentic material as an important teaching source, for example, the "Offering repair",

"Expression of apology" and "Acknowledgement of responsibility" strategies found in the present study which are the first three most frequently used strategies in responding to complaints in the hotel business.

4. Specifically, some patterns in responses to complaints in the obvious strategy like "Expression of apology" which are produced by native speakers (i.e. *"I do apologize for ...", "Please accept my apology for ..."*) but are rarely used by the EFL learners, should be practiced and stimulated for use in the teaching of hotel English in the classroom. Also, language teachers should be aware of these patterns when creating materials concerning the pragmatic strategies in responses to complaints in the hotel business as well as in other speech acts.

6.3 Suggestions for Further Research

In order to gain a better insight into the norms and patterns of semantic formulas in responses to complaints, the following may serve as guidelines for further research.

1. This study mainly examined the relationships between target language proficiency and pragmatic transfer in responses to complaints in the hotel business. To enhance our understanding of pragmatic transfer and pragmatic development, future research should focus on identifying other factors (e.g. the degree of seriousness of the complaint situations, the hotel's locations, the hotels' staff positions) that may influence the occurrences of pragmatic transfer among learners at various developmental stages.

2. The present study concentrated on the negative transfer of the EFL learners which may cause the breakdown in communication. Future studies should investigate

the positive transfer which may result in successful communication outcomes. This is because the pragmatic strategies employed by the EFL learners in positive transfer may be used as the patterns for teaching and learning pragmatics in particular speech communities.

3. Since the written DCTs were the sole investigative tool employed in the present study due to the time constraints, future research should include measures such as role-plays, self-reports and field notes to examine the learner's pragmatic knowledge. Implementation of these means in addition to DCTs has allowed some researchers to interpret the results from multiple perspectives (e.g. Tateyama, 2001; Kwon, 2003).

4. It is important to keep in mind that the subjects in the present study do not, by any means, represent Thai speakers as a whole since social variables (i.e. social distance, power dominance and imposition of the situations) were controlled. Future research should replicate all aspects of social variables with a great variety of subjects. The expected results may be generalizable to the settings for complaints in the hotel business around Thailand.

In conclusion, the researcher believes that the present study will help non-native speakers of Thai understand the "sociolinguistic rules of speaking' (Wolfson, 1989, p.14) for Thai or English pragmatic formulas in responses to complaints. It is my hope that the present study has made a small but significant contribution to research in the field of sociolinguistic analyses of speech acts in a Thai context.

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APPENDICES

Appendix A

The Interview Guide: English Version

1. How often do you stay in this hotel?

2. How long do you usually stay here for?

3. Are you satisfied with this hotel's facilities or services provided? Why or why not?

4. Have you ever had cause to complain about another hotel's facilities or services provided? If so, what were the facilities or services you complained about?

5. Could you please tell me what you said when you made a complaint about the hotel's facilities or services?

Appendix B

The Interview Guide: Thai Version

1. คุณมาพักที่โรงแรมนี้บ่อยไหม

2. โดยปกติแล้ว คุณจะพักนานเท่าไร

3. คุณพอใจกับสิ่งอำนวยความสะดวกหรือการให้บริการของโรงแรมนี้ไหม อย่างไร

4. คุณเคยไม่พอใจกับสิ่งอำนวยความสะดวกหรือการให้บริการของโรงแรมอื่นๆบ้างไหม ถ้าเคย เรื่องอะไรบ้าง

5. คุณพอจะบอกได้ไหมว่า เมื่อคุณไม่พอใจกับสิ่งเหล่านั้น คุณพูดอย่างไร

Appendix C

DCT (English Version)

Pragmatic Transfer in Responses to Complaints

by Thai EFL Learners in the Hotel Business

Situation: You are a member of hotel staff taking care of different departments. What would you say if you want to respond to a hotel guest in each situation? Please respond as naturally as possible.

1. Mr. Smith comes up to you and complains about the dirtiness of his room.

    Mr. Smith: My room is very dirty. It obviously hasn't been cleaned. The bed hasn't been made, either.

    You: _____

2. Mrs. Benson calls you and complains about the broken air conditioner and the television in her room.

    Mrs. Benson: I'm calling from room 204. The air conditioner in my room doesn't work and TV can't be turned on. Could you send someone to fix them, please?

    You: _____

3. Miss Dorman comes up to you and complains about the toilet in her room.

    Miss Dorman : The toilet in my room is disgusting and smells bad…..Oh, the bath

is filthy, too. Nobody can stay in such a room.

You: _____

4. Mr. Walker calls you and complains about a loud noise occurring in your hotel.

    Mr. Walker: This is room 302. I've been being disturbed by a loud noise from

    room 301. I couldn't sleep. I must leave early tomorrow morning.

    Could you tell them to be quiet?

    You: _____

5. Mrs. Johnson calls you and complains about the slow service in your hotel.

    Mrs. Johnson: I ordered breakfast from the Room service… Oh, at least one hour

    ago, but my breakfast still hasn't come…

    You: _____

6. Mr. Lee calls you and complains about the shower in his room.

    Mr. Lee: I want to take a bath but there is no hot water in the shower. Could you

    send someone to fix it, please?

    You: _____

7. Miss Clinton comes up to you and complains about the awful food.

    Mrs. Clinton: Waiter, this fish tastes as if it were caught a year ago. Oh, this is not

    a steak that I ordered. I need a medium one but it is well done.

    You: _____

8. Mrs. Morgan comes up to you and complains about the room equipment.

Mrs. Morgan: I have a complaint to make. The sheets, pillow cases and blankets

in my room are too old and dirty. I want to have new ones.

You: _____

9. Mr. Peterson calls you and complains about water and electricity in his room.

Mr. Peterson: This is room 248. There is no water in my bathroom and the light

bulb in my bedside lamp doesn't work. Could you send someone

to look into it, please?

You: _____

10. Miss Thomson comes up to you and complains about some cockroaches in her

room.

Miss Thomson: I just saw some cockroaches in the wastebasket in my room …

really disgusting. Could you get rid of them now?

You: _____

…Than you for your cooperation…

Appendix D

DCT (Thai Version)

**การถ่ายโอนทางวัจนปฏิบัติศาสตร์ในการตอบข้อร้องเรียนของนักศึกษาไทยที่เรียนภาษาอังกฤษใน
ฐานะภาษาต่างประเทศในธุรกิจการโรงแรม**

สถานการณ์ ท่านเป็นพนักงานของโรงแรม หากท่านต้องการตอบการร้องเรียนจากแขกที่มาพัก
ท่านจะกล่าวว่าอย่างไร กรุณาตอบโดยใช้ภาษาที่ท่านใช้อยู่เป็นประจำ

1. สมศักดิ์ร้องเรียนเกี่ยวกับความสกปรกของห้องพักของเขาในโรงแรมของท่าน

   สมศักดิ์ : คุณครับ...ห้องที่ผมพักอยู่ตอนนี้สกปรกมาก ทำความสะอาดก็ยังไม่ได้ทำ เตียงก็ยัง
   ไม่ได้ปูเลยครับ

   ท่าน :

   _____

   _____

2. รจนาร้องเรียนเกี่ยวกับเครื่องปรับอากาศที่ไม่ทำงานและโทรทัศน์ที่ใช้การไม่ได้ในห้องของเธอ

   รจนา: ค่ะ โทรจากห้อง 204นะคะ คือว่าแอร์ที่ห้องไม่เย็นเลยค่ะ และทีวีก็เปิดไม่ติด ช่วย
   ส่งช่างหรือใครสักคนขึ้นมาดูให้หน่อยได้ไหมคะ

   ท่าน :

   _____

   _____

3. จันจิราร้องเรียนเกี่ยวกับความสกปรกของห้องน้ำในห้องพักของเธอ

   จันจิรา : ห้องน้ำที่ห้องมันสกปรกมากเลยค่ะ เหม็นก็เหม็น อีกอย่างอ่างน้ำก็สกปรกมากเลย
   ค่ะ ฉันคงพักอยู่ห้องอย่างนี้ไม่ได้หรอก

   ท่าน :

   _____

   _____

4. สุรสิทธิ์โทรมาร้องเรียนเกี่ยวกับเสียงดังที่เกิดขึ้นในโรงแรมของท่าน

   สุรสิทธิ์: เนี่ยผมโทรจากห้อง 302นะครับ ห้องข้างๆผมห้อง 301 ตอนนี้เสียงดังมาก ที่
   สำคัญพรุ่งนี้ผมต้องตื่นแต่เช้าด้วย ช่วยทำอะไรหน่อยได้ไหม

ท่าน :

_____

_____

5. นวพรโทรมาร้องเรียนเกี่ยวกับการบริการที่ล่าช้าในโรงแรมของท่าน

นวพร: ฉันสั่งอาหารเช้าจากรูมเซอร์วิส เนี่ยรอมาเป็นชั่วโมงแล้วนะคะ แต่ยังไม่มีวี่แววว่า
อาหารจะมาเลยค่ะ คุณกรุณาช่วยดูให้หน่อยได้ไหมคะ

ท่าน :

_____

_____

6. มนูญโทรมาร้องเรียนเกี่ยวกับฝักบัวอาบน้ำในห้องของเขา

มนูญ: เนี่ย ตอนนี้ผมกำลังจะอาบน้ำ แต่น้ำร้อนน้ำอุ่นในห้องน้ำไม่ไหลเลย ช่วยส่งช่างมาดู
ให้หน่อยได้ไหมครับ

ท่าน :

_____

_____

7. สุดาร้องเรียนเกี่ยวกับอาหาร

สุดา: บ๋อย มาเนี่ยซิ เนี่ยเธอดูซิเนี่ยปลา ฉันกินแล้วรู้สึกว่าไม่สดยังไงก็ไม่รู้ และก็สเต็กที่ฉัน
สั่งน่ะ ฉันสั่งสุกปานกลางนะ แต่เนี่ยมันสุกเกินไป ช่วยเปลี่ยนหรือทำอะไรให้ฉัน
หน่อยได้ไหม

ท่าน :

_____

_____

8. สมศรีร้องเรียนเกี่ยวกับอุปกรณ์ในห้องพัก

สมศรี: เนี่ย ฉันมีเรื่องร้องเรียน ที่ห้องน่ะ ผ้าปูที่นอน ปลอกหมอน และก็ผ้าห่มมันเก่าและ
สกปรกมาก คุณช่วยเปลี่ยนใหม่ให้ได้ไหมคะ

ท่าน :

_____

_____

9. เดชาโทรมาร้องเรียนเกี่ยวกับน้ำและหลอดไฟในห้องของเขา

เดชา : ผมโทรมาจากห้อง 248 นะครับ น้ำในห้องน้ำไม่ไหล หลอดไฟที่หัวเตียงนอนก็ไม่
ติด สงสัยว่าหลอดมันจะขาดนะครับ ช่วยส่งช่างมาดูให้หน่อยได้ไหมครับ

ท่าน :

_____

_____

10.   นงนุชร้องเรียนเกี่ยวกับแมลงสาบ

นงนุช : นี่คุณ ฉันเจอแมลงสาบในถังขยะน่ะ ช่วยจัดการให้หน่อยได้ไหมคะ

ท่าน :

_____

_____

...ขอขอบคุณที่ให้ความร่วมมือ...

Appendix E

Consent Form (English Version)Demographic Information

1. Age : _____ years of age

2. Gender: ☐ Male ☐ Female

3. Working position : _____

4. Work experiences in hotel business : _____ years

5. Educational Background :

   ☐ Primary level   ☐ Secondary level

   ☐ Bachelor's degree   ☐ Master's degree

   ☐ Others (please specify): _____

6. How would you rate your English oral proficiency?

   ☐ Very good   ☐ Good

   ☐ Fair   ☐ Poor

7. Do you need to speak English at work? If yes, with whom?

   _____

8. For what purpose do you normally speak English?

   _____

Appendix F

Consent Form (Thai Version)

ข้อมูลส่วนตัว

1. อายุ _____ปี

2. เพศ ☐ ชาย ☐ หญิง

3. ตำแหน่งงาน _____

4. ประสบการณ์การทำงานในธุรกิจโรงแรม _____ ปี

5. วุฒิการศึกษา

    ☐ ประถมศึกษา ☐ มัธยมศึกษา

    ☐ ปริญญาตรี ☐ ปริญญาโท

    ☐ อื่นๆ (โปรดระบุ) _____

6. ความสามารถการพูดภาษาอังกฤษของคุณอยู่ในระดับใด

    ☐ ดีมาก ☐ ดี

    ☐ พอใช้ได้ ☐ อ่อน

7. คุณจำเป็นต้องใช้ภาษาอังกฤษในการทำงานหรือไม่ ถ้าจำเป็น ใช้กับใคร

_____

_____

8. ตามปกติแล้วคุณใช้ภาษาอังกฤษเพื่อวัตถุประสงค์ใด

_____