# A PRAGMATIC STUDY OF COMPLIMENTS AND COMPLIMENT RESPONSES BY THAIS AND AMERICANS: CROSS CULTURAL, INTERLANGUAGE AND METALINGUISTICS STUDIES

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การศึกษาวัจนปฏิบัติศาสตร์ของการชมและการตอบรับคำชมของคนไทยและคน
อเมริกัน: การศึกษาข้ามวัฒนธรรม ภาษาในระหว่าง และอภิภาษาศาสตร์

นางสาวสกุลรัตน์ วรธำรง

Thesis Title	A PRAGMATIC STUDY OF COMPLIMENTS AND COMPLIMENT RESPONSES BY THAIS AND AMERICANS: CROSS CULTURAL, INTERLANGUAGE AND METALINGUISTICS STUDIES
By	Miss Sakulrat Worathumrong
Field of Study	English as an International Language
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การศึกษาวัจนปฏิบัติศาสตร์นี้เป็นการศึกษาคำชมและการตอบรับคำชมของคนไทยและคนอเมริกันใน
เชิงการศึกษาข้ามวัฒนธรรม การศึกษาภาษาในระหว่าง และการศึกษาอภิภาษาศาสตร์ การศึกษาข้ามวัฒนธรรม
นั้นเป็นการศึกษาเปรียบเทียบความเหมือนและความแตกต่างทางด้านโครงสร้างภาษาไทยและภาษาอังกฤษ
รวมทั้งกลยุทธ์ในการชมและตอบรับคำชมของคนไทยและคนอเมริกัน การศึกษาภาษาในระหว่างนั้นเป็น
การศึกษาปัญหาในการใช้ภาษาอังกฤษเพื่อชมและตอบรับคำชมของผู้เรียนภาษาอังกฤษคนไทย โดยเปรียบเทียบ
ความเหมือนและความแตกต่างกับเจ้าของภาษาทั้งภาษาไทยและภาษาอังกฤษ ทั้งนี้เพื่อศึกษาว่าผู้เรียน
ภาษาอังกฤษคนไทยนั้นได้รับอิทธิพลทางภาษาและวัฒนธรรมจากภาษาไทยที่เป็นภาษาแม่หรือไม่และอย่างไรใน
การชมและตอบรับคำชมภาษาอังกฤษ การศึกษาอภิภาษาศาสตร์เป็นการศึกษาทัศนคติและมุมมองของคนอเมริกัน
และผู้เรียนภาษาอังกฤษคนไทยต่อคำชมและการตอบรับคำชมภาษาอังกฤษของผู้เรียนภาษาอังกฤษคนไทย ทั้งนี้
เพื่อให้เข้าใจปัญหาที่แท้จริงของผู้เรียนภาษาอังกฤษคนไทยที่อยู่ในช่วงพัฒนาภาษาในระหว่าง มีนักศึกษา
มหาวิทยาลัยชาวอเมริกัน (AEs) จำนวน 30 คน นักศึกษามหาวิทยาลัยชาวไทย (TTs) จำนวน 30 คน และ
จำนวน 60 คนซึ่งได้รับการแบ่งกลุ่มให้เป็นผู้มีการสัมผัสทางภาษาอังกฤษสูง (TEHs) และต่ำ (TELs) อย่างละ
เท่า ๆ กัน เข้าร่วมการศึกษาครั้งนี้ การเขียนเติมเต็มปริเฉท (WDCT) เป็นเครื่องมือวิจัยสำหรับการศึกษาข้าม
วัฒนธรรมและการศึกษาภาษาในระหว่าง การประเมินความรู้ทางอภิภาษาศาสตร์ (MKAT) และการสัมภาษณ์
แบบกึ่งโครงสร้างเป็นเครื่องมือวิจัยสำหรับการศึกษาในส่วนอภิภาษาศาสตร์ การวิจัยได้รับการประมวลผลทั้งใน
เชิงปริมาณและคุณภาพ การศึกษาข้ามวัฒนธรรมพบว่าการชมในคนไทยและคนอเมริกันเป็นการยกระดับหน้า
ของผู้ฟังเพื่อเริ่มหรือสานความสัมพันธ์ระหว่างบุคคล ส่วนการตอบรับคำชมพบว่าเป็นการรักษาสมดุลของหน้า
ทั้งของฝ่ายผู้ชมและผู้ตอบรับคำชม ความแตกต่างในรูปภาษาของคำชมและการตอบรับคำชมข้ามวัฒนธรรม
สะท้อนให้เห็นถึงเรื่องของวัฒนธรรมที่ไม่สามารถแบ่งแยกเป็นสองฝ่ายได้ชัดเจน หากแต่ควรได้รับการแบ่งตาม
ระดับความสำคัญของปัจจัยระหว่างผู้พูดและผู้ฟังอันได้แก่ ความใกล้ชิด-ห่างเหิน อายุ สถานภาพทางสังคม และ
เพศ การศึกษาภาษาในระหว่างพบว่าความแตกต่างในการชมและการตอบรับคำชมภาษาอังกฤษของผู้เรียน
ภาษาอังกฤษคนไทยทั้งสองกลุ่มนั้นเกิดจากทั้งอิทธิพลของภาษาแม่และวัฒนธรรมของผู้เรียนเอง กลุ่ม TELs
แสดงให้เห็นว่าคำเรียกขานแสดงอายุและสถานภาพทางสังคมตามแบบอย่างวัฒนธรรมไทยนั้นสำคัญในการชม
และการตอบรับคำชมเป็นภาษาอังกฤษของผู้เรียน ส่วนระดับการสัมผัสภาษาที่ต่ำทำให้กลุ่ม TELs ขยายความคำ
ชมและการตอบรับคำชมได้ไม่มากและใกล้เคียงกับกลุ่ม TEHs ซึ่งมีความคล้ายคลึงกับกลุ่ม AEs การศึกษาเชิงอภิ
ภาษาศาสตร์พบว่าผู้เรียนภาษาอังกฤษคนไทยทั้งสองกลุ่มยังคงให้ความสำคัญกับไวยากรณ์เมื่อชมและตอบรับคำ
ชมเป็นภาษาอังกฤษในขณะที่เจ้าของภาษานั้นคิดว่าไวยากรณ์ไม่ใช่ส่วนสำคัญมาก จากการศึกษาครั้งนี้ มี
ข้อเสนอแนะทั้งในด้านทฤษฎีและแนวทางการสอนที่เกี่ยวข้องด้วย

สาขาวิชา	ภาษาอังกฤษเป็นภาษานานาชาติ	ลายมือชื่อนิสิต _____
ปีการศึกษา	2558	ลายมือชื่อ อ.ที่ปรึกษาหลัก _____

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KEYWORDS: CROSS-CULTURAL, INTERLANGUAGE, METALINGUISTICS, COMPLIMENTS, COMPLIMENT RESPONSES, THAIS, AMERICANS, THAI EFL LEARNERS

SAKULRAT WORATHUMRONG: A PRAGMATIC STUDY OF COMPLIMENTS AND COMPLIMENT RESPONSES BY THAIS AND AMERICANS: CROSS CULTURAL, INTERLANGUAGE AND METALINGUISTICS STUDIES. ADVISOR: ASST. PROF. DR. SUDAPORN LUKSANEEYANAWIN, 357 pp.

This pragmatic study investigated cross-cultural, interlanguage, and metalinguistics aspects of compliments (Cs) and compliment responses (CRs) by Thais and Americans. The cross-cultural study of Cs and CRs was taken up in order to explore the similarities and differences in the two languages' structures and strategies in giving Cs and CRs performed by the Thais and the Americans. The interlanguage study of Cs and CRs was conducted in order to investigate the hypothetical language problems of the Thais learners of English when giving Cs and CRs in English in comparison to the Thai and American norms. It was to clearly examine whether or not a cross-linguistic influence or transfer occurred. The metalinguistics study investigated the attitudes and perceptions of the Americans and the Thai learners of English towards Cs and CRs in English produced by the learners. It was to better understand the nature of the learners' problems at different stages in the evolving interlanguage. Thirty American university students (AEs), thirty Thai university students (TTs), sixty Thai university students, divided into high English exposure (TEHs) and low English exposure (TELs) groups, participated in this study. The written Discourse Completion Task (WDCT) was used as the research instrument for the first two studies. The metalinguistic knowledge assessment task (MKAT) and the semi-structured interview were used as the two research instruments for the last part of the study. The data were analyzed quantitatively and qualitatively. The cross-cultural study indicates the universalities of the Thai and American Cs as face upgrading acts in initiating and maintaining interpersonal relationships and of the CRs as face balancing acts in reciprocating and sustaining interpersonal relationships. The differences in linguistic representation found in Cs and CRs across cultures reflect cultural repertoires which could not be viewed as a complete dichotomy but rather differences in relative importance of factors in context of participants or the speaker-hearer relationships (i.e., relative degree of proximity, relative age, relative social status, and same/opposite sex). The interlanguage study shows that the deviations in giving Cs and CRs in English in both groups of the learners are from both cross-linguistic and cross-cultural influences. The TELs were seen as having royalty to the Thai culture of address terms to mark deference while their L2 constraint limited them from elaborating more in English Cs and CRs as the TEHs did. The metaliguistics study provides that in giving Cs and CRs in English, both groups of learners are strictly attached to grammar while the Americans do not. Based on the findings of the studies, theoretical and pedagogical implications are given.

Field of Study:	English as an International	Student's Signature ....
	Language	Advisor's Signature ....
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List of Abbreviations

The following table describes the significant abbreviations/acronyms used throughout this dissertation.

Abbreviation	Explanation
AE	American
BA	Bald on record-Acceptance
BR	Bald on record-Rejection
C	Compliment
CR	Compliment response
D	Degree of proximity/social distance
FTA	Face Threatening Act
H	Head
NP	Negative Politeness
OR	Off Record
MKAT	Metalinguistic Knowledge Assessment Task
P	Power
PP	Positive Politeness
R	Ranking of imposition
S	Supportive move
TEH	Thai learners of English with High English exposure
TEL	Thai learners of English with Low English exposure
TT	Thai
WDCT	Written Discourse Completion Task

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Compliment (C) is speech act of explicit or implicit attributing credit to the hearer (Holmes, 1988) . It could be performed straightforwardly. It could also be embedded in the way people greet, apologize, or farewell one another. In this sense, drawing on Austin (1962) and Searle (1976), C is speech act of assertive and positive expressive towards the hearer, which primarily functions as an establishment of positive rapport. Compliment response (CR) is hearers' verbal or non-verbal responses to Cs. People could accept, reject, or avoid accepting them.

Major research studies have often investigated Cs and CRs independently. Wolfson and Manes (1980) have examined the structures and contents of American Cs, while Herbert (1986) and Pomerantz (1978) have treated CRs. Drawing on context of communication (Firth, 1957), C events involving Cs and CRs are in context of situation and are hierarchically related to each other. The universalities (similarities) and culture specificity (differences) of the two are influenced by contexts of cultures [i.e., high-context culture and low-context culture (Hall, 1976)] as the big umbrella followed by context of experience of participants (i.e., sex, relative age, relative degree of proximity, and relative social status). Previous research studies in contrastive or cross-cultural pragmatics of Cs and CRs have incorporated these contexts into the bodies of research more or less. The findings in the universalities and culture specificities across cultures have been discussed in terms of C and CR strategies and politeness phenomena as related to face-threatening acts or FTAs (P. Brown & Levinson, 1978). The similarities and differences either culturally or situationally are entailed by FTAs.

Cs and CRs have been approached from different perspectives with a variety of data-gathering procedures (i.e., longitudinal, pseudo-longitudinal, and cross-sectional procedures), and of methodological approaches, for instance, contrastive or cross-cultural pragmatics (e.g., Cedar, 2006; Gajaseni, 1994; Holmes, 1988), and interlanguage pragmatics (e.g., Phoocharoensil, 2012; Tran,

2007). Despite the differences in methodological approaches, data gathering procedures, and contextual factors controlled (e.g., sex difference—Holmes, 1988), these studies are production-oriented in which the results go along the same line. The findings from contrastive or cross-cultural pragmatic studies reveal similarities and differences in linguistic realizations of Cs or CRs among people from two different cultures. The results from interlanguage pragmatic research works show idiosyncratic features among learners of English as a second language (L2) which deviate from the linguistic realizations of Cs or CRs that the native (L1) speakers employ. The features were reported to derive from L1 transfer (Selinker, 1972) either culturally or linguistically. That is the features derive from the learners' L1 perceptions of contexts of communication involving speaker-hearer relationships and speech act realization rules or culture specific, and cross-linguistic influence or language specific. Miscommunication was suggested as the main problem stemmed from culture specificity and language specificity (Barron, 2001; Blum-Kulka, 1982; Kasper & Schmidt, 1996).

My first pilot study (Worathumrong, 2012) investigated interlanguage aspect of CR strategies in English by Thai university students. The written discourse completion task (WDCT) with controlled set of variables (i.e., sex, relative age, relative degree of proximity, and relative social status) was used as research instrument. The results showed that Thai EFL learners with high English exposure performed in a more target-like manner. Oppositely, Thai EFL learners with low English exposure transferred their Thai pragmatic norm of being polite (i.e., always stressing address forms, such as, professor, as part of paying respect to the hearer of higher status) in responding to Cs. My second pilot study (Worathumrong & Luksaneeyanawin, 2015) has examined cross-cultural pragmatics of Cs in American English and Thai contemporary novels. The findings reveal similarities and differences between American and Thai characters' C strategic repertoires. In giving Cs, both Americans and Thais prefer non-straightforward Cs when interact with intimates. It is observed that topic of C is also an important factor for an individual to respond to Cs.

So far, there appears to be no production-oriented study that investigates interlanguage pragmatics with cross-cultural perspective on C events involving

both Cs and CRs as related to the five controlled contextual variables: sex, relative age, relative degree of proximity, relative social status, and topics of C. Moreover, there appears to be relatively few awareness-oriented studies that examine the Thai EFL learners' metalinguistic knowledge in giving and responding to Cs in English.

1.2 Research Questions

The research questions were set as follows:

1. What are the similarities and the differences in giving compliments and compliment responses of native speakers of American English (AEs) and native speakers of Thai (TTs)?

2. Based on 1, what problems do Thai learners of English with high exposure to English (TEHs) and Thai learners of English with low exposure to English (TELs) have when giving compliments and compliment responses in English?

3. Based on 1 and 2, what is the metalinguistic knowledge of the AEs, TEHs, and TELs when giving compliments and compliment responses in English?

1.3 Objectives of the Study

The objectives of this study were:

1. To compare and contrast compliments and compliment responses of AEs and those of TTs;

2. To compare and contrast compliments and compliment responses in English among TEHs and TELs. Then, to identify problems of TEHs and TELs when giving compliments and compliment responses in English based on the findings from (1);

3. To examine the metalinguistic knowledge of the AEs, TEHs and TELs when giving compliments and compliment responses in English.

1.4 Statements of Hypotheses

To carry out the objectives of this study, the following hypotheses were formulated.

Hypothesis 1:

As a representative of low-context culture, AEs are more straightforward in interaction, thus prefer overt-oriented compliments. They overtly accept the given compliments. Oppositely, as a representative of high-context culture, TTs are more indirect in interaction, thus prefer covert-oriented compliments. They avoid accepting the given compliments.

Hypothesis 2:

According to the interlanguage phenomena (Selinker, 1972), TEHs are hypothesized to perform compliments and compliment responses in English close to the AEs, while TELs are more likely to perform compliments and compliment responses in English in the same manners as the TTs do. The problems occur when the TEHs and the TELs give compliments and compliment responses are from L1 transfer (Selinker, 1972).

Hypothesis 3:

In judging appropriateness of compliments and compliment responses in English, AEs give explicit comments. Their comments are likely to be pragmatically-oriented or context-based judgments. TEHs also give explicit comments as those of the AEs. Whereas TELs give non-explicit comments when judging appropriateness of compliments and compliment responses in English which means they do not provide any reasons.

1.5 Scope of the Study

This research was undertaken as follows:

1. Data gathering procedure was conducted in cross-sectional design using one group of native speakers of American English (AEs) and another

group of native speakers of Thai (TTs). This was to compare and contrast compliments and compliment responses in English and in Thai used between the two groups. Then, the data gathering procedure was conducted in cross-sectional design using the other two groups of Thai learners of English with different levels of English exposure (TEHs and TELs). This was to compare and contrast compliments and compliment responses in English of the two groups. Research methodology was discussed in more detail in chapter 3.

2. TEHs and TELs received formal English instruction in EFL settings in Thailand. TEHs were undergraduate students who had high English exposure, e.g., they resided or were trained intensively in an English speaking country for longer than three months. TELs were undergraduate students who had low English exposure, e.g., none resided in an English speaking country for longer than three months.

1.6 Limitation of the Study

The present study aimed to provide clearer pictures of the ways in which the native speakers of Thai and of American English give and respond to compliments in their own languages, Thai learners of English give compliments and compliment responses in English which could lead to the understanding of their problems occurred in such acts, and metalinguistic knowledge they have when performing the acts. However, the study focused only on speech acts of complimenting and responding to compliments. Therefore, the findings of this study are limited to generalize to other speech acts, cultures, and different groups of learners.

1.7 Assumption of the Study

Based on the formulated hypotheses, the assumption of this study was that the universality and differences among the four sample groups were based from contexts of culture, and context of experience of participants which included

differences in sex, relative age, relative degree of proximity, relative social status, topics of compliments, and levels of English exposure when performing speech acts of complimenting and responding to compliments.

1.8 Definitions of Terms

For the purpose of this study, the following terms were defined:

1.8.1 Compliments (Cs)

C is speech act of giving explicit or implicit credits to the hearer (Holmes, 1988). The topics of C could include appearance and performance. Wierzbicka (2003) stressed that Cs are performed to make other people feel good and to maintain good interpersonal relationships. In this study, C refers to speech act of assertive and positive expressive which the speaker explicitly, conventionally, or implicitly attributes credit to the hearer for his or her appearance (i.e., possessions), and performance (i.e., characteristics, skills, or abilities) to convey positive feelings the speaker has towards the hearer, to shape as well as reflect social relationships between the speaker and the hearer.

1.8.2 Compliment Responses (CRs)

CRs are ways in which people respond to Cs either verbally or non-verbally. In this study, CRs are to accept the given Cs (i.e., "Yes." or "Thank you."), not to accept the given Cs (i.e., "No, I don't think so."), or to avoid the given Cs (i.e., "I think I still need more practice.").

1.8.3 Overtness

Overtness is the state/condition of being opened, unhidden, or unconcealed. In this study, overtness including overt-oriented/overt is used as a cover term for Cs and CRs expressed explicitly or directly.

1.8.4 Covertness

Covertness is the state/condition of being covered, hidden, or concealed. In this study, covertness including covert-oriented/covert is used as a cover term for Cs and CRs expressed implicitly or indirectly which require the hearers to interpret the utterances' meanings based on the contexts given. Covertness, thus, could include both non-straightforward utterances of Cs and CRs. For instance, 'What's your secret ?' 'My hairdresser is the best.'. The first utterance may be interpreted as asking a question or could be considered as a C on the hearer's hair. The second utterance may also be interpreted as answering the question implicitly or could be considered as a CR which appears to shift the credit to the hairdresser or the third person. Covertness could also include non-verbal acts, such as, smile or laugh.

1.9 Significance of the Study

The present study is expected to shed light in the two following areas

1.9.1 Cross-cultural and Interlanguage Pragmatic Study of Cs and CRs

Cross-culturally, the research yields a repertoire of Cs and CRs in Thai and American English. It provides insights into universalities and culture specifics in giving Cs and CRs between the two cultures: Thai and American. In regards to interlanguage research, the study offers insights into problems of the Thai learners of English when giving Cs and CRs in English which may add to the body of research in spoken grammar.

1.9.2 Teaching English as an International Language

The metalinguistic research in this study helps in raising pragmatic awareness of Thai learners of English in producing appropriate English Cs and CRs, particularly in intercultural communication setting. The present study also serves as a guideline for academics and Thai English instructors in curriculum development of English pragmatics, and intercultural communication courses.

CHAPTER II
THE REVIEW OF LITERATURE

This chapter reviews theories and research that are relevant to the present study. It consists of three sections. Section 2.1 describes cross-cultural studies of speech acts of compliments (Cs) and compliment responses (CRs) as related to politeness. In section 2.2, interlanguage studies on Cs and CRs are reviewed. Section 2.3 provides metalinguistic knowledge theories as related to the interlanguage studies of Cs and CRs.

2.1 Cross-Cultural Studies of Compliments (Cs) and Compliment Responses (CRs)

2.1.1 Cross-Cultural Studies of Compliments

The issue of universality (or similarity) versus culture-specificity (or differences) in cultures has been of great interest in the field of contrastive or cross-cultural pragmatics. In this field, speech acts are one of the main foci of investigation. Some scholars have argued that speech acts are operated by universal principles of pragmatics (Austin, 1962; Searle, 1969). Based on such principles, Austin (1962, p. 159) classified that Cs are performative utterances under the class of behabitives which describe other people's behaviors and fortunes by expressing attitudes towards the others' conduct or qualities. Searle (1976) proposed that Cs are expressive speech acts in which the speaker's propositional content specifies some reactions to the hearer. Austin and Searle's principles of Cs were criticized for the fact that they focused on assertive and expressive functions of language and ignored the interactional or 'appellative' function (Bühler, 1934, 1990).

Other scholars have contended that speech acts or the context of situation are in fact governed by culture-specific principles or context of culture (e.g., Firth, 1957; Malinowski, 2013; Sifianou, 1999; Wierzbicka, 2003). The work of Hall (1976), a famous anthropologist, addressed the different contexts across cultures which could be broadly categorized as low-context culture and high-context

culture. The low-context culture refers to cultures that prefer verbal cues, direct or explicit meaning, straight talks in interaction. The culture puts more value onto individualism, such as American. The high-context culture refers to cultures that prefer non-verbal cues, indirectness or implicit meaning, small talks in interaction. The culture places its value on collectivism, such as Thai. The context of culture is 'situationalized' (Malinowski, 2013; Malinowski *et al.*, 1923) both verbally and non-verbally which means it involves the experience of participants or interpersonal relationship between the speaker and the hearer that could be vertically as when a boss talks to a subordinate or horizontally as when intimates or strangers interact. Thus, culture-specific speech acts appear to be dynamic and take into accounts the three functions of language: assertive, expressive, and 'appellative'.

In later work on Cs, Wierzbicka (2003) added the 'appellative' function of language as the sixth component in her semantic components of C:

1. I perceive something good about your Y
2. I want to say something good about you because of that
3. I say: (something good about X and X's Y)
4. I feel something good about thinking about it
5. I say this because I meant to cause you to know that I am thinking something good about you
6. I assume that you will feel something good because of that

(Wierzbicka 2003, p. 136-145).

However, within the dynamic culture-specific Cs, the hearer may not always feel good because of the speaker's C. For instance, in Thai culture the recipient of a C about body appearance or weight from a non-intimate or person of a younger age may not be well received. This is because body appearance or the issue of weight are sensitive topics and are usually used as topics of Cs among intimates or people of equal age. Thus, in giving Cs across cultures, it is not only the Cs which usually carry positive attitudes and feelings from the speakers towards the hearers, but also the interpersonal relationship between the speaker and the hearer and topics of Cs which influence the whole context of giving Cs.

Zuengler (1993) proposed that topics of Cs could shape and situate speaker and hearer's roles in giving Cs and CRs. Many studies (e.g., Holmes, 1986; Wolfson, 1983) have pointed out five following topics occurred in interaction. They are appearance, possessions, performance, ability, and skills which could be categorized into two categories that are appearance and performance. Holmes (1995, p. 40) defined appearance as "outward or visible aspect of a person or thing, something that appears and could be seen such as clothes and hair". Thus, possessions could be included in the appearance category. Wolfson (1983, p. 99) referred to ability as a "quality of something produced through the addressee's skill or effort". Therefore, both ability and skills entail the quality of being able to perform the two. In another word, someone's performance could show his/her ability or skills in being able to do or achieve something.

It could be said that to avoid the misperception from the hearer, the speaker is likely to give Cs through the use of recognizable positive lexical markers. Manes and Wolfson (1981) found that about 90 % of American Cs contained frequent use of semantically positive adjectives (e.g., nice, beautiful, and pretty) and verbs (i.e., to like, and to love). Boonyasit's work (2005) on Thai Cs stressed similar semantically positive adjectives and verbs. The speaker also tends to give these positive lexical markers in a set of predictable semantic-syntactic structures or C formulae or explicit C, such as [*NP is/looks (really) ADJ*], [*I (really) like/love NP*], and [*PRO is (really) an ADJ NOUN*]. More C patterns also found across cultures following Manes and Wolfson's classic work (1981) on Cs:

1. [You (V) (a) (intensifier) ADJ NP] (e.g., You did a (really) great job.).
2. [You (V) NP (intensifier) ADV (PP)] (e.g., You wear this dress really nicely.).
3. [You have (a) (intensifier) ADJ NP] (e.g., You have such a very great figure.).
4. [What (a) ADJ NP!] (e.g., What a great car!).
5. [ADJ NP!] (e.g., Good job!).
6. [Isn't NP ADJ?] (e.g., Isn't your dress pretty?).

In culture-specific Cs, although Japanese C patterns (e.g., Daikuhara, 1986) and those of the Korean (Baek, 1998) are reported to be similar to those presented in the classic work, the pattern of [I (intensifier) like/love NP] were addressed in such studies as never occurred in their data. In many high-context cultures, the absence of clear C patterns as discussed earlier may actually be replaced by non-formulaic Cs. For instance, the speaker tends to give a C to a stranger on a dance performance by uttering "Where did you learn to dance like this?". The example, according to Grice, may be considered as a violation of the maxim of manner. This is because the hearer may interpret the utterance as asking for information, and not as a C. Later studies on non-formulaic Cs (e.g., Maíz-Arévalo, 2012) reveal that this type of Cs were frequently used and was acceptable in the low-context culture communities, such as in Spain. For instance, a close friend may utter "I see where she gets her beauty from." to her close friend's daughter" (Maíz-Arévalo, 2012, p. 994). It is as to give C and not just to assert information. The difference between the high-context and the low-context cultures in the use of non-formulaic Cs appears to be the degree of proximity between the speaker and the hearer. While people in the high-context culture tend to use them among people whom they just met or have less frequent contact with, those in the low-context culture are more likely to use them among intimates. This type of Cs appears to receive less attention in the research studies on Cs because it relies on the interpretive procedures for its constitution and effect which is very subjective. However, some scholars (e.g., Boyle, 2000; Jucker, 2009; Lewandowska-Tomaszczyk, 1989; Maíz-Arévalo, 2012) have attempted to clearly give definitions of what constitute as implicit C. Based on those scholars' studies, an utterance can be an implicit C when the hearer could infer corresponding implicature and interpret the utterance as to fall into the two categories below:

1. The speaker refers to the third entity the hearer admires, works with, or has close relationship with
2. The speaker evaluates that the hearer has something of good quality—appearance or performs good quality conducts—performance

Pragmatically speaking, giving Cs both overtly and covertly as discussed above confirms the definition of C which Holmes (1988) clearly defined. C is a speech act of explicit or implicit attributing credit to the hearer and in reflection of social relationships. Cs could be hearer-oriented, speaker-oriented C, and object-oriented.

With the definition of Cs as its base, many cross-cultural studies on Cs take a closer look into C strategies to present the universality and culture-specificity across cultures. Similar to the C patterns, C strategies involve both explicit and implicit strategic choices in interactions. Lin *et al*. (2012) reviewed previous cross-cultural studies on Cs (e.g., Lewandowska-Tomaszczyk, 1989; Yu, 2005, 2011; Yuan, 2002) and attempted to justify Cs by categorizing them into three main strategies. They are (1) Explicit/Direct Compliment Strategy, (2) Implicit/Indirect Compliment Strategy, and (3) Opt-outs/No Response Strategy. The outline of each main C strategy is presented below:

1. Explicit or direct compliment strategy is considered from any utterances containing at least one positive lexical markers (Yu, 2005; Yuan, 2002, cited in Lin *et al*., 2012, p. 1491), such as adjectives (i.e., nice, pretty, and perfect), or verbs (i.e., like, or love).

2. Implicit or indirect compliment strategy refers to any utterances without the positive lexical markers. The hearer requires more inference to reconstruct the implicated meaning (Lewandowska-Tomaszczyk, 1989; Yu, 2005, cited in Lin *et al*., 2012, p. 1491) of C from the speaker. Some studies (e.g., Boonyasit, 2005; Lin *et al*., 2012) attempted to identify the implicit C strategies to include the followings:

   - Asking for information, such as 'Where did you buy that?'
   - Reaffirming the hearer's good conduct or quality by referring to his/her invested time on such conducts either by giving assumption or comparing with the hearer with other people, such as 'you must have practiced a lot.' or 'no one has ever done something like this.'

- Request or offer, such as 'Could you teach me to do the same as you?'
- Want statement, such as 'I want that too.'
- Giving Cs to the third entity close to the hearer or whom he/she admires, such as 'I know now where your son gets the look from.'
- Promise, such as 'I will never forget what your kindness.'
- Flirting, such as 'Should we set a date?'

3. Opt-outs or No Response strategy refers to when the speaker is in silence, smiles, laughing, or using utterances that are irrelevant to the topic of C to drop out of the current topic of conversation. Yu's study (2011) on interlanguage behavior of Chinese learners of American English in Cs found that Chinese speakers and ESL learners were likely to frequently employ small talk as opt-outs or no response strategy than did the Americans.

It appears that the choices of these C strategies are culturally bound and reflect values each individual in a particular culture holds through different interpretation of the strategies used.

2.1.2 Cross-Cultural Studies of Compliment Responses

Unlike research in Cs, studies in CRs have been done to mainly present responding to Cs through the use of different strategies rather than attempting to explain its patterns. Responding to CRs is to overtly accept, covertly accept/reject or overtly reject Cs. The classic studies on CRs as presented below propose three main different frameworks of CR strategies which have influenced many later research studies until now.

1. Pomerantz (1978) categorized types of CRs into three categories: Acceptances (Appreciation Token, Agreement), Rejections (Disagreement), and Self-praise Avoidance Mechanisms (Praise

Downgrades, Referent Shifts).

2. Herbert (1989) classified CRs into Agreements (Appreciation Token, Comment Acceptance, Praise Upgrade, Comment History, Reassignment, Return), Non-agreements (Scale Down, Disagreement, Qualification, Question/ Question Response, No Acknowledgement), and Request Interpretation.

3. Holmes (1998) divided CRs into three main strategies. They were acceptance, deflection/evasion, and rejection.

The details and examples of these three main frameworks of CRs are presented below in table 1.

Table 1. The three main frameworks of CRs (Pomerantz, 1978; Herbert, 1989; Holmes, 1998)

Main CR Strategies	Sub CR Strategies			Examples of CR Strategies
	Pomerantz (1978)	Herbert (1989)	Holmes (1998)	
Acceptance	Appreciation Token	Appreciation Token	Appreciation Token	Thank you.
	Agreement	Comment Acceptance	Agreeing Acceptance	I think so too.
		Praise Upgrade		I am always the best.
		Return	Return	You look beautiful too.
		Reassignment	Praise Downgrade	Should it be just pretty?
		Comment History	-	I bought it from the market yesterday.
Rejection/ Non-agreement	Disagreement	Disagreement	Disagreement	No.
			Challenge Sincerity	Don't lie.
		Scale Down	-	This is very old.
		Qualification	-	I still have to practice more.
		Question	-	Really?
		No Acknowledgment	-	*This could result in the 'shift in topic'.*
Self-Praise Avoidance Mechanisms/Request Interpretation/ Deflection or Evasion	Praise Downgrade	Request interpretation	-	Would you like some more?
	Referent Shift	-	Shift Credit	It's my dad's car.

What lack in these frameworks of CRs appear to be the non-verbal indicators which seems to be acknowledged by Herbert and could be put in the 'no acknowledgment' sub CR strategy.

In producing CRs, many studies (e.g., Farenkia, 2014; Gajaseni, 1994) discuss them in terms of avoiding self-praise or face dilemma. If the hearer accepts the given C, it could be to demonstrate the solidarity between the hearer and the speaker and to boost the speaker's positive face. If the hearer tries not to accept the given compliment, s/he may try to avoid self-praise but it could be perceived as the threat toward the hearer's positive face. Some significant factors are involved in the differences of CRs. These include differences in age, sex, relative degree in social status, relative degree of proximity, and topic of Cs. These factors are measured and hold their significances differently across cultures. Age, for instance, is claimed to be a significant factor in the high context cultures. Thai culture is considered an 'age-sensitive' culture (Modehiran, 2005). Age is not considered as important as relative degree of proximity or sex differences in the low context cultures, such as American (e.g., Wolfson, 1983). Thus, CRs could be performed differently and consequently could pose problems when people of different cultures interact. Figure 1 below summarizes the two polarizations of CRs, to overtly/covertly accept, or to overtly/covertly reject the CRs, along continuum based on context of culture.

Figure 1. A continuum of compliment responses based on context of culture

Low-Context Culture ←→ **High-Context Culture**
(e.g., American Culture)   (e.g., Thai Culture)
Agreement   **Indirection**
(+ Verbal Cues)   (- Verbal Cues)
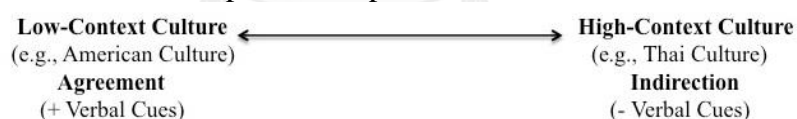
2.1.3 Cross-Cultural of Compliments and Compliment Responses as related to Politeness Phenomena

Various types and strategies of Cs and CRs presented earlier appear to subscribe to scholars who claim that speech acts are governed by politeness phenomena in which relationships between speaker and hearer affect them (P. Brown & Levinson, 1978; Leech, 1983). Leech (1983, p. 84, cited in Sifianou, 1999, p. 13) stressed that 'I have been seriously told that "Poles/ Russians/etc. are never polite" while "the Chinese and the Japanese are very polite in comparison with Europeans". According to Sifianou, such views are based on people's

perceptions or evaluations of appropriateness in particular situations, which of course are very culture-specific. Thus, many scholars have attempted to set universal principles concerning the various degrees of politeness or appropriateness which have become the base for cross-cultural politeness studies.

Grice *et al*. (1975) proposed the widely known 'co-operative principle' (CP) involving four maxims which the outline is given below:

1. Quantity: Make your contribution as informative as required (for the current purposes of the interaction).
2. Quality: Try to make your contribution one that you believe to be true and have adequate evidence.
3. Relation: Be relevant.
4. Manner: Be perspicuous by being precise or avoiding ambiguity.

According to Grice, the maxims from 1 to 3 are relevant to what is said or given information from the speaker and the maxim in 4 is related to how the information is said by the speaker. With the speaker-oriented maxims and informativeness as the base, these maxims have been challenged on the culture-specific ground that to some extent for the maxim of quantity, for instance, a husband who is in a hurry getting out of the house might say to his wife 'the key' as to ask her to give him the car's key.

Lakoff (1975, p. 65) expanded Grice's view on politeness phenomena and provided the rules of politeness as follows:

1. Formality: don't impose or keep aloof.
2. Deference: give options.
3. Camaraderie: show sympathy or be friendly to make other people feel good.

Lakoff's work on politeness has been contended by some scholars (e.g., P. Brown & Levinson, 1978; Tannen, 1984) that her view on politeness is similar to that of Grice defining politeness as static. It should be viewed in terms of

'strategies' (Brown & Levinson, 1978) or 'natural way of speaking' (Tannen, 1984). Recognizing the problematic conflict in previous work on politeness, Leech (1983) proposed distinction between 'absolute' and 'relative' politeness which suggested pragmatic scales associated within the same speech acts. It means positive or appropriate or negative or inappropriate speech acts could actually be viewed as acts of politeness along the continuum. However, Leech's politeness theory is still in the same vein of those of the two mentioned scholars in the general pragmatics. That is to say, it ignores context of experience of participants or interpersonal relationship between the speaker and the hearer. A more functional theory of politeness of Brown and Levinson (1978) presented more comprehensive and extensive politeness phenomena in which linguistic devices and markers are realizations of specific politeness strategies in interactions.

Following Goffman (1955), Brown and Levinson stressed the importance of 'face' concept or 'the public self-image of an individual'. It can be lost, maintained, saved, or enhanced. The concept of 'face' in this light is also true to the English, the Greek (Sifianou, 1999), and the Thai 'face' concept as related to the notion of politeness. Brown and Levinson view 'face' as sensitive and social interaction as a mutual course of balancing or maintaining both speaker and the hearer's faces. According to them, many social interactions entail imposition on the face of either the speaker or the hearer. They believe that in each interaction it is an intrinsically face threatening act (FTA) which include either an act or intention of the speaker in doing FTAs (Brown & Levinson 1978, p. 238). Thus, they proposed five possible strategies for doing FTAs ranging from the lowest risk to the greater risk for doing an FTA in a context of situation as seen in figure 2 below.

Figure 2. Possible strategies for doing FTAs (Brown & Levinson, 1978, p. 74)
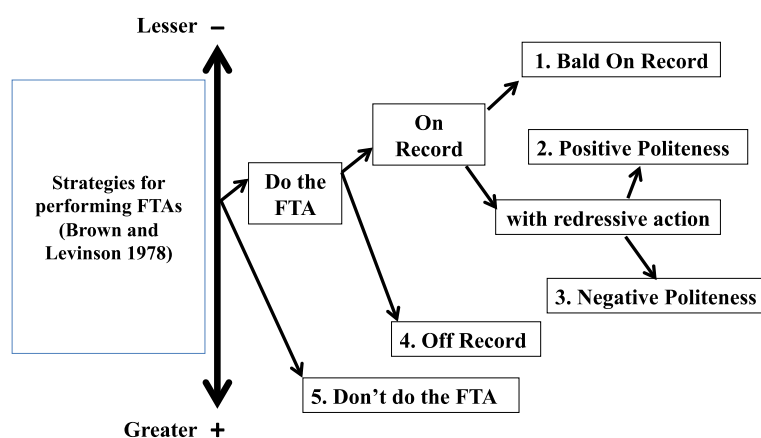
The speakers go 'on record' when they communicate their goals or intentions clearly. In doing 'on record', the speakers could do the 'bald-on-record' strategy or without 'redress'. This strategy may become the threat to the hearer's face if the hearer and the speaker have less frequency in interaction, the hearer is inferior, or the hearer's benefit is minimized. Therefore, to lessen or avoid the FTAs when going 'on record' the speaker could do the redressive acts. In doing the redressive acts, hearers and speakers intrinsically engaged in politeness strategies either employing 'positive politeness' or 'negative politeness' or both. On the one hand, 'positive politeness' is considered approach-based strategy that the speakers use to maintain the positive faces of the hearers or the hearers' desires to be liked or approved of. On the other hand, 'negative politeness' is considered avoidance-based strategy that the speakers use to try to minimally interfere or not to intrude the hearers' personal autonomy because they recognize and respect the hearers' personal space.

The speakers go 'off record' when their communication goals are not clear to the hearers, are ambiguous, or as violate the four Gricean maxims in terms of 'maxim of quantity', 'maxim of quality', 'maxim of relation', and 'maxim of manner'. The first three maxims are relevant to what is said or given information from the speaker while the fourth maxim is related to how the information is said by the speaker. Based on Lakoff's rules of politeness, going 'off record' may be related to the speakers' giving options to the hearers in choosing to respond or not to do so.

When the strategy is considered 'don't do FTAs', it could be because linguistic realizations have become 'conventionalized indirectness' (Brown & Levinson, 1978, p. 75). For instance, many indirect requests in English, such as 'Could you pass the milk?,' would be understood as a request. Therefore, it is no longer doing the FTAs.

The greater the risk for doing an FTA increases, an individual moves up the scales of strategies from 1 to 5. That is to say, the greater the risk, the more polite the strategy will be used. According to Brown and Levinson, the different degrees of the risk or weight of imposition is determined by three contextual factors:

- Relative degree of proximity or social distance (D) between the speaker and the hearer
- Relative power (P) which could be determined from social status representing through social role, or sex differences between the speaker and the hearer
- Absolute ranking of impositions (R) which are varied across cultures

However, taking the views on culture specificity as discussed earlier, all three contextual factors could be in a relatively different scale of importance in a particular culture. For instance, in Thai which Modehiran (2005) described as an 'age-sensitive' culture, the relative age could be placed in the relative (P) too as it determined the Thais' overt or covert correction making among themselves and cross-culturally or with Americans. In giving Cs, topics of Cs may be categorized as in the (R) because to some extent it also determines whether the Cs will be well received by the hearers as found in the instance of giving Cs about the body weight among non-intimate Thais.

For Brown and Levinson (1978), giving Cs was relevant for adhering to other individuals' positive face wants which Goffman (1955) defined as the desires of individuals to be liked by others. This was also an output of the 'give gifts to the addressee' strategy through which the addresser shows sympathy, understanding, and cooperation to the addressee or as Bayraktaroğlu and Sifianou

(2001) put it, 'face-enhancing compliment'. However, taking the three contextual factors into accounts, giving Cs can be FTAs when associated with degrees of exaggeration while giving CRs can be FTAs when associated with degrees if avoidance to accept the given Cs. For instance, it is possible that the exaggeration is reflected through words containing negative meaning which co-occur with positive lexical markers such as 'ridiculously beautiful' in English or '/suuaj4 wqq2[1]/ สวยเว่อร์ beautiful over' in Thai and the avoidance to accept this variation of C is 'nonsense' in English or '/raj3 saa4ra3/ ไร้สาระ no main point' in Thai. This variations of C and CRs may be taken as FTAs towards the hearer's positive face when the speaker and the hearer do not know each other well. Put simply, Cs and CRs in this light could be considered impolite. Reviews on cross-cultural Cs and CRs as related to the politeness phenomena have shown that Cs are viewed as being quite static as it is prominently placed as a positive politeness act when doing FTAs across cultures. However, for CRs it has been rarely discussed more in depth in terms of the politeness strategies. Based on Brown and Levinson's views, the politeness strategies in the CRs when doing FTAs in high-context and low-context cultures could be said to be, the greater the risk of receiving the given Cs, the more polite strategy is used. That is, it perhaps moves along the continuum from bald-on-record strategy (when overtly accept the given Cs) to off-record strategy (when covertly responding to the given Cs) where the low-context culture is on the bald-on-record end and the high-context culture is on the off-record end. The CRs across cultures are viewed here as dynamic.

This study subscribes to the theory of Brown and Levinson since it is more comprehensive, extensive, and dynamic politeness phenomena in which linguistic devices and markers are realizations of specific politeness strategies in

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[1] The present study used the Thai transcription which was developed by the Linguistics Research Unit (LRU) of Chulalongkorn University or the LRU system (Schoknecht, 2000). For this system, the standard computer keyboard characters are used to represent the consonants, vowels, tones, and accents of Thai words. Thus, the system suits this study because it eases the process of transcribing Thai phonetic transcription to computer input. The LRU system deviates from IPA: four changes in the consonants, i.e., ng =/ŋ/; c = /tɕ/; ch = /tɕʰ/; ? = /ʔ/, four changes in the vowels, i.e., v = /ɯ/; q = /ɤ/; x = /ɛ/; @ = /ɔ/, and double letters represent length of vowels. Number 0 to 4 are used to mark the five tones, i.e., 0 = mid, 1 = low, 2 = falling, 3 = high, 4 = rising confirming to the traditional names of Thai tones. (See Appendix A for the complete Thai transcription)

interactions. However, in discussion parts the Brown and Levinson's model of politeness is used in conjunction with the other reviewed politeness theories, e.g., those of Grice *et al.* (1975), Lakoff (1975), and Leech (1983) where particular similarities in violations to the maxims or to the CP, rules of politeness, and relative degrees of politeness support and provide evidence in some certain aspects of the model, such as in the use of 'off record' strategy.

2.2 Interlanguage Studies of Compliments and Compliment Responses

Selinker (1972) introduced 'interlanguage' which could be viewed as similar to 'interlingual identification' (Weinreich, 1953) , 'idiosyncratic dialect' (Corder, 1971), 'approximative system' (Nemser, 1971). The interlanguage studies refer to the language system that the foreign language (L2) learners created based on the degrees of their L2 exposures at a single stage or time of development. Thus, interlanguage is perceived as constant change. The L2 learners' nature actual problems in L2 mastery at any stage of development are open to amendment. Although the nature of the interlanguage is dynamic, to Selinker it is possible to use it to detect and predict the learners' L2 problems. Thus, the interlanguage has become highly influential in the study of L2 acquisition and in development towards teaching and learning L2.

While cross-cultural pragmatics explore the similarities and the differences between the L1 and L2's structures and strategies in interaction, interlanguage pragmatics focus on the hypothetical language errors L2 learners produce based on the studies in cross-cultural pragmatics. The interlanguage pragmatics studies also look at how close the L2 learners perform to the target language, how their perception and production are influenced by the their own L1, and what the path of their L2 acquisition is (Modehiran, 2005, p. 2). The cross-cultural aspects, error prediction in L2 learners' productions of speech acts, and the developmental perspective of L2 individual learners are included in the interlanguage continuum (Selinker, 1972) as shown in figure 3 below.

Figure 3. The interlanguage continuum (Selinker, 1972)
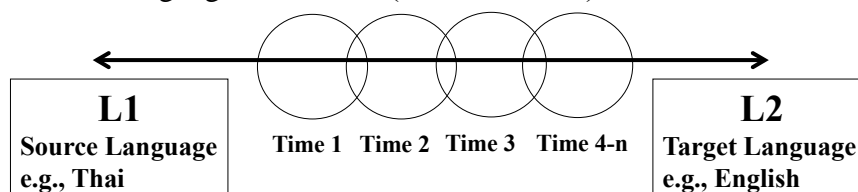
Along the continuum, the L2 learners could produce L2 language errors which could be because of (1) their L1 pragmatic norms (i.e., language specific or politeness in a particular culture as being overt or covert); and (2) their developments at a single point in time or from their learning experiences. Both (1) and (2) should be viewed as interrelated. With the continuum as its base, Selinker (1972) proposed the continuum of interlanguage phenomena which could be applied to the interlanguage studies of Cs and CRs as follows:

1. L1 transfer is the phenomenon that L2 learners use their L1 in their realizations of speech acts

2. Transfer of training is the influence of the classroom explicit and implicit instruction of pragmatic competence which affects the errors that L2 learners produce.

3. Strategies of L2 learning refer to the situations L2 learners try to simplify the concept of language use.

4. Strategies of L2 communication refer to the avoidance strategy when L2 learners try to avoid using the structures they are not sure of by repeatedly using the ones they are well understood when producing L2 speech acts or responding to them.

5. Overgeneralization of L2 linguistic materials is when L2 learners learn some language rules and try to apply them to every situation, e.g., the rule of –ed form with verbs in past tense. The application of –ed form to the verb 'go' results in the overgeneralized form of 'goed' instead of the correct irregular past tense 'went'.

Although the interlanguage phenomena, such as, (3) and (4) have been used

to explain the learners "lexical deficit" (Aston, 1993; Bongaerts & Poulisse, 1989), and speakers' personal "avoidance" (Aston, 1993; Færch & Kasper, 1983), L1 transfer has been considered as a prime phenomenon in the continuum accounted for L2 learners' idiosyncrasies in many cross-cultural and interlanguage pragmatic studies (e.g., Baba, 2010).

Research in interlanguage pragmatics studies on Cs and CRs found will focus on the comparisons and contrasts the L2 learners of high and low L2 proficiency or language experience with those of the native speakers of L2. A very little research has applied the presented phenomena on Cs and CRs. When applied, the studies usually point out L1 transfer as a predominant phenomenon in the continuum influencing L2 learners' idiosyncrasies. Other four phenomena are often overlooked. The less attention of the four phenomena received could be because those studies look at the idiosyncrasies of L2 learners as perhaps from their developments at a single point in time or from their learning experiences. They see the learners as perhaps producing features of spoken English or spoken grammar. The spoken grammar has been characterized as having six features (Hilliard, 2014). They involve (1) ellipsis; (2) heads or left-dislocation to introduce topic first; (3) tails or right-dislocation to deal with real-time processing and interactiveness of speech; (4) fillers; (5) backchannels; and (6) hedges. All features have never been extensively discussed in interlanguage pragmatic studies in Cs and CRs. It could be said that the studies only look at the learners' nature of actual problems in giving Cs or CRs from the L2 language the learners' produce and overlook the learners' L1 culture which may influence the learners' L2 language learning as Selinker (1972) sees them as interrelated and proposes them in his continuum of interlanguage phenomena as discussed earlier.

When taking contextual factors into accounts, some interlanguage pragmatics studies were found as follows. In terms of age, according to Rose's study (2000) on interlanguage pragmatic development, 7-year-old, 9-year-old, and 11-year-old Chinese children preferred acceptance strategy as their compliment responses whereas in Tang and Zhang's contrastive study (2009) of compliment responses among Australian English and Mandarin Chinese speakers

showed that Chinese adults preferred rejection or non-acceptance strategy as their compliment responses. In terms of sex differences, Sun (2002) asserted that Chinese females tend to use more polite language forms in CRs and are likely to apply more acceptance strategies than Chinese males. Chinese males tend to choose to opt out. Cedar (2006)stated that Thai males use acceptance responses more frequently than Thai females do. Cedar contended that it was because the interviewer was a female. Therefore, it is plausible that Thai males are not hesitant to show power over the female interviewer.

It appears that to the best of the research's knowledge there has been no study on Cs in the interlanguage aspects. For the CR studies reviewed so far, they clearly focus primarily on different strategies determined by speaker-hearer relationships that the L2 learners produced and reported it as a whole, and compare them to those of the native speakers of L2. Without looking closely into each group of L2 learners, for instance, the high and the low L2 language exposure, the L2 natures of actual problems in learning their L2 are hardly be better understood. As such, it would be perhaps ineffective to put the research pedagogical suggestions to action.

2.3 Metalinguistic Knowledge Theories as related to Interlanguage Studies of Compliments and Compliment Responses

Metalinguistic awareness is considered as a subset of metacognitive ability or the procedural knowledge of doing things. It is either implicit or explicit knowledge which is used to describe or explain the ability to do things. When in the process of giving explanations or involving in metalinguistic activities of the language being learned (L2), learners use their metalanguage to discuss five dimensions of language. These include aspects of sound (phonology), aspects of word (morphology), structural aspects (syntax or grammar), aspects of word meaning (semantics), and aspects of language use in contexts (pragmatics). Since the five dimensions of language could be explicitly explained, L2 learners who involve in any metalinguistic activities and explain about them using these

dimensions are recognized as having explicit metalinguistic knowledge. For implicit metalinguistic knowledge, this may include the ability of the L2 learners to comprehend through interpretation or inference, category sorting or generation, or request clarification. Therefore, it is not unusual that many research studies on metalinguistic awareness conceptualize the awareness as the explicit knowledge since it is very difficult to recognize the implicit type if the metalinguistic tasks are only a filling-in-the-blank-type. Although later on pragmatic aspect of the language is recognized as metapragmatic awareness and not as a subset of metalinguistic awareness (e.g., Caffi, 1994; Collins, 2013) , the four dimensions of language are inherently in the aspect of pragmatics as top-down language processing communication. Thus, metapragmatics should be viewed as to subscribe to the early conceptualization of metalinguistic awareness (e.g., Tunmer & Bowey, 1984) because metapragmatics is intrinsically metalinguistics.

The metalinguistic awareness or the ability to describe or give explicit comments on appropriate use of L2 in the five dimensions of language has been shown to be related to learners' L2 proficiency. The proficiency level of L2 learners appears to entail the level of their exposure to the target language. Roehr (2005) stated that metalinguistic knowledge and L2 proficiency are positively correlated. The more the level of L2 proficiency increases, the more sophistication L2 learners use metalinguistic knowledge. As observed, when speech acts are the main foci of investigation (e.g., Jordà, 2003), the studies' primary focus is on the appropriate relationship between the given linguistic choices in the metalinguistic tasks and the judgments of the respondents. The respondents are asked to tell or choose what they would say or think in each specific situation. In sum, statements about their intuitions of grammaticality or syntax, opinions, attitudes, perceptions of utterances, and abstract knowledge about the language, its structure, and its use will be used in analyzing metalinguistic knowledge. So far, only one study has been found to relate to explanations of metalinguistic knowledge of L2 learners and speech acts of Cs and CRs. Chen and Rau (2011) explored Cs and CRs of Chinese speakers of American English by focusing on how the Chinese learners of American English

perceived the 'what to say' or content and 'how to say' or form in the given Cs and CRs. The findings reveal an interesting point of the Chinese learners of English's perceptions of Cs on the verbs of positive judgments in Chinese which are more complicated than those in English (e.g., 'to like' or 'to love'). The verbs of positive judgments in Chinese are reported to have variety of nearly synonymous verbs, such as 'to compliment' or 'to admire', which affect the way the Chinese L2 learners give their judgments on the given English Cs and CRs. However, in the study of Chen and Rau, only the Chinese L2 learners of English intermediate level involved in the research. Thus, the learners' problem found could not be generalized to other groups of students in different levels of English proficiency.

Overall, despite the fact that many previous research studies have been carried out on speech act of Cs and CRs in cross-cultural perspectives (e.g., Yousefvand, 2010), very few studies highlight those in English and Thai. The very few studies focused on CRs and ignored Cs (e.g., Cedar, 2006; Gajaseni, 1994) assuming Cs are universal. Very few research studies have been done on the interlanguage aspect of Cs and CRs among Thai EFL learners (e.g., Phoocharoensil, 2012) and on exploring metalinguistic awareness of native speakers of English and Thai EFL learners by using Cs and CRs as context of situations in the study. These gaps of research studies are waiting to be addressed.

3.1.1.1 Native Speakers of English (NSs)

The representative of the NS group was Americans (AEs). There were thirty participants in the AE group: fifteen males and fifteen females. The participants were university students, English, and non-English majors (i.e., psychology, science, business management), residing in the Pacific Northwestern part of the United States (i.e., California, Oregon, and Hawaii) and never visited Thailand or were hardly exposed to the Thai culture.

3.1.1.2 Non-Native Speakers of English (NNSs)

The NNS group was Thais (TTs). There were thirty participants in the TT group: fifteen males and fifteen females. The participants were Thai university students studying in Thai universities and were non-English majors (i.e., psychology, education, engineering, Thai studies, sport sciences).

3.1.2 The Interlanguage Part: the Sample Groups

Prior to the present study, the 120 Thai participants who were university students were asked to complete the English language exposure questionnaire (see Appendix B). The questionnaire has been developed by scholars from Centre for Research in Speech and Language Processing (CRSLP), Chulalongkorn University since 2002. The questionnaire is in English language and consists of three parts. These include 1) Information about English language experience and the amount of its exposure at home and school, including English language proficiency from past till present; 2) Information about the amount of time spent on all kinds of learning methods: formal education, extra curriculum and English self-practice activities; and 3) Intensive English language exposure. To assist the Thai participants with low proficiency in English, the Thai translation of the questionnaire was provided to them. The total score of this questionnaire was 333. These were divided into 116 points for the first part, 100 points for the second part, and 117 points for the last part. This questionnaire was selected as an alternative to a standardized English proficiency test because of two main reasons. Firstly, it was cost effective as compared to a standardized English proficiency test in which it required a great deal of expenses per participant. Secondly, this

questionnaire, which was developed under the principle that the higher degree of English language exposure entails the higher degree of English proficiency. This principle has been proven in many research studies since 2002 to clearly differentiate the various language performances of learners of the high as opposed to the low exposure groups: Sudasna Na Ayudhya (2002)'s research in lexical access in bilinguals with high and low L2 exposure; Modehiran (2005)'s work in pragmatics study of correction makings by Thais and Americans; Tarnisarn (2011)'s study in English language experience and identification ability of English words with vowel reduction by Thai students; Thavorn (2011)'s research in syntactic ambiguity in English sentences by Thai students of high and low English exposure; Wong-aram (2011)'s work in word formation of Thai students with high and low English exposure; Pongprairat (2011)'s study in interlanguage English intonation in Thai learners. Thus, the scores close to 333 indicated the higher degree of English language exposure which implied the higher degree of English proficiency of the participants.

From the score results, sixty participants were selected. Thirty participants (fifteen males and fifteen females) were put in the high English exposure group or TEHs. The other thirty participants (fifteen males and fifteen females) were placed in the low English exposure group or TELs. The findings from the questionnaire indicated the descriptive statistics of English exposure scores of these two sample groups as in table 2.

Table 2. The descriptive statistics of English exposure scores of the TEHs and the TELs

Interlanguage sample groups (N=60)	English exposure questionnaire (333 Scores)			
	Min	Max	Mean	SD
30 TEHs	130	194	154	19.25
30 TELs	47	110	83	16.33

The inferential statistics of the scores as reported in table 2 reveals that the mean of the two sample groups was 118.33 with the SD at 39.73 (t = 23.07, df = 59, Sig. (2-tailed) .000). It means that there was a significant difference between the TEH and the TEL sample groups. The English exposure level of the TEHs was higher than that of the TELs. The higher English exposure level of the TEHs

was from their higher scores in all three parts of the questionnaire, especially from partaking in more English self-practice activities and intensive English courses.

3.1.3 The Metalinguistic Part: the Sample Groups

This part of the present study conducted using stratified random sampling from the three sample groups of the first two parts of the study: the cross-cultural and the interlanguage parts. The thirty AEs from the cross-cultural part were invited to participate in this part of the study. Sixteen AEs volunteered to partake. However, at the stage of interview for this part of the study, eight AEs did not come to the interview session. Consequently, only the eight AEs (four males and four females) remained. Thus, from the cross-cultural part, these eight AEs were selected. The TEHs (five males and five females) who scored in the top 1 to 5 in the English language exposure questionnaire done in the interlanguage part and the TELs (five males and five females) who scored in the bottom 1 to 5 from the questionnaire done in the same part were asked to partake in this part of the study. This method was based on the assumption that the TEHs whose scores were in the top 1 to 5 had the more exposure to English language and may perform Cs and CRs in a more target like manner while the TELs whose scores were in the bottom 1 to 5 had very less exposure to English language and may perform Cs and CRs close to the ways the TTs did. Therefore, from the interlanguage part, the ten TEHs (five males and five females) and the ten TELs (five males and five females) were selected. The total sample was twenty-eight.

3.2 Development of Research Instruments

The written Discourse Completion Task (WDCT) for the cross-cultural and interlanguage parts, and the Metalinguistic Knowledge Assessment Task (MKAT) for the metalinguistic part were developed in response to the findings from the small-scale research project conducted prior to this present study. The pilot study section below describes in brief the instruments used in the pilot project and some important findings that led to the development of the research instruments used in the present study.

3.2.1 The Pilot Study

3.2.1.1 Cross-Cultural Pilot Study

The cross-cultural pilot study was carried out to examine similarities and differences in the Thai and the American English structures and strategies in giving compliments (Cs) and compliment responses (CRs). Then, with the findings from this pilot study as the base, the WDCT was developed to elicit Cs and CRs from the participants of both cross-cultural and interlanguage parts in the present study.

The instrument used in the pilot project involved six contemporary novels: three Thai contemporary novels written by Thai authors and three American English contemporary novels written by American authors. A novel is considered by a number of theorists (e.g., Emmott, 1997; Van Dijk & Kintsch, 1983; Werth, 1999) as a representative data of spoken data in the written form that reflect real language use in situational contexts. Thus, the language that fictional characters in the novels speak in the six selected Thai and American English contemporary novels should reflect reality or production of linguistic action in context and therefore are worth exploring. The six contemporary novels were selected according to the following two criteria: content and authors' credentials.

The selection of the three Thai contemporary novels followed the two criteria:

1. Contents:

- *น้ำใสใจจริง* /naam3 saj4 caj0 cing0/ (1993) reflected college student lives as well as their lives after graduation

- *ทองเนื้อเก้า* /th@@ng0 nvva3 k@@w2/ (1987) represented lives of a low-educated, drunken woman and her well educated son where bad surrounding environments influenced the mother to continue on her problematic life with her family and other people surrounding her. However, this was not the case for the son.

- *เรือนไม้สีเบจ* /rvvan0 maj3 sii4 beet1/ (2004) portrayed lives of college students, graduates, and family lives.

2. Authors' credentials:

- The authors of these three novels included ว.วินิจฉัยกุล /w@@0 wi3nit3chaj4kun0/ and โบตั๋น /boo0tan4/. Both of them were awarded national artist awards in literatures and received many awards in writing Thai literatures.

The selection of the three American English contemporary novels was as follows:

1. Contents:

- *The Marriage Plot* (2011) reflected three college student lives as well as their lives after graduation.

- *For One More Day* (2006) represented a life of a low-educated, drunken man and his problematic life with his family and other people surrounding him.

- *The Devil Wears Prada* (2004) portrayed a life of a college graduate who got her first job in a fashion magazine.

2. Authors' credentials:

- The authors of these three contemporary novels received many awards in writing literatures. Jeffrey Eugenides received a Pulitzer prize while and Mitch Albom and Lauren Weisberger's books have been awarded international bestseller books.

Two frameworks were used to analyze the data of this pilot project: (1) pragmatic structures of Cs and CRs; (2) C and CR strategies. For (1), the pragmatic structures involved analyzing head acts [H]s and supportive moves (S)s of Cs and CRs. The [H] was defined as the nucleus of a particular speech act or the part that functions to realize the act independently (Blum-Kulka & Olshtain, 1984). In this study, [H] of Cs was the nucleus of compliment realized through positive lexical markers, e.g., adjective—nice, good, or great; verb—like, love. The [H] could also be realized through positive clauses, e.g., "I'm so proud of

you." [H] of CRs was acceptance or rejection of the given Cs., e.g., 'yes, of course', or 'no, I don't think so'. The (S) was defined as any modification that preceded or followed the [H] and affected the context in which the [H] was embedded (Blum-Kulka & Olshtain, 1984). In this study, (S) of Cs was modifications of the [H] which preceded or followed the [H]. These modifications included (1) non-straightforward compliment in which context played an important role in interpretive procedures to judge if it could be considered a compliment. Without context, the hearer could evaluate this non-straightforward compliment as asking general questions, e.g., "Where did you get this shirt?", or as initiating a conversation, e.g., "I didn't know you wear skirt."; (2) external modifications, e.g., interjections or address terms; (3) opt-out or non-verbal response, e.g., smiling, laughing, or winking. (S) of CRs only included those of (2) and (3).

After the data analysis of the pragmatic structures as described earlier, C and CR utterances under the [H] and the (S) structures were categorized into the C and CR strategies. The [H]s were mapped to the explicit C strategies and the acceptance/rejection CR strategies while the (S)s were mapped to the implicit C strategies and the deflection/evasion CR strategy.

The main C strategies in this study included explicit and implicit strategies. The explicit strategies consisted of two sub-categories: straightforward and conventional strategies. Straightforward strategy was the strategy in which at least one positive lexical marker was used. Conventional strategy was the strategy in which at least one positive clause was employed. Both straightforward and conventional C strategies were considered the non context-based strategies because it was possible for the hearer to discern that the speaker is giving a compliment. Thus, utterances with explicit or non context-based strategies were considered *overt compliments*. The implicit strategies included three sub-categories: non-straightforward, external modification, and opt out or non-verbal response. Non-straightforward strategy was the context-based strategy in which the hearer needed to infer corresponding implicature for his/her interpretation if (1) the speaker referred to the hearer's appearance or performance, or (2) the speaker referred to the third entity the hearer admires, works with, or has close

relationship with, or (3) the speaker evaluated the hearer that he or she had something of good quality, or performed good quality conducts. Therefore, utterances with non-straightforward strategy were considered *covert compliments*. External modifications included interjections, terms of address, and different kinds of speech acts supporting Cs, such as, thanking, or requesting. Opt out referred to the non-verbal responses, such as smiling or laughing.

The main CR strategies in this study included acceptance, rejection, and deflection or evasion strategies. The acceptance and the rejection strategies involved being formulaic strategy with the explicit force of the utterance allowed the C giver to understand that the C receiver straightforwardly accept or reject the given C. Therefore, utterances with such formulaic strategy were considered *overt compliment responses* in this study. Utterances such as 'yes' or 'I think so too' were classified as in the acceptance strategy whereas 'no' or 'I don't think so' were classified as in the rejection strategy. While the deflection/evasion strategy involved being non-formulaic strategy with the less explicit or implicit force of the utterance that required the C giver to interpret the CR from the C receiver. Thus, utterances with such non-formulaic strategy were considered *covert compliment responses* in this study. Utterances such as 'I just bought it', or 'it's my mother's recipe' were classified in the deflection/evasion strategy.

The findings revealed that in giving Cs and CRs both Thai and American characters used more head act [H] structures as oriented towards overtness. It means they tend to give straightforward Cs (e.g., 'nice hat' or 'I like your boots.'). It could be said that for both cultures to give a C is to perform an assertive, expressive, and positive speech act, thus, explicitness could clearly be seen in most contexts across cultures. Cs could be viewed as to give 'face-boosting', that is, Cs used to satisfy the positive face of the hearer or the speaker (Farenkia, 2012). To give a CR is to acknowledge the 'gifts from the speaker to the hearer' (Brown & Levinson, 1978), and thus could be viewed as to give 'face-enhancing (Farenkia, 2014). The face upgrade either from Cs or CRs seems to be well received in both cultures. However, in some contexts, such as giving Cs and CRs among intimates (i.e., close friend or immediate family members), American and Thai characters tended to be more covert using implicit strategies (i.e., giving

non-straightforward Cs and avoid accepting the given Cs). Whereas in vertical interactions, giving Cs between older and younger characters or responding to CRs between younger and older characters in particular, only the Thai characters were more covert using implicit strategies. The strategies involved the predominant use of address terms, such as พี่ /phii2/ or น้อง /n@@ng3/ 'sibling' as in 'พี่โจมเท่จังเลย' /phii2 coom0 thee2 cang0/ or 'brother Joam is so chic/cool', or อาจารย์ /?aa0caan0/ 'teacher' as in 'อาจารย์สวยจังเลยค่ะ' /?aa0caan0 suuaj4 cang0 lqqj0 final politeness particle/ or 'teacher is so beautiful'. The findings appear to highlight Thai cultural values on age, social status and politeness, (1) showing respect to people who are older, thus confirming the idea of Thai culture as an interpersonal and age-sensitive culture (Modehiran, 2005), and (2) having a sense of place where the speaker and the people being complimented belong (Hill *et. al* 1986).

The covertness in Cs and CRs showed that to a certain degree Cs and CRs could not be overtly used as face upgrade strategies in interactions among Thais and Americans. Thus, such covertness was used as politeness strategies in contexts of face-threatening acts (FTAs). It appeared to be off record strategy for Americans, and positive and negative politeness strategies for Thais. By giving non-straightforward Cs (e.g., 'What's your secret?') or avoiding to accept the given Cs (e.g., 'I bought this a long time ago'.) among intimates for Americans, the speakers leave room for the hearers' interpretations of the given Cs. Although this off record strategy (Brown & Levinson, 1978) gives option to the hearers, it should be used with pre-caution. The off record Cs or CRs could be used because of the assumption that both parties share the same indexical knowledge and background knowledge. Thus, this type of Cs and CRs was usually found among people of close degree of proximity in the pilot study. By stressing the address terms among Thais, the speakers express their acknowledgment of the hearers' relative age or social status and the place where they and the hearers belong. While the affective address terms such as that of kinship terms พี่ /phii2/ 'sibling' highlight positive politeness strategy (Brown & Levinson, 1978), the social deixis, such as อาจารย์ /?aa0caan0/ indicates the hearer's social identity and the

relationship between the speaker and the hearer, thus, the mark of deference which is the use of negative politeness strategy (Brown & Levinson, 1978). The findings suggested that the four contextual factors including sex, relative degree of proximity, relative age, and relative social status influence the differences in the choices of linguistic representations and politeness strategies of Thai Cs and CRs while only the relative degree of proximity tended to affect the choices of linguistic representations and politeness strategies of American English Cs and CRs.

The findings from the cross-cultural pilot study lend a great support to the design of WDCT in terms of possible situational contexts in which people give Cs and CRs. Although there are some drawbacks in using the WDCT to elicit data (e.g., Xu & Wannaruk, 2015), it enables this present study to elicit adequate data within a relative short amount of time. The WDCT also allows the data to be comparable among any sample groups either from cross-cultural or from interlanguage parts in relation to a number of different contextual factors, such as sex, relative age, relative degree of proximity, and relative social status (e.g., Blum-Kulka, 1982; Modehiran, 2005; Nurani, 2009). Apart from the four contextual factors of sex, relative degree of proximity, relative age, and relative social status which were found to affect the choices of linguistic representations and politeness strategies of both Thai and American Cs and CRs more or less, it is observed that topic of Cs is another contextual factor that should be taken into account when giving and responding to the given Cs. If they are not intimates, both Thais and Americans are more likely to give Cs and respond to the given Cs in the topics of appearance which is not very close to the body (e.g., hairstyle, shoes or watches), and of performance (e.g., singing a song, playing music, or dancing).

3.2.2 Research Instruments Used in the Study

3.2.2.1 Written Discourse Completion Task (WDCT)

a) Construction of the WDCT for the Cross-Cultural and the Interlanguage Parts

Taking the speech-style writing as found in the contemporary novels and the findings from the cross-cultural pilot study discussed earlier as its base, the WDCT design took into accounts contexts of situations and participants which may be varied as well as the topics of Cs. The context of situations dealt with the setting. The context of participants or interpersonal relationships between the speaker and the hearer dealt with static factors (i.e., sex and relative age), and dynamic factors (i.e., degree of proximity and social role). The topics of Cs involved the appearance (e.g., hairstyle/color, shoes, and earrings) and performance (e.g., dancing and cooking) as observed in the contemporary novels.

The designed WDCT consisted of three events (i.e., Event 1, Event 2, and Event 3) and thirty-two incomplete discourse sequences. Event 1 which consisted of twelve incomplete discourse sequences represented relative age and topic of compliment as independent variables. The dependent variables in this Event 1 were equal degree of proximity, same/opposite sex, and equal social status. Event 2 which included eight incomplete discourse sequences represented relative degree of proximity and topic of compliment as independent variable while equal social status and same/opposite sex were dependent variables. Event 3 which consisted of twelve incomplete discourse sequences represented the relative social status and topic of compliment as independent variables while the close degree of proximity, equal age, and same/opposite sex were dependent variables. Each event presented a brief scenario. Each discourse sequence presented a short description of different situations, specifying the topic of compliment, age, sex, social status, and degree of proximity between the interlocutors, followed by an incomplete dialogue. Participants were asked to complete the dialogue in the given context. The following examples were taken from Events 1, 2, and 3 in the WDCT (see Appendix C for the complete WDCT).

Event 1: At a Potluck Party

Richard and Anne **(**husband and wife**)** invited their colleagues to join a potluck party at their house**.** All of them had been working together on a big project for a few months**.** Before the day of the party, Richard got a new haircut**.** Anne changed her hairstyle and hair color**.** Both Richard and Anne prepared their special dishes for the party**.** All the guests also brought their food to the party**.** Everyone noticed Richard**'**s new haircut and Anne**'**s new hair color and hairstyle**.** All the guests tried each another**'**s dishes**.**

Situation 1:

Mary, who is about the same age as Richard, likes Richard's new haircut and says:

Mary:_____

Richard:_____

Event 2: A 2-day Seminar

At a lunch party, Donald and Sarah sat at their colleagues' table. All of them were at the same age, and involved in the same project as data analysts. Donald and Sarah dressed up for their presentations. Everyone had noticed their outfits when attending their presentations before the lunch party.

Situation 1:

Jane, who is Donald's close friend, loves Donald's suit and says:

Jane:_____

Donald:_____

Event 3: A 3-Day 2-Night Seminar

A dinner party was provided after the company seminar. Ryan and Barbara, who were project managers and colleagues of the same age, were asked to open the dancing. Ryan was wearing his new eyeglasses. Barbara had her new earrings on. Everyone had fun watching them dance and noticed their colleagues' new

accessories. After the dance, Ryan and Barbara were asked to join their boss' s table with some of their colleagues. Both juniors and subordinates were sitting together at the same table. All of them were of the same age. Ryan and Barbara noticed that some people at the table carried new smart phones, and others also had new eyeglasses, earrings, and watches.

Situation 1:

Julia, who is Ryan's colleague, likes Ryan's new eyeglasses and says:

Julia:_____

Ryan:_____

Based on the findings of the cross-cultural pilot study, the acts of overtly or covertly giving Cs and CRs were associated with perceptions of politeness in different situations given in the WDCT. The thirty-two situations across the three events in the WDCT were divided into the nine contexts of different weightiness or seriousness of FTAs, ranging from the context of the lowest degree of FTA to that of the highest degree of FTA. The nine contexts of FTA estimation were low D+P+R, high D, high R, high P, high P2, high P+R, high P2+R, high D, and high D+P+R as described below:

1. low P+D+R: low degree in power + degree of proximity + ranking of imposition (i.e., Close friends gave Cs to close friends on their performances.)

2. High D: high degree in degree of proximity (i.e., New colleagues gave Cs to new colleagues

3. High R: high degree in ranking of imposition (i.e., Cs given were on appearances, e.g., hairdo.)

4. High P: high degree in power (i.e., Older colleagues gave Cs to younger colleagues/ or people of opposite sexes gave Cs to each other)

5. High P2: high degree in two aspects of power (i.e., Older colleagues gave Cs to younger colleagues of opposite sexes/ or bosses/subordinates of opposite sexes gave Cs to each other.)

6. High P+R: high degree in power + ranking of imposition (i.e., Younger colleagues gave Cs to older colleagues/ or bosses/subordinates gave Cs to each other on appearances, e.g., hairdo.)

7. High P2+R: high degree in two aspects of power + ranking of imposition (i.e., Older colleagues gave Cs to younger colleagues of opposite sexes/ or bosses/subordinates of opposite sexes gave Cs to each other on appearances, e.g., hairdo.)

8. High D+P: high degree in degree of proximity+ power (i.e., New colleagues of opposite sexes gave Cs to each other.)

9. High P+D+R: high degree in power+ degree of proximity+ ranking of imposition (i.e., New colleagues of opposite sexes gave Cs to each other on appearances, e.g., hairdo.)

The thirty-two situations across the three events in the WDCT were divided into the described nine contexts of different weightiness or seriousness of FTAs as illustrated in table 3 below.

Table 3. Distribution of the nine contexts of different weightiness of FTAs in the 32-situation-WDCT

Category	FTA Estimation	Age	Proximity	Status	Sex	Imposition	Situation
	Low P+D+R	Equals	-	Equals	M-M	L	4
1	Low P+D+R	Equals	-	Equals	M-M	L	24
	High D	Equals	+	Equals	M-M	L	16
2	High D	Equals	+	Equals	F-F	L	18
	High R	Equals	-	Equals	F-F	H	7
3	High R	Equals	-	Equals	M-M	H	15
	High R	Equals	-	Equals	F-F	H	17
	High R	Equals	-	Equals	F-F	H	27
	High P	O→Y	-	Equals	M-M	L	5
	High P	O→Y	-	Equals	F-F	L	8
4	High P	Equals	-	Equals	M-F	L	10
	High P	Equals	-	Equals	M-F	L	19
	High P	Equals	-	Equals	M-F	L	30
	High P2	O→Y	-	Equals	F-M	L	2
	High P2	O→Y	-	Equals	M-F	L	11
5	High P2	Equals	-	H→L	F-M	L	22
	High P2	Equals	-	H→L	M-F	L	31
	High P2	Equals	-	L→H	M-F	L	32
	High P2	Equals	-	L→H	F-M	L	23
	High P+R	Equals	-	Equals	F-M	H	1
	High P+R	Y→O	-	Equals	M-M	H	3
	High P+R	Y→O	-	Equals	F-F	H	9
	High P+R	Equals	-	Equals	F-M	H	13
6	High P+R	Equals	-	Equals	F-M	H	21
	High P+R	Equals	-	H→L	M-M	H	25
	High P+R	Equals	-	H→L	F-F	H	28
	High P+R	Equals	-	L→H	M-M	H	26
	High P+R	Equals	-	L→H	F-F	H	29
	High P2+R	Y→O	-	Equals	M-F	H	12
7	High P2+R	Y→O	-	Equals	F-M	H	6
8	High D+P	Equals	+	Equals	F-M	L	14
9	High D+P+R	Equals	+	Equals	M-F	H	20

FTA Estimation-Low P+D+R: low degree in power+ degree of proximity+ ranking of imposition
(i.e., Close friends gave Cs to close friends on their performances.)
FTA Estimation-High D: high degree in degree of proximity
(i.e., New colleagues gave Cs to new colleagues.)
FTA Estimation-High R: high degree in ranking of imposition
(i.e., Cs given were on appearances, e.g., hairdo.)
FTA Estimation-High P: high degree in power
(i.e., Older colleagues gave Cs to younger colleagues/ or people of opposite sexes gave Cs to each other)
FTA Estimation-High P2: high degree in 2 aspects of power
(i.e., Older colleagues gave Cs to younger colleagues of opposite sexes/ or bosses/subordinates of opposite sexes gave Cs to each other.)
FTA Estimation-High P+R: high degree in power+ ranking of imposition
(i.e., Younger colleagues gave Cs to older colleagues/ or bosses/subordinates gave Cs to each other on appearances, e.g., hairdo.)
FTA Estimation-High P2+R: high degree in 2 aspects of power+ ranking of imposition
(i.e., Older colleagues gave Cs to younger colleagues of opposite sexes/ or bosses/subordinates of opposite sexes gave Cs to each other on appearances, e.g., hairdo.)
FTA Estimation-High D+P: high degree in degree of proximity+ power
(i.e., New colleagues of opposite sexes gave Cs to each other.)
FTA Estimation-High P+D+R: high degree in power+ degree of proximity+ ranking of imposition
(i.e., New colleagues of opposite sexes gave Cs to each other on appearances, e.g., hairdo.)
Age O: Older; Equals: Age equal; Y: Younger
Degree of Proximity +: Not close; -: Close
Status H: Higher status; Equals: Equal status; L: Lower status
Sex: M: Male; F: Female
Imposition H: High degree of imposition (Appearance); L: Low degree of imposition (Performance)

b) The WDCT Test for the Cross-Cultural and the Interlanguage Parts

The goals of this test were (1) to ensure that each sample group perceived each situation in the WDCT as Cs and CRs. (2) to ensure an appropriate administered time for each sample group. The WDCT test was carried out with the participation of AE, one TT, one TEH, and one TEL. The WDCT distributed to the AE, the TEH, and the TEL was in English (see Appendix D) while the WDCT provided to the TT was in Thai (see Appendix E). All names appeared in the Thai WDCT are Thai names to allow the TT to recognize the context of sex difference, whether the TT would give Cs to a man or a woman.

After the test, there was no recommendation of change in any content in the WDCT from the four participants. Although the time spent in completing the WDCT varied among the four participants, the amount of time spent on the test was acceptable to all of them. The AE and the TT completed the task in thirty minutes. The TEH completed the WDCT in forty-five minutes while that of the TEL lasted one hour and fifty minutes. Overall, the time to complete the WDCT among the four participants was approximately fifty minutes. In actual WDCT administration, although the participants were timed and no one exceeded an hour and thirty minutes, the TELs were informed that there was no time constraint for them to complete the task if they felt they needed more time. It was because the TELs appeared to need more time than the other sample groups in completing the WDCT in English. Setting a too strict time limit was thought to impede them from providing their Cs and CRs in English and completing the WDCT in English.

3.2.2.2 The Metalinguistic Knowledge Assessment Task (MKAT)

This MKAT was developed based on an important limitation of the WDCT. The WDCT was a performance-based task which allowed the researcher to only assume from the responses of the samples of the Thai learners of English whether or not they could provide comprehensible Cs and CRs in English. Only the use of the WDCT might not allow the researcher to clearly understand the learners' system of thought in giving Cs and CRs in English. In addition, the sole use of the WDCT might fail to show the actual nature of learners' problems when they

give Cs and CRs in English. Thus, the MKAT was designed to capture more precisely what the learners was thinking while giving Cs and CRs in English or their awareness of such Cs and CRs.

a) Construction of the MKAT for the Metalinguistic Part

The findings from the cross-cultural pilot study and the main study reveal the frequencies in the use of supportive moves to modify the given Cs were similarly high among the Thais and the Americans. The noticeable difference lies in the use of address terms. The Thais tend to acknowledge the hearers' relative age and the place where they and the hearers belong in interaction with more complex address terms (e.g., kinship terms, or the hearers' first names/in-group names) which clearly mark the hearer-speaker statuses and level of intimacy in interpersonal interactions. For the Americans, they tend to acknowledge the relative degree of proximity with the high frequencies in the use of the hearers' first names/in-group names.

Taking such findings as its base, the selection of Cs and CRs in the MKAT was to (1) better understand the actual nature of Thai learners of English's problems when they give Cs and CRs in English in the contexts related to relative age, social status, and degree of proximity, to (2) reveal whether such performance-based responses of the Thai learners of English in the WDCT are acceptable to native speakers of English and to them, and to (3) uncover the reasons why the learners might have difficulty in giving Cs and CRs in English in such contexts.

The selection of Cs and CRs in the MKAT was taken from Event 1 in the WDCT responses from the interlanguage part or the TEHs and the TELs' responses in English. The Event 1 consisted of twelve situations which focused on relative age (i.e., higher, equal, lower), equal social status (i.e., colleague) close degree of proximity (i.e., acquaintances and close friends), same/opposite sex (i.e., f-m, m-f, m-m, f-f), and topic of compliment (i.e., appearance—haircut/style/color and performance—cooking skill).

The total responses of the two groups for Event 1 were 720 responses. These included 360 responses from TEHs and 360 responses from TELs. It was

not possible to ask the twenty-eight participants in the metalinguistic part to express their attitudes towards the total responses. Therefore, the researcher randomly chose the twelve responses from the TEHs who scored in the top 1 to 5 in the English language exposure questionnaire done in the interlanguage part, and other twelve responses from the TELs who scored in the bottom 1 to 5 from the questionnaire done in the same part. This method was based on the assumption that the TEHs whose scores were in the top 1 to 5 had the more exposure to English language and may give their WDCT responses in a more target like manner while the TELs whose scores were in the bottom 1 to 5 had very less exposure to English language and may give their WDCT responses close to the ways the TTs did. The findings from the questionnaire indicated the difference in the English exposure scores of the top five TEHs and the bottom five TELs as in table 4 below.

Table 4. The descriptive statistics of English exposure scores of the 10 TEHs and the 10 TELs for the MKAT

Interlanguage sample groups (N=20)	English exposure questionnaire (333 Scores)			
	Min	Max	Mean	SD
	47	181	113.41	48.26

The descriptive statistics of the scores in table 4 reveal that the means of the two sample groups was 48.26. The deviation between the two groups were wide. It means that the top five TEHs and the bottom five TELs were different.

Based on the above selections of items, the MKAT consisted of twenty-four situations. Cs and CRs from situation 1 to 12 came from the selected WDCT responses of the TEHs. Those from situation 13 to 24 came from the selected WDCT responses of the TELS.

The MKAT consisted of two tasks. They were (1) 4-point Likert scale and (2) Fill-in-the-blank questionnaire. The 4-point Likert scale[2], which ranged from 0-3 (Very Improper to Very Proper), was for the participants to express their

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[2] The 4-point Likert scale, widely known as the 'forced choice method' was selected for the study to force the participants to choose the scale from 0-3 provided since there was no mid-point available. In addition, it was to eliminate the possible misinterpretation of the mid-point.

attitudes towards the given Cs and CRs. The fill-in-the-blank questionnaire was for the participants to give their reasons in expressing their attitudes the way they do.

b) The MKAT Test for the Metalinguistic Part

The goals of this test were (1) to ensure that each sample group could simply understand how to perform the tasks in the MKAT. (2) to ensure an appropriate administered time for each sample group. The MKAT test was carried out with the participation of two AEs, twenty-nine TEHs, and thirty-two TELs. The two AEs were one male and one female. Both of them were American undergraduate students in Oregon who had very little knowledge about Thai culture (personal communication). The majority of the twenty-nine TEHs and the thirty-two TELs were Thai female undergraduate students who attended an English foundation course. The MKAT distributed to the AEs, the TEHs, and the TELs was in English (see Appendix F). For the second task in the MKAT, the participants were asked to express their attitudes towards their ratings, from very improper to very proper, in the first task in their own L1 languages. That was the AEs did it in English and the TEHs as well as the TELs did it in Thai. This was to prevent a possibility that the TELs with L2 constraint may be unable to clearly express their attitudes in English.

After the test, there was no recommendation for any changes in the MKAT from all participants. Although the time spent in completing the MKAT was varied among all participants, the amount of time spent on the test was acceptable to all of them. The AE completed the task in forty minutes. The TEH completed the MKAT in forty minutes while that of the TEL lasted one hour twenty minutes. Overall, the time to complete the MKAT among all participants was approximately an hour. In actual MKAT administration, although the participants were timed and no one exceeded an hour and fifteen minutes, the TELs were informed that there was no time constraint for the TELs to complete the task if they felt they needed more time. It was because the TELs appeared to need more time than the other sample groups in completing the MKAT and setting a too strict time limit was thought to impede the TELs from completing the task.

3.2.2.3 Semi-Structured Interview for the Metalinguistic Part

After the participants completed the MKAT, they were interviewed. During the time to collect the data from the interview, there was some inconvenience in terms of time. The AEs were resided in the U.S. and there was always a time conflict when attempting to set up the face-to-face interviews via Skype. For the TEH and TEL participants, the time of interview was during the last week of the semester. Such period of time limited them in doing the face-to-face interviews and often postponed interview appointments with the researcher. Thus, the interviews were based on the participants' convenience. In addition, the interviews were not intended for the purpose of intonation research. Thus, they were conducted mainly via Gmail's chat. The interview contents were written down when the responses from the participants popped out. The interview process was to find out more details or adding additional perspectives on the participants' ratings and written comments of the Cs and CRs in the MKAT. Furthermore, when the participants provided their attitudes, they were asked whether or not any of the linguistic backgrounds (i.e., phonological, morphological, syntactical, semantic, pragmatic) helped them in so doing. In addition, it was to confirm whether or not the contextual factors of relative age, social status, and degree of proximity were important in giving Cs and CRs among them. The set interview questions used for each interview are provided below. For the AEs, the set interview questions are from 1 to 4. For the TEHs and the TELs, the set interview questions are from 1 to 5 and the interviews were conducted in Thai.

1. How did you know that people in the given situations are giving Cs and CRs? Is it because of my instructions, some words in the situations, some structures of the sentences, or other reasons? If it is word(s), please tell me what it means to you.

2. Would the length of Cs and CRs matter? Would a short C or CRs— 'great food' or 'thanks' sound good to you in the given situations?

3. To you, what are strong or good C and CR?

4. Were the factors like age, social status, intimacy, sex difference, topic of Cs important to you when giving Cs and CRs?

5. Did you think in Thai when you assessed the questionnaire? Or, did you need to translate the given situations or the Cs and CRs in Thai?

3.3 Data Collection

The data collection was conducted in two phases:

1. Subsequent to the development of research instruments, the two groups of native speakers (NSs and NNSs) were recruited according to the procedure described above. Two groups of the Thai learners of English (TEHs and TELs) were also recruited through the use of English language exposure questionnaire according to the procedure described earlier to discriminate between the high and the low English exposure groups. The WDCT was administered to the four sample groups.

2. In the second phase of data collection, the MKAT was administered to twenty-eight participants as discussed earlier, followed by the semi-structured interviews via G-mail chat.

3.4 Data Analysis

The data analysis was conducted quantitatively and qualitatively using the following procedures:

3.4.1 Quantitative Data Analysis

The quantitative analyses focused on the productions of Cs and CRs from the cross-cultural study (i.e., the WDCT responses of the AE and the TT groups), the interlanguage study (i.e., the WDCT responses of the TEH and the TEL groups), and the metalinguistic study (i.e., the MKAT responses of the selected AE, TEH, and TEL groups). These data were tabulated and calculated using descriptive statistics. The descriptive statistics included frequency count, percentage and mean scores. The inferential statistics which were analyses of

variance (ANOVA) was used only in the metalinguistic study to determine whether there were significance differences between the means of the three sample groups. This was because the findings from the metalinguistic part seemed to show no quantitative differences while those from the cross-cultural and interlanguage studies differed quantitatively more or less.

3.4.2 Qualitative Data Analysis

The qualitative analyses focused on the explanations of (1) the pragmatic structures and strategies as well as the politeness strategies of Cs and CRs by the four sample groups in the cross-cultural and interlanguage studies; (2) metalinguistic comments for the given Cs and CRs in English by the three sample groups in the metalinguistic study.

3.5 Framework of Analyses

3.5.1 Framework of Analyses of Compliments and Compliment Responses in the Cross-Cultural and Interlanguage Studies

The analyses of Cs and CRs in these two studies consisted of two main parts. The first part was pragmatic structure analyses of Cs and CRs and analyses of C and CR strategies. The second part was the analyses of politeness strategies as related to C and CR strategies.

3.5.1.1 Framework of Analysis of Compliments and Compliment Responses in the Cross-Cultural and Interlanguage Studies

3.5.1.1.1 Pragmatic Structures of Compliments and Compliment Responses

a) Head Acts [H]s of Compliments and Compliment Responses

Head acts or [H]s were defined as the nucleus of a particular speech act or the part that functions to realize the act independently (Blum-Kulka & Olshtain, 1984). The intensifications within the [H]s were indicated as internal modification to strengthen the C devices within the [H]s.

[H]s of Cs

In this study, [H]s of Cs were realized through two C devices: (1) positive lexical markers (e.g., adjective—nice, pretty, or awesome; verb—to like, to love); and (2) positive clauses (e.g., 'I'm so proud of you.').

[H]s of CRs

In this study, [H]s of CRs were realized through two CR devices: (1) acceptance (e.g., 'yes', 'certainly', or 'I think so'); (2) rejection (e.g., 'no', 'nah')

b) Supportive Moves of Compliments and Compliment Responses

Supportive moves or (S)s were defined as modifications that preceded or followed the [H] and affected the context in which the [H] was embedded (Blum-Kulka & Olshtain, 1984).

(S)s of Cs

In this study, (S)s involved two kinds of modification devices including verbal and non-verbal modifications. The verbal modification consisted of two modification devices (1) non-straightforward compliment which requires contexts to evaluate this type of C as a C (e.g., "Where did you get this blouse?" or "I didn't know you wear glasses."); and (2) external modification (e.g., interjections and address terms). The non-verbal modification involved non-verbal responses or opt out (i.e., the writing of smiling or laughter; and the drawing of emoticons). Table 5 below illustrates the framework of analysis and examples of the pragmatic structures of Cs used for this present study.

Table 5. Framework of analysis of pragmatic structures of Cs

Pragmatic Structures of Cs	Examples from English Tokens	Examples from Thai Tokens
1. [H] Only		
Single [H]	[Nice boots]	[ดี] /dii0/ good [Good]
Multiple [H]s	[Amazing!] [This is delicious.]	[สวยมาก] [น่ารักอ่ะ] /suuj4 maak2/ /naa2rak3 final particle/ beautiful much pretty final particle [Very beautiful.] [Pretty]
2. [H]+(S)	[You look beautiful.] (What's your secret?)	[ชอบทรงนี้มากเลย] (ไปตัดที่ไหนมา) /ch@@b2 song0 nii3 maak2 lqqj0/ /paj0 tat1 thii2 naj4 maa0/ like style this much beyond go cut at where come [I like this style very much.] (Where did you have it done?)
3. [H]+(S)+[H]	[I like your bag.] (Where did you buy it?) [It looks nice.]	[อร่อยฝุดๆ] (ทำเองเหรอ) (เก่งจังอ่ะ) /?0r@@j1 fut1 fut1/ /tham0 ?eeng0 rqq4/ /keng1 cang0 final particle/ delicious edge edge do yourself skillful greatly final particle [Very very delicious.] (Did you make it yourself?) [So skillful]
4. (S) Only		
Single (S)	(Where did you buy that?)	(ซื้อที่ไหนอ่ะ) /svv3 thii2 naj4 final particle/ buy at where final particle (Where did you buy that?)
Multiple (S)s	(I'm looking for the one like that.) (Where did you buy it?)	(อยากได้แบบนี้มานานละ) (ไปซื้อจากไหนนี่) /jaak1 daj2 bxxp1 nii3 maa0 naan0la3/ /paj0 svv3 caak1 naj4 nii2/ want get style this come long time go buy from where this (I long for this style.) (Where did you buy it?)
5. (S)+[H]	(Wow!) [You look wonderful today.]	(พี่ครับ) [ผมทรงใหม่เข้ากับพี่มากเลย] /phii2 polite final particle/ /phom4 song0 maj1 khaw2kap1 phii2 maak2 lqqj0/ brother polite final particle hair style new suit brother much beyond (Brother) [Your new hairstyle really suits you.]
6. (S)+[H]+(S)	(Richard) [Nice haircut!] (Where did you go?)	(คุณน้อง) [อาหารอร่อยมาก] (ไปเรียนมาจากไหน) /khun0 n@@ng3/ /?aa0haan4 ?0r@@j1 maak2/ /paj0 riian0 maa0 caak1 naj4/ Miss sister food delicious much go learn come from where (Miss sister) [Your food was very delicious.] (Where did you learn it from?)

<u>(S)s of CRs</u>

In this study, (S)s involved two kinds of modification devices including verbal and non-verbal modifications. The verbal modification consisted of two modification devices (1) non-straightforward compliment response include speech acts which could be interpreted as refocusing or redirecting the given Cs. The speech acts were adapted from the main CRs frameworks of Pomerantz (1978), Herbert (1989), and Holmes (1998); and (2) external modification. The non-verbal modification involved non-verbal responses or opt out (i.e., the writing of smiling or laughter; and the drawing of emoticons). Table 6 below describes the framework of analysis of modification devices in the (S)s of CRs in details.

Table 6. Framework of analysis modification devices in the (S)s of CRs

Types of Modification	The Verbal and Non-Verbal Modifications in (S)s of Compliment Responses
Verbal Modification	**1. Non-Straightforward Speech Acts**
	1.1 Self Praise
	1.2 Asking for Confirmation
	1.3 Downgrade/Scale Down
	1.4 Evaluation Shift
	1.5 Referent Shift
	1.6 Comment History
	1.7 C Upgrade
	2. External Modification
	2.1 Orientation and Attitudinal Devices
	2.1.1 The Use of Deictics
	person deixis (i.e., hearer's name, kinship terms, second person pronoun)
	social deixis (i.e., /khun0/+first name, 'Mr/Mrs/Miss+first name)
	spatial deixis (i.e., this, that)
	temporal deixis (i.e., today)
	2.1.2 Discourse Markers (i.e., interjections; backchannels; hedges)
	2.2 Interactional Devices
	The use of affect-connectedness speech acts
	2.2.1 Responses to non-C utterances only
	2.2.2 Elaborating of the Responses in (2.2.1)/Small Talk/New Topic
	2.2.3 Offer/Invitation
	2.2.4 Giving Support
	2.2.5 Joke
	2.2.6 Expressing Shyness
	2.2.7 Return C
	2.2.8 Expressing Gladness
	2.2.9 Flirting
	2.2.10 Promise
	2.2.11 Thanking
Non-Verbal Modification	**3. Opt Out**
	3.1 Smile, Laugh, 555, 555+
	3. 2 Emoticon (i.e., :), ><, ^-^)

Table 7 below provides details of framework of analysis of non-straightforward CRs.

Table 7. Framework of analysis of non-straightforward CRs

Type of CRs	Sub-Categories	Examples from English Tokens	Examples from Thai Tokens
Non-Straightforward CRs	Self-praise	I am always the best.	หล่อเสมอค่ะ /l@@1 sa1mqq4 final particle/ handsome always final particle **I am always this handsome.**
	Asking for confirmation	Really?	จริงเหรอ /cing0 rqq4/ true ? **Really?**
	Evaluation shift	Should it be just pretty?	แค่ดูดีก็พอมั้ง /khxx2 duu0 dii0 k@@2 ph@@0 mang3/ Just look good just enough ? **Does it just look good?**
	Downgrade/Scale Down	This is very old.	นี่ของเก่านา /nii2 kh@@ng4 kaw1 final particle/ this thing old final particle **This is old.**
	Referent shift	I got the receipt from my grandma.	คุณยายสอนมากดีค่ะ /khun0 jaaj0 s@@n4 maa0 dii0 final particle/ Grandma teach come good final particle **My grandma taught me well.**
	Comment History	I bought it from the market yesterday.	เพิ่งซื้อมาเมื่อวานเลย /phqqng2 svv3 maa0 mvva2waan0 lqqj0/ just buy come yesterday beyond **I just bought it yesterday.**
	C upgrade	This is brand new.	ใหม่ล่าสุดเลยนะ /maj1 laa2sud1 lqqj0 final particle/ new latest beyond final particle **This is brand new.**

The non-straightforward CRs were equivalent to the deflection or evasion that could be viewed as to refocus the given Cs in four aspects. They were (1) the C receiver's self-praise as in 'self-praise', (2) asking for confirmation of the given C from the C giver as in 'asking for confirmation', (3) downplaying the given C by stating the fact or shifting evaluation away from self to a third entity as in 'evaluation shift, downgrade/scale down, referent shift, comment history', (4) giving extra information on how the C receivers derive the objects or the details of the objects as in 'c upgrade'.

Table 8 below illustrates the framework of analysis and examples of the pragmatic structures of CRs used for this present study.

Table 8. Framework of analysis of pragmatic structures of CRs

Pragmatic Structures of CRs	Examples from English Tokens	Examples from Thai Tokens
1. [H] Only		
Single [H]	[Yes] / [No]	[ใช่เลย] / [ไม่หรอก] /chaj2 lqqj0/ /maj2 r@@k1/ yes beyond not at all [Yes] / [Not at all]
Multiple [H]s	[Absolutely!] [I think so too.] / [I don't think so.] [Nah.]	[ขอบคุณนะ] [คิดเหมือนกันเลย] /kh@@p1khun0 final particle/ /khit3 mvvan4kan0 lqqj0/ thank you final particle think same beyond [Thank you.] [I think so too.]
2. [H]+(S)	[Thank you.] (I like your dress too.)	[ใจมาก] (ไว้ทำให้กินใหม่) /caj0 maak2/ /waj3 tham0 haj2 kin0 maj1/ heart much next time do give eat new [Thanks a lot.] (I will make it again for you next time.)
3. [H]+(S)+[H]	[Thank you!] (Jeff) [I also think the same.]	[ขอบคุณมากค่ะ] (พี่) (หนูยังต้องฝึกอีกเยอะ) /kh@@p1khun0 maak2 polite final particle/ /phii2/ /nuu4 jang0 t@@ng2 fvk1 ?iik1 jq3/ thank you much polite final particle sister I still have to practice again much [Thank you very much.] (Sister) (I still have to practice more.)
4. (S) Only		
Single (S)	(How do you like working here?)	(ซื้อแถวบ้าน) /svv3 thxxw4 baan2/ buy near house (I bought it nearby my house.)
Multiple (S)s	(You are so sweet.) (If you need the recipe, I can write it down for you.)	(ไม่แพงนะ) (อยากได้จะพาไปซื้อ) /maj2 phxxng0 final particle/ /jaak1 daj2 ca1 phaa0 paj0 svv3/ not expensive final particle want get will take go buy (It's not expensive.) (If you want, I can take you to buy one.)
5. (S)+[H]	(Wow!) [Thank you!]	(โห้ว) [ขอบคุณครับ] /hoow2/ /kh@@p1khun0 polite final particle/ thank you polite final particle (Oow!) [Thank you.]
6. (S)+[H]+(S)	(Really) [Thanks!] (I just did my best.)	(แหม) [ขอบคุณมากเลยค่ะ] (เขินนะเนี่ย) /mxx4/ /kh@@p1khun0 maak2 lqqj0 polite final particle/ /khqqn4 final particle/ thank you much beyond polite final particle shy final particle (Oow!) [Thank you very much.] (You're making me blush.)

c) Compliment and Compliment Response Strategies

After the analysis of the pragmatic structures as presented earlier, each [H] and (S) was categorized according to its level of overtness/covertness and then to the following C and CR strategies as shown in table 9 and 10.

Table 9. Framework of analysis of C strategies

Segmentations of Pragmatic Structures of CRs and Degree of Overtness-Covertness		Main C Strategies	Sub C Strategies	Examples from English Tokens	Examples from Thai Tokens
H	Overtness	Explicit	Straightforward C	'Good'	'สวยมาก' /suuaj4 maak2/ beautiful much Very beautiful.
			Conventional C	'We're so proud of you.'	'ดีใจที่ได้เป็นพวงเดียวกัน' /dii0caj0 thii2 daj2 pen0 thiim0 diiaw0 kan0/ glad that get be team same Glad that we are on the same team.
S	Covertness	Implicit	Non-Straightforward C	'I wish I could dance like you.'	'อยากทำได้แบบเธอมั่ง' /jaak1 tham0 daj2 bxx1 thqq0 mang2/ want do get same you some I want to do the same as you did.
			External Modification	'Wow!'	'ว้าว' /waaw3/ wow Wow!
			Opt Out	'Smile'	'555' /haa2 haa2 haa2/ ha ha ha Laugh

The main C strategies in this study included explicit and implicit strategies. The explicit strategy consisted of formulaic strategy. The formulaic strategy was the non-context based strategy in which at least one positive lexical marker or clause was used, allowing the hearer to discern that the speaker is giving a C. Therefore, utterances with formulaic strategy were considered *overt compliments* in this study.

The implicit strategies included three sub categories: non-straightforward compliment, external modification, and opt out. Non-straightforward strategy was the context-based strategy in which the hearer needed to infer corresponding implicature for his/her interpretation if (1) the speaker referred to the hearer's appearance or performance, or (2) the speaker referred to the third entity the hearer admires, works with, or has close relationship with, or (3) the speaker evaluated the hearer that he or she had something of good quality, or performed good quality conducts. Therefore, utterances with non-formulaic strategy were considered *covert compliments* in this study. External modifications included interjections, terms of address, and various kinds of speech acts supporting Cs, such as, thanking, requesting, asking for information. Opt out referred to the non-verbal responses, such as the writing of smiling or laughing.

Table 10. Framework of analysis of CR strategies

Segmentations of Pragmatic Structures of CRs and Degree of Overtness-Covertness	Main CR Strategies	Sub CR Strategies	Examples from English Tokens	Examples from Thai Tokens
H	Overtness	Acceptance	Accepting/Agreeing	'Yes'; 'I think so.'	'ใช่แล้ว' /chaj2 lxxw3/ yes already 'Yes'
			Thanking	'Thank you.'	'ขอบคุณมากนะ' /khop1khun0 maak2 final particle/ thank you much final particle 'Thank you very much.'
			Appreciation Token	'I'm glad to hear that.'	'ดีใจจังที่พี่ชอบ' /dii0caj0 cang0 thii2 phii2 ch@@p2/ glad greatly that sister like 'I'm glad that you (sister) like it.'
		Rejection	Rejecting	'No'; 'Nah'	'ไม่หรอก' /maj2 r@@k1/ not at all 'Not all'
S	Covertness	Deflection/Evasion	Non-Straightforward CR	'I had it for years.'	'ซื้อมานานแล้วนะ' /svv3 maa0 naan0 lxxw3 final particle/ buy come long already final particle 'I bought it for so long.'
			External Modification	'You know'	'เฮ้ย!' /hqqj2/ hey 'Hey'
			Opt Out	'smile'; '555'; ':)'	'555' /haa2 haa2 haa2/ ha ha ha 'Laugh'

The main CR strategies in this study included acceptance, rejection, and deflection or evasion strategies. The acceptance and the rejection strategies involved being formulaic strategy with the explicit force of the utterance allowed the C giver to understand that the C receiver straightforwardly accept or reject the given C. Therefore, utterances with formulaic strategy were considered *overt compliment responses* in this study. While the deflection/evasion strategy involved being non-formulaic strategy with the less explicit force of the utterance that require the C giver to interpret the CR from the C receiver. Thus, utterances with non-formulaic strategy were considered *covert compliment responses* in this study.

3.5.1.1.2 Framework of Analyses of Politeness Strategies as Related to Compliment and Compliment Response Strategies

C and CR strategies were further categorized as related to politeness strategies following Brown and Levinson (1978)'s theoretical framework, which lists five possible strategies of doing FTAs.

1. Do the act on-record baldly, without redress;
2. Do the act on-record with positive politeness redress;
3. Do the act on-record with negative politeness redress;
4. Do the act off-record; and
5. Don't do the act.

a) Analysis of Politeness Strategies of Compliments

As the WDCT indicated clearly the intention to give a C of the speaker, (5) or don't do the act was excluded. Based on the working definition of Cs in this study, giving a C is not considered an act of (1) but (2), consequently, (1) was excluded from the framework of analysis of politeness strategies as related to C strategies. Table 11 below illustrates the framework of analysis of Cs as corresponded to the Brown and Levinson (1978)' politeness framework from (2) to (4).

Table 11. Framework of analysis of politeness strategies of Cs

Politeness Strategies of Cs	The C Strategies as Related to the Politeness Strategies
Positive Politeness (PP)	1. Straightforward C 2. Conventional C 3. External Modification Indexing Affect-Involvement-Connectedness 4. Hybrid Opt Out as Co-occurred with (1), (2), (3)
Negative Politeness (NP)	5. External Modification Indexing Deference
Off Record (OR)	6. Non-Straightforward C 7. External Modification Indexing Covertness 8. Only Opt Out

The five C strategies in table 8 were categorized into the eight C strategies in table 11 as to correspond to the three politeness strategies from (2) to (4). The following list presents sub strategies of these three main politeness strategies.

(1) Positive Politeness strategy (PP)

The PP strategy is to (a) giving verbal gift to the hearer; (b) claiming common ground; (c) conveying cooperation between the speaker and the hearer; (d) assuming or asserting reciprocity. In (a), giving verbal gift to the hearer is to give C to the hearer, either straightforward C or conventional C. In (b), the in-group identity markers, such as nickname, hearer's first name, and family address terms are used. In (c), speech acts as to convey cooperation between the speaker and the hearer, such as offer, invitation, promise, suggestion, encouragement, or responses to questions. In (d), speech acts such as thanking; expressing joy/contentment, or hybrid opt out are included.

(2) Negative Politeness strategy (NP)

The NP strategy involves (a) using hedge (e.g., 'well' or 'I would say'), and (b) giving deference (e.g., using occupational address term—'boss').

(3) Off Record strategy (OR)

Based on Brown and Levinson's study (1978, p. 213-227), giving Cs using the OR strategy involves violating the two Gricean maxims as follows.

1. Violation of the Relevance Maxim by giving hints or associate clues. That is instead of giving Cs overtly, the hearer may choose to give a hint or an

associate clue, for instance, 'You look like an Am Patcharapha.'. This instance was classified as a non-straightforward C since 'Am Patcharapha' was the name of a Thai celebrity and it requires the speaker and the hearer to share the same background knowledge of this celebrity so that the C receiver could interpret looking alike an 'Am Patcharapha' as equivalent to being 'beautiful'.

2. Violation to the Manner Maxim by using ambiguous and incomplete or elliptical utterance or using non-verbal indicators. The hearer may just smile.

Taking the description of each politeness strategy of Cs provided earlier into account, Cs do not seem to exhibit FTAs. However, when taking the degree of proximity/social distance (D), power (P), and ranking of imposition (R) proposed by Brown and Levinson into consideration, giving Cs can be FTAs when associated with degrees of exaggeration. For instance, it is possible that the exaggeration is reflected through words containing negative meaning which co-occur with positive lexical markers such as 'ridiculously beautiful 'in English or /suuaj4 wqq2 /สวยเว่อร์ beautiful over 'in Thai. This variations of C may be taken as a FTA towards the hearer's positive face when the speaker and the hearer do not know each other well .Put simply, Cs in this light could be considered impolite.

b) Analysis of Politeness Strategies of Compliment Responses

Table 12 below provides the framework of analysis of compliment response strategies which correspond to the Brown and Levinson (1978)'s politeness framework from (1) to (4). As the WDCT indicated clearly the intention to respond to a given C of the speaker, (5) or don't do the act was excluded.

Table 12. Framework of analysis of politeness strategies of CRs

Politeness Strategies in the CRs	The CR Strategies

Bald on Record-Acceptance (BA)	1. Overt Acceptance
	  1.1 Acceptance/Agreeing
	  1.2 Appreciation Tokens

Bald on Record-Rejection (BR)	2. Overt Rejection
Positive Politeness (PP)	3. Acceptance with Positive Affective 3.1 Thanking 4. External Modification Indexing Affect-Connectedness 5. Hybrid Non-Verbal Indicators (co-occurred with other linguistic devices)
Negative Politeness (NP)	6. External Modification Indexing Deference
Off-Record (OR)	7. Non-Straightforward Speech Acts 8. Only Non-Verbal Indicators (occurred by itself)

The eight sub CR strategies as shown in table 12 were related to the four main politeness strategies. These included (1) Bald on Record as (a) Bald on Record-Acceptance (BA) and (b) Bald on Record-Rejection (BR); (2) Positive Politeness (PP); (3) Negative Politeness (NP); (4) Off Record (OR). The following list presents sub strategies of these four main politeness strategies.

(1) Bald on Record

(a) Bald On Record-Acceptance strategy (BA)

This BA strategy is to overtly accept the given Cs by uttering utterances that have the force of acceptance or agreement, for instance, "I think so too." or "I agree with you."

(b) Bald on Record-Rejection strategy (BR)

The BR strategy is to overtly reject the given Cs by uttering utterances that have the force of non-acceptance or disagreement, for instance, "Nah." or "No, I don't think so.

(2) Positive Politeness strategy (PP)

The PP strategy is to (a) claiming common ground; (b) conveying cooperation between the speaker and the hearer; (c) assuming or asserting reciprocity. In (a), speech acts to claim common ground, such as joke, and the in-group identity markers, such as nickname, hearer's first name, and family address terms are used. In (b), speech acts as to convey cooperation between the speaker and the hearer, such as offer, invitation, promise, suggestion, encouragement, or

responses to questions, and the inclusive 'we' instead of 'I' or 'you' to include both the speaker and the hearer in the activity are used. In (c), speech acts such as thanking; returning compliments; expressing joy/contentment are included.

(3) Negative Politeness strategy (NP)

The NP strategy involves (a) being conventionally indirect (e.g., using modal verb form—could or would in request), (b) using hedge (e.g., 'well' or 'I would say'), (c) giving deference (e.g., using occupational address term—'boss'), and (d) making an apology.

(4) Off Record strategy (OR)

Based on Brown and Levinson's study (1978, p. 213-227), giving CRs using the OR strategy involves violating the four Gricean maxims as follows.

1. Violation of the Relevance Maxim by giving hints or associate clues. That is instead of giving CRs overtly, the hearer may choose to give an associate clue about it, for instance, 'I bought them a long time ago.' in response to the given C of 'nice shoes'.

2. Violation of the Quantity Maxim by understating. That is to say the hearer may choose to downgrade the given Cs by saying 'It's very old now.' in response to the given C of 'I like the blouse you are wearing today!'.

3. Violation of the Quality Maxim by using metaphors or rhetorical questions. The hearer may choose to ask rhetorical question back to the C giver as in 'Should it be my earrings fit the blouse? in response to the given C of 'Your blouse goes well with the earrings!'.

4. Violation to the Manner Maxim by using ambiguous and incomplete or elliptical responses. The hearer may choose to just 'smile' in response to the given C of 'you look beautiful today!'

Taking the description of each politeness strategy of CRs provided earlier and the degree of proximity/social distance (D), power (P), and ranking of imposition (R) proposed by Brown and Levinson into accounts, giving CRs can be FTAs. For instance, using only a curt 'no' to reject the given Cs when the speaker and the hearer do not know each other well may threaten the speaker's positive face and thus CRs in this light could be considered impolite.

3.5.2 Frameworks of Analyses of Responses from the Metalinguistic Knowledge Assessment Task (MKAT)

3.5.2.1 Framework of Analysis of the 4-Point Likert Scale Mean Ratings

This framework of analysis emerged when the researcher analyzed and attempted to categorize the data according to the mean ratings of im/properness. The judgments of the given Cs and CRs from the 4-point Likert scale ranging from 0 to 3 (very improper to very proper) were placed along the continuum as shown in figure 4 below:
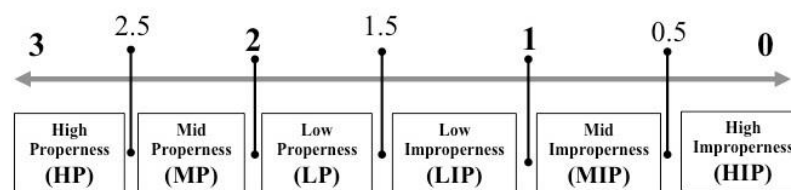
Figure 4. Framework of analysis of ranking of im/properness in Cs and CRs

The judgment of im/properness of the given Cs and CRs were ranked according to the following mean ratings:

- 0.00-0.50 = the high improperness (HIP)
- 0.51-1.00 = the mid improperness (MIP)
- 1.01-1.50 = the low improperness (LIP)
- 1.51-2.00 = the low properness (LP)
- 2.01-2.50 = the mid properness (MP)

- 2.51-3.00 = the high properness (HP)

3.5.2.2 Framework of Analysis of the Metalinguistic Comments

Kamiloff-Smith (1986) proposed four levels of metalinguistic awareness which included one level of implicit awareness or a level of non-awareness, and the other three levels of explicit awareness: primary, secondary, and tertiary awareness. These levels were proposed to represent the emerging phases of conscious access to metalinguistic knowledge. This model has been applied in many studies in metalinguistics and metapragmatics (e.g., Baroni & Axia, 1989; Collins, 2013) because it argues against the dichotomy of implicit and explicit knowledge. The application of the model in later studies was adjusted to the developmental stages of awareness ranging from non awareness, primary explication, linguistic marker awareness, to pragmatic rules awareness. Since the primary aim of this current study was to examine the metalinguistic awareness among the native speakers of English and the Thai EFL learners, these scholars' frameworks were appropriate to apply as the framework of analysis. The framework of this present study is presented along the continuum as shown in figure 5 below.

Figure 5. Framework of analysis of metalinguistic comments of Cs and CRs
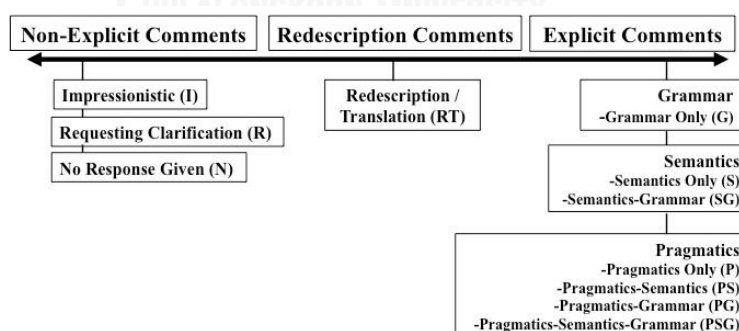
There were three main types of comments along the continuum starting from the non-explicit comments, redescription comments, to the explicit comments. Since the learning L2 languages is not static and although there could be categorized into developmental stages, its dynamic nature of the learners' language abilities could move towards either end of the continuum at any stages

of learning L2 languages. Thus, putting the types of comments along the continuum could best capture the dynamic language abilities of the TEHs and TELs in this study.

Non-explicit comments were the type of comments in which the participants gave covert or unclear reasons of why the given Cs or CRs were judged as im/proper or in-between, they requested clarification, or they gave no response at all. Three sub categories of the non-explicit comments included impressionistics (I), request clarification (R), and no response given (N). Their details were put as follows:

- 'I' involved the participants' comments such as "I think", "I believe", "I feel it is right", or "It's common to say" (Isarankura, 2008).
- 'R' involved the participants' guesses, questions, and suggestions of something to the given Cs or CRs. It could be "Do you mean…", "Should it be…?", "Which one?".
- 'N' included when the participants showed no signs of reasons towards the given Cs or CRs, such as "I don't know.", or they wrote down just "Appropriate" or "Proper" or they left the space provided for comments in the MKAT blank.

Redescription comments were the type of comments in which the participants re-described or translated what happened in the given situations or as put redescription/translation (RT) in figure 5. In this category, the participants tried to describe the given situations again in their own words or translate them in their own L1 which may be the case for the TELs.

Explicit comments were the type of comments in which the participants gave overt or clear reasons of why the given Cs or CRs were judged as im/proper or in-between. Three sub categories of the explicit comments included grammar, semantics, and pragmatics. Their explanations were detailed as follows:

- The comments were classified in the 'grammar' sub category when the participants identified sentence structures of the given Cs or CRs. For instance, one TEL gave his following comment, " 'you' should be followed by 'are'. It is wrong of saying 'You so lovely with new haircut." By stressing the subject-verb agreement of 'you are', this comment was put in the 'grammar' sub category as 'grammar only or G'.

- The comments were categorized in the 'semantics' sub category when the participants identified words or markers and/or their meanings in the given Cs or CRs. For instance, one TEH gave her following comment, "This is good compliment. The word 'amazing' means that the person likes the food. So, this is a proper compliment indeed.". By commenting on the meaning of the positive lexical marker 'amazing', this comment was put in the 'semantics' sub category as 'semantics only or S'.

- The comments were classified in the 'pragmatics' sub category when the participants identified contextual factors or pragmatic rules, such as age, or rules of politeness in the given situations. For instance, one AE provided his following comment, "They were same age. So, the compliment and response are appropriate to the situation." When the comment was related to age as one of the contextual factors, the given comment was categorized as in the 'pragmatics' sub category as 'pragmatics only or P'.

However, the participants may provide more than one category of comment. Therefore, it was possible that in the semantics sub category, there could be semantics-grammar (SG) classification. In the pragmatics sub category, there could be pragmatics-semantics (PS), pragmatics-grammar (PG), and pragmatics-semantics-grammar (PSG) classifications. For instance, "the compliment is appropriate. The use of 'like' means positive. Although the grammar is a bit off for 'could you please tell me where is the barbershop?' but it doesn't interfere with the communication." By stressing the meaning of the

positive lexical marker 'like' and the grammar, this comment was categorized as 'SG'. Or "Lovely is a bit flirtatious of a word to be using with someone who is older. So lovely is a bit strong of a compliment for someone who is a lot older. Lovely is only used with women." was categorized as 'PS' because the comment dealt with the explanations of word meanings, age, and gender. Or "Even though June's comment is simple, it accounts for more since she is older. The grammar is also a little off." was categorized as 'PG' because the comment involved the explanations of age and grammar. Or "Anne's response is appropriate because both are colleagues. Although the grammar/spelling is incorrect, the overall meaning of 'you well come' is acceptable.". By explaining about the degree of proximity or social status as ones of the contextual factors, grammar, and meaning, this comment was categorized as 'PSG'.

3.5.3 Inter-Rater Reliability

To attain inter-rater reliability in cross-cultural, interlanguage, and metalinguistic stages, 10% of completed WDCT and MKAT responses were randomly selected from each group of participants as representative samples. The total of 7,688 WDCT responses (3,844 Cs and 3,844 CRs) was collected. It consisted of 1,922 responses (961 Cs and 961 CRs) from each group of participants. Thus, for the cross-cultural and the interlanguage parts, 194 WDCT responses (ninety-seven Cs and ninety-seven CRs) were randomly selected from the TT, AE, TEH, and TEL groups as representative samples. The total of 144 MKAT responses (seventy-two comments on Cs and seventy-two comments on CRs) was collected. It involved forty-eight responses (twenty-four comments on Cs and twenty-four comments on CRs) from each group of participants. Therefore, for the metalinguistic part, six MKAT responses were randomly selected from the AE, TEH, and TEL groups as representative samples. These samples were coded by two Thai bilingual researchers based on the frameworks of analyses as stated earlier. One of the coders was the researcher of this study. Disagreements in coding were resolved and clarifications were made through extensive discussions.

CHAPTER IV
CROSS CULTURAL STUDY

Chapter four consists of two main parts: (4.1) compliments or Cs; and (4.2) compliment responses or CRs. Each main part involves the findings in the two aspects as follows:

1. The pragmatic structures of Cs and CRs

    1.1 The [H]s in the pragmatic structures of Cs and CRs

    1.2 The (S)s in the pragmatic structures of Cs and CRs

    1.3 The C and CR strategies derived from the [H]s and the (S)s in the pragmatic structures

2. The politeness strategies of Cs and CRs

    2.1 The overall politeness strategies in Cs and CRs

    2.2 The politeness strategies in Cs and CRs of nine different weightiness of face threatening acts (FTAs): low D+P+R, high D, high P, high R, high D+P, high P2, high P+R, high P2+R, and high D+P+R

The chapter begins with the presentations of the TTs' Cs in the two aspects, followed by those of the AEs. Then, the comparisons of the two groups' Cs in the two perspectives will be discussed. The TTs' CRs in the two aspects are stated, followed by those of the AEs. The comparisons of the two groups' CRs in the two aspects are then discussed. A summary of the cross-cultural study of Cs and CRs among the TTs and the AEs is provided.

4.1 Compliments by the TTs and the AEs

4.1.1 The Overall Pragmatic Structures of Cs by the TTs

The overall pragmatic structures of Cs by the TTs reveal the dynamic patterns of their acts of giving Cs as illustrated in table 13 below.

Table 13. The pragmatic structures of Cs by the TTs

Pragmatic Structures of the TTs' Cs	Sample Group TTs	
	Tokens	%
H Only	**321**	**33.58**
Single [H]	273	28.56
Multiple [H]s	48	5.02
[H]+(S)	**123**	**12.86**
[H]+(S)+[H]	**9**	**0.94**
Subtotal	**453**	**47.38**
(S)+[H]	**375**	**39.23**
(S)+[H]+(S)	**82**	**8.58**
S Only	**46**	**4.81**
Single (S)	20	2.09
Multiple (S)s	26	2.72
Subtotal	**503**	**52.62**
Total	**956**	**100**

Table 13 illustrates that overall in giving Cs the TTs tended to use the (S)-oriented structures at 52.62% with the (S)+[H] structure as their most preferred structure at the highest frequency of 39.23%. The TTs' preferences towards this type of structure could suggest that to some extents the TTs did not give curt Cs but were more likely to extend their Cs. The [H]-oriented structures were also employed by the TTs at 47.38% with the [H] Only structure as their most preferred structure at the highest frequency of 33.58%. The TTs' preferences towards this type of structure could suggest that to other extents the TTs were more likely to give curt Cs. Although the percentages suggest that the TTs tend to be more covert-oriented in giving Cs, the percentage gap between the (S)-oriented and the [H]-oriented structures is not that wide. The gap is about 5%.

The TTs' six pragmatic structures are exemplified below from (1) to (8).

(1) **Single [H]**

(In an office seminar, a female colleague who started to work in the office for a few days gave a compliment to her male colleague on his presentation.)

[คุณเสนองานได้ดีมากเลยค่ะ]

[You presented your work very well (polite final particle)]

[H]

(2) **Multiple [H]s**

(In an office party, a male colleague who started to work in the office for a few days gave a compliment to his female colleague on her outfit.)

[ชุดสวยมากครับ] [เหมาะกับพราวที่สุดเลยครับ]

[Your dress is very beautiful (polite final particle)] [It fits you the best (polite final particle)]

                     [H]   [H]

(3) **[H]+(S)**

(In a potluck party, an older male colleague gave a compliment to his younger male colleague on the food he brought to the party.)

[อาหารของคุณนี่อร่อยดีนะครับ] (ธีระ)

[This food of yours is very delicious (polite final particle)] (Theera)

                       [H]   (S)

(4) **[H]+(S)+[H]**

(In an office party, a female close friend gave a compliment to her female close friend on the earrings she was wearing.)

[ต่างหูของเธอสวยมากเลยนะ] (ริน) [เหมาะกับเธอมากเลย]

[Your earrings are very beautiful (final particle)] (Rin) [They fit you very well]

               [H]   (S)   [H]

(5) **Single (S)**

Both (5) and (6) occurred in an office party where a male boss liked the mobile phone of his male subordinate and said the followings.

(โทรศัพท์รุ่นอะไรครับ)

(What model is this mobile phone (polite final particle))

                   (S)

(6) **Multiple (S)s**

(โทรศัพท์รุ่นใหม่) (ซื้อที่ไหนเหรอ) (รุ่นอะไรวะ)

(The new mobile phone)   (Where did you buy it?) (What model is it (final particle)?)

          (S)   (S)   (S)

(7) **(S)+[H]**

(In an office party, a male boss gave a compliment to his female subordinate on her opening dance for the party.)

(คุณริน) [เต้นเก่งจัง]

(Miss Rin) [You dance very smartly]

   (S)   [H]

(8) **(S)+[H]+(S)**

(In a potluck party, an older female colleague gave a compliment to her younger female colleague on the food she brought to the party.)

(พี่ว่า) [อาหารวันนี้รสชาติถูกปากพี่มากน่ะ] (ใครทำเอ่ย)

(I would say) [The taste of today's dish is really great (final particle)] (Who made it?)

   (S)   [H]   (S)

     Examples (1) to (8) provide the sequences of pragmatic structures of Cs found in the TTs' data which subscribe to the previous study of Manes and Wolfson (1981). It is that Cs can occur at the beginning, in the middle, or at the end of an interaction.

     The following section provides a closer look into the [H]s and the (S)s which constitute those pragmatic structures of the TTs' Cs.

4.1.1.1 The [H]s in Cs by the TTs

1083 [H]s were found in the TTs' C data. Positive lexical markers and positive clauses were found as C devices in the [H]s. Table 14 below illustrates the frequency distribution of positive lexical markers and positive clauses found in the TTs' Cs.

Table 14. The frequency distribution of positive lexical markers and positive clauses in the [H]s of TTs' Cs

	Sample Group TTs	
C Devices in the [H]s	Tokens	%
Positive Lexical Markers	1081	99.81
Positive Clauses	2	0.19
Total	1083	100

Table 14 reveals that the use of positive clauses as C devices was below one per cent. Only the two positive clauses were found in the [H]s and in the same situational context where a female new employee gave a C to her new male colleague on his presentation in an office seminar. As observed in the pilot study, the positive clauses, such as "I'm so proud of you.", were uttered among non-intimates in the context of high achievement of performance or unexpectedly high quality of performance, such as qualifying for graduation, receiving a promotion, or performing a show (Worathumrong & Luksaneeyanawin, 2015, 2016). Thus, when the situational context was along the same line as unexpectedly high quality of performance, it was likely that non-intimates, i.e., new colleagues as in this context used the positive clauses. The examples of the two positive clauses were provided in (9) and (10) below.

(9)

วันนี้ คุณเสนอรายงานได้ดีมากเลยค่ะ ฉันนับถือ

Today, you present so well (polite final particle). I am respectful.

(10)

การรายงานของคุณเข้าใจง่ายมาก ฉันรู้สึกเป็นเกียรติที่ได้มาทำงานร่วมกับคุณค่ะ

Your presentation is really easy to follow. <u>I feel honor to work with you (polite final particle)</u>.

Table 14 also shows that positive lexical markers were the most frequently used C devices. The top five frequent used positive lexical markers were /dii0/ 'good', /suuaj4/ 'beautiful', /ch@@p2/ 'to like', /a1r@@j1/ 'delicious', and /keeng1/ 'smart', respectively. The positive lexical markers found in the [H]s are seen as to be carried by four word classes: (1) adjectival verbs (Matisoff, 1973) or as (Prasithrathsint, 2000) defined them as having syntactic criterion of verb and semantic criterion of adjective; (2) verbs; (3) adjectives; (4) adverbs. Among the four word classes, it is observed that adjectival verbs occur more than 70% in the [H]s. Such occurrence could suggest that in Thai Cs could simply be recognized and comprehended by the hearer when the positive adjectival verbs are used.

Some positive lexical markers which were not previously found in the cross-cultural pilot study but were present in this main study included เกร๋ /kree4/ แมทช์ /mxxt1/ มันส์ /man0/ แซ่บ /sxxp2/ ล้ำ /lam3/ จ๊าบ /caap3/ เฟี้ยว /fiiaw3/ เซ็กซี่ /seek3sii2/ เพอร์เฟ็ค /phq0feek1/ เป๊ะ /pe3/ ฟิน /fin0/ ฟรุ้งฟริ้ง /frung3fring3/ โปร /proo0/ อะโก้โก้ /?a1koo0koo2/ ไอดอล /?aj0d@@n2/ เชฟ /cheep3/ ชดชวาล /chot3cha0waan0/ แวววาว /wxxw0waaw0/ เทพ /theep2/ อเมซิ่ง /?a1mee0sing2/ บราโว่ /braa0woo2/. These positive lexical markers are observed to be used among Thai teenagers, college students who were the participants in this study, urbanized people, and the Thai contemporary media. Wierzbicka (1986) contended that lexicon tended to change more quickly than grammar in response to changes in the social reality. Noticeably, some positive lexical markers presented above are borrowed from the Western languages, i.e., แมทช์ /mxxt1/ เซ็กซี่ /seek3sii2/ เพอร์เฟ็ค /phq0feek1/ ฟิน /fin0/ โปร /proo0/ ไอดอล /?aj0d@@n2/ อเมซิ่ง /?a1mee0sing2/ from the English language, and อะโก้โก้ /?a1koo0koo2/ เชฟ /cheep3/ บราโว่ /braa0woo2/ from the French language. The data suggests some significant characteristics or linguistic outcomes of 'language in contact' (Sankoff, 2001) at the lexical level as the globalized world wheels which results in lexical borrowing—แมทช์ (match), เซ็กซี่ (sexy), เพอร์เฟ็ค,

(perfect), ไอดอล (idol), อเมซิ่ง (amazing) บราโว่ (bravo) อะโกโก้ (a go go), and เชฟ (chef), or in alterations of the borrowed words as to shortening them—ฟิน (/fin0/ from finale), and โปร (/proo0/ from professional).

Syntactically and pragmatically speaking, the TTs' Cs were observed to be in the four following forms:

1. Declarative clause with subject+hearer-oriented

   [NP copula 'be'/ VP/ ADJ-V NP ADJ/ADV (intensifier) (final particle)]

   [คุณ   เสนอ   รายงาน   ดี   (มาก)]

   [you   presented   your report   well   (much)]
   NP   VP   NP   ADV   (intensifier)

2. Declarative clause with subject+speaker-oriented

   [NP VP NP (intensifier) (final particle)]

   [ฉัน ชอบ   ท่าเต้นแก   (จริงๆ เลย)   (นะ)]

   [I   like your dance step (really really beyond) (final particle)]
    I   VP   NP   (intensifier)   (final particle)

3. Declarative clause without subject+hearer or object-oriented

   [copula 'be'/ VP/ ADJ-V (ADJ/ADV) (intensifier) (final particle)]

   [อร่อย   (อ่ะ)]

   [delicious (final particle)]
     ADJ-V   (final particle)

4. Declarative clause with subject, Question tag+hearer or object-oriented

   [NP copula 'be'/ VP/ADJ-V   ADJ/ADV, Tag Question]

   [ทรงผม   สวย   เนอะ]

   [Your hairstyle beautiful,   is it?]
        NP   ADJ-V,   Tag Question

The four syntactical forms of the TTs' Cs found were similar to those found in the previous studies on Cs (e.g., Manes & Wolfson, 1981). In giving Cs among the TTs, the speaker could use direct syntactical forms of Cs which are oriented towards the hearer or the speaker as in 1 and 2. In addition, the speaker could employ a more indirect syntactical form of Cs or elliptical construction of subject NP or as subjectless and put the emphasis on the use of ADJ-V which opens a floor for the hearer to interpret the given C as either directed towards the hearer or shifted towards the complimented object as in 3. It could be viewed in terms of spoken grammar where the speaker and the hearer share the same knowledge of such incomplete sentence of C. Furthermore, the TTs could use the forms of declarative sentences with question tags in giving Cs as in 4. The use of question tag in giving Cs was also found in the cross-cultural pilot study. Although the use of question tag as in 4 indicates that the speaker expresses the C with a confidence that the hearer will feel the same way, such use could be viewed as another more indirect way to give Cs by giving more options for the hearer to respond or not to do so. It is observed that the direct syntactical forms with hearer/speaker-oriented perspectives were used across all situational contexts. The more indirect forms of Cs were often co-occurred with the more direct forms of Cs across all situational contexts. When the more indirect forms of Cs occurred by themselves, they were used among close friends or people whom they have just known for a few days. It could be stressed that when the more indirect way of giving Cs reflecting in the forms occurred by itself, it could be at both ends of the proxemic relationship between the speaker and the hearer—the closest to the speaker and the farthest from the speaker perspective.

Semantically speaking, the positive lexical markers seem to have their metaphorical extension which derived from the five metaphorical concepts. They are visual perception, myth, excitement, gustation, and embodiment (i.e., heart and mouth). It is observed that the positive lexical markers containing perceptual sense (e.g., สวย /suuaj4/ 'beautiful'; น่ารัก /naa2rak3/ 'pretty'; แวววาว /wxxw0waaa0/ 'bright') is the most frequently used metaphorical expressions in the TTs' Cs. It is to represent the speaker's perception on positive qualities of the hearer or things the hearer possess. The use of positive lexical markers involving mythical concept

speaks of the speaker's mind or imagination towards positive qualities or things that the hearer perform or possess (e.g., เทพ /theep2/ 'god-like' วิเศษ /wi3set1/ 'wonderful'). The use of positive lexical markers containing excitement concept (e.g., สนุก 'fun') points to the speaker's feeling of eager enthusiasm in the hearer's positive qualities or things the hearer possess. The use of positive lexical markers which correspond to gustation concept represents the speaker's feeling towards positive qualities of the hearer or things the hearer possess through taste sensation (e.g., แซ่บ /sxxp2/ 'spicy'. Pragmatically speaking, the use of visual perception, mythical, excitement, and gustation metaphorical concepts in the [H]s of TTs' Cs could be viewed as to focus on the hearer-oriented and object-oriented perspectives. Through the two perspectives, Maíz-Averelo (2013, pp. 746-753) put the hearer-oriented perspective as giving 'true or unquestionable fact', and the object-oriented perspective as 'ellipsis or co-constructing evaluation'.

While the four metaphorical concepts express the speaker's perceptual and mental experience as well as positive feelings through sensations, the heart and the mouth speak of the metaphorical location of a feeling or emotion in human's body or embodiment. The heart or ใจ /jai0/ and the mouth or ปาก /paak1/ concepts represent in the [H]s of TTs' Cs could be viewed as to conceptualize 'a living organism or personification' (Perez, 2008). The heart and the mouth could be struck or captive as exemplified in (11) and (12).

(11)
(In an office party, a male supervisor gave a compliment to a female subordinate on her opening dance for the party.)

ริน   เต้นได้<u>กระชากใจ</u>มาก

Rin   Your dance really <u>captures my heart</u>.

(12)
(In a potluck party, an older male colleague gave a compliment to a younger female colleague on the food she brought to the party.)

ถูกปากมากเลย

This dish is really struck in my mouth.

The heart in (11) could also be perceived as to conceptualize the core place where something important happen because heart is vital for human survival and is situated in the chest almost close to the center of the body (Perez, 2008, pp. 41-42). The heart and mouth expressions as shown in (11) and (12) can reveal significant aspects of affective and emotive in giving Cs among the TTs by using sensations and embodiment. Pragmatically speaking, the use of heart and mouth metaphorical concepts in the [H]s of TTs' Cs concentrates on the speaker-oriented perspective or as Maíz-Averelo (2013, pp. 746) called, giving 'affective fact'. In this regard, 'to capture my heart' or 'to be struck my mouth' found in the [H]s of TTs' Cs could be categorized among the verbal processes of affection (e.g., 'to like' or 'to love') and thus oriented towards the speaker's affective fact of the hearer.

The closer look at the [H]s reveals that to a certain degree the level of positive value of a C increased or reinforced through the use of strengthening devices within the [H]s. The following section presents these strengthening devices as the internal modification of the [H]s which are evidence of the intensification phenomena.

4.1.1.1.1 The Internal Modification in the [H]s of Cs by the TTs

The levels of intensity in positive values in the TTs' Cs were increased or reinforced through the use of strengthening devices. The strengthening devices found in the data are presented below according to the four levels of language descriptions. They include (1) intensification through phonological and orthographical representations; (2) intensification through morphological devices; (3) intensification through lexical representations; (4) intensification through syntactical patterns.

Based on the four levels of language descriptions, eight types of strengthening devices were used as the internal modification as follows:

(1) The intensification through phonological and orthographical representations

    (1.1) intonation in compliments

    (1.2) prosodic stress through the use of exclamation marks

(2) The intensification through morphological devices

    (2.1) the use of comparatives

    (2.2) the use of suffixes for intensification

    (2.3) repetition

(3) The intensification through lexical representations

    (3.1) the use of adverbs of degree

    (3.2) the use of swearwords/ taboo words/vulgarisms

(4) The intensification through syntactical patterns

    (4.1) repetition of syntactical patterns

(1) The intensification through phonological and orthographical representations

The intensification through phonological and orthographical representations involved two types of strengthening devices: (1.1) intonation in compliments; (1.2) prosodic stress through the use of exclamation marks as in (13) and (14).

(13)

(In a potluck party at a colleague's house, after an older female colleague tasted the food a younger male colleague made, she gave him a compliment.)

อร่อยมว้าก

/?a1raaj1mw@@k2/

      v (fall-rise)

In (13), the consonant /w/ was added to follow the first consonant /m/. In spoken language, the added consonant may affect the intonation of the word. Usually, the word /m@@k2/ or 'very much' has its fall intonation. When added

the consonant /w/, the intonation changes to fall-rise intonation. Poonlarp (2009, p. 37) stated that the fall represents finality while the rise represents non-finality. It could be said that the fall-rise intonation of /mw@@k2/ is to reinforce the lexical meaning of 'very much' while limiting its lexical meaning to only 'very much'.

(14)

(In an office seminar, a male employee gave a compliment to his female close friend on her presentation.)

เจี้ยม!!

The word /ciiam2/!! or 'super' came from the change in the first consonant of the word from /j/ to /c/. The change in the first consonant is a phenomenon found among the Thai teenagers or college students. The use of exclamation mark at the end of the word is to express and intensify excitement. The level of excitement is increased even more with the double exclamation marks !! used in this example. In written language, especially in the formal writing, it is advised to use exclamation marks sparingly as possible (Translation, 1997). However, in a speech-style writing (e.g., Facebook), the use of exclamation mark to express and intensify excitement could be widely seen.

(2) The Intensification through Morphological Devices

The intensification through morphological devices included three strengthening devices. They were (1) comparatives; (2) the use of suffixes for intensification; and (3) repetition as exemplified in (15) to (18).

(15)

(In a potluck party at a colleague's house, a male close friend gave a compliment to his male close friend on the food he made for the party.)

เห้ย   อาหารอร่อยมากเลย   ฝีมือพัฒนา<u>ขึ้นอีก</u>แล้วนะ

Hey Your dish is very delicious. Your cooking skill is much <u>more</u> improved (final particle).

In (15), the speaker used the underlined adverb '<u>ขึ้นอีก</u>' or 'more' to compare the hearer's current cooking skill to that of the past one. Apart from the comparison wise, the use of '<u>ขึ้นอีก</u>' suggests the high frequency in interaction between the speaker and the hearer.

(16)
(In an office party, a male colleague gave a compliment to a female colleague after she finished her opening dance for the party.)

คุณริน   คุณนี่   เต้นได้<u>มันส์</u>มากเลย

Miss Rin You! You dance <u>with great</u> fun.

The underlined word <u>มันส์</u> or 'with great fun/ very or extreamly fun' is an example of the use of suffix ส์ or –s, a clear English derivative, to intensify the adverb 'มัน' 'fun'. This pattern has been said to gain popularity among Thai teenagers and is on its way toward grammaticalization (Poonlarp, 2009, p. 40).

(17)
(In a potluck party at a colleague's house, a young male colleague gave a compliment to an older male colleague on his new hairstyle.)

ผมทรงเก๋<u>เว่อๆ</u>

    <u>/wqq2 wqq2/</u>

The hair style is chic <u>too much too much</u>

The repetition of เว่อร์ เว่อร์ /wqq2 wqq2/ 'too much too much' is marked by the repeat sign 'ๆ'. Poolarp (2009) stated that the reduplication of intensifiers, such as 'too much too much' with the repeat sign 'ๆ' are quite common in Thai. The second 'too much' tends to reinforce the intensity of the first 'too much'. Although /wqq2/ is considered a negative intensifier as it indicates the speaker's judgment of a certain quality, state, or behavior, its collocation with the lexical marker with positive value as เก๋ /kee4/ or 'chic' could have a strong emotive meaning.

(18)

(In a potluck party at a colleague's house, a female colleague gave a compliment to a female colleague of the same age on her new haircut.)

ตัดผมร้านไหนมาคะเนี่ย <u>ดี๊ดี</u>

<u>/dii3 dii0/</u>

Where did you have your haircut? <u>Good good</u>

(18) is an evidence of reduplication with pitch change which suggests 'intensifying reduplicatives' (Luksaneeyanawin, 1984, p. 129, cited in Poonlarp, 2009, p. 172) Instead of the repeat sign 'ๆ', the reduplication derived from the base word /dii0/ and the reduplicator which has the same consonants and vowels as the base word is accented with a rising and falling contour. In spoken language, the stress of this prosodic intensification is likely to fall on the reduplicator /dii3/.

(3) The Intensification through Lexical Representations

The intensification through lexical representations involved two strengthening devices: (1) the use of adverbs of degree and adverbs which collocate with adjectives to achieve an intensifying effect; (2) the use of swearwords/ taboo words/vulgarisms as exemplified in (19) and (20).

(19)

(In an office party, a female subordinate gave a compliment to a female boss on her new watch.)

พี่ริน   ซื้อนาฬิกาที่ไหนคะ? <u>สวยจัด ดูมีไสตล์ดี</u>

<center>/<u>suuaj4 cat1</u>/ /duu0 <u>mii0 sa1taaj0 dii0</u>/</center>

Sister Rin Where did you buy your watch (polite final particle)? <u>Very/Intensely beautiful</u>. Look <u>very stylish</u>.

In (19), the underlined 'very/intensely beautiful' and 'very stylish' clearly show that the adverbs of degree, i.e., 'very' and the adverb—'intensely' maximize the intensifying effect in this given C. Apart from such use, the use of reduplication of the two positive lexical items—สวย /suuaj4/ 'beautiful' and มีสไตล์ /mii0 sa1taaj0/ 'stylish' in (19) could be an example of intensification through the use of positive lexical markers in the similar metaphorical concept—visual perception adding a series of Cs which help to intensify the given C even more. In the cross-cultural pilot study, the use of multiple lexical markers, particularly the repetition of positive adjectives (i.e., the two-time repetition of /dii0/ and /dii0/ in /khon0 man0 dii0 khon0 man0 dii0/) was found when people of older age and inherently higher status interacted with those of the opposite end, i.e., uncle-nephew. In this main study, it is observed that the use of multiple positive lexical markers as in (19) occurs when people of younger age and lower status give Cs to those of older age and higher in status and vice versa. The use of multiple positive lexical markers to give Cs horizontally or vertically (either upwardly or downwardly) thus seems common among the TTs.

(20)

(In an office seminar, a male close friend gave a compliment to his male close friend on his new necktie.)

เนคไทสวยฉิบหาย

necktie beautiful <u>damn</u>

Your/This/That necktie is <u>damn</u> beautiful.

In (20), the use of ฉิบหาย /chip3haa4/ 'damn' intensifies the adjectival verb สวย /suuaj4/ 'beautiful' to express the speaker's high emotive and strong attitude towards the hearer's possession or the necktie. It is observed that in giving Cs the use of swearwords/ taboo words/ vulgarisms only occurred among close friends of the same sex.

(4) The Intensification through Syntactical Patterns

The intensification through syntactical patterns included repetition of syntactical patterns as the strengthening device. Although repetition is said to be the simplest practice (Poonlarp, 2009, p. 45), its use is the most powerful practice as in (21).

(21)

(In an office party, a male boss gave a compliment to a female subordinate after she finished her opening dance for the party.)

นอกจากทำงานเก่งแล้ว   ยังเต้นสวยอีกนะ

Not only (you) <u>work excellently</u>, (you) also <u>dance beautifully</u> (final particle).
                        VP   ADV   VP   ADV

In (21), the repetition of structural elements 'VP ADV' in the second utterance adds more emphatic to the first one.

Semantically speaking, it is observed that the intensification phenomena through all four levels of language descriptions in the TTs' Cs involve concepts of quantity (e.g., มาก /maak2/ 'much'); of boundary and beyond (e.g., เลย /lqqj0/); of visual and physical experiences (e.g., จัด /cat1/); truth, authenticity, and certainty

(e.g., จริง /cing0/). Syntactically speaking, these concepts can be seen in the final position of a C utterance.

Given the presentation of intensification phenomena according to the four levels of language descriptions, it could be said that the strengthening devices as internal modification of the [H]s function to reinforce expressive meanings in the TTs' Cs.

The following section will explore the (S)s in the TTs' Cs. More specifically, it will closely examine the devices and markers localized within the (S)s.

4.1.1.2 The (S)s in Cs by the TTs

In the TTs' C data, the (S)s involved two types of modifications. They were verbal and non-verbal modifications. The verbal modifications consisted of two main modification devices: (1) non-straightforward compliment; and (2) external modification. The non-verbal modification was non-verbal indicators or opt out. The frequency distribution and percentage of modifications in the (S)s of the Cs by the TTs are provided in table 15 below:

Table 15. FD and percentage of modifications in the (S)s of Cs by the TTs

Main Types of Modifications in the (S)s of the TTs' Cs	The Verbal and Non-Verbal Modifications in the (S)s of the TTs' Cs	Sample Group TTs	
		Tokens	%
Verbal	External Modification	872	96.46
	Non-Straightforward C	26	2.88
Non-Verbal	Opt Out	6	0.66
	Total	904	100

Table 15 illustrates that the TTs preferred the use of verbal modification to that of non-verbal one to modify the [H]s. The use of non-verbal modification or opt out was below one per cent. With the preference towards a more verbal modification, the external modification was the most prominent modification type the TTs used prior to give Cs and after doing so, followed by the use of non-straightforward compliment. The very high frequency of external modification at over 96% draws an attention to a close examination of this modification type.

4.1.1.2.1 The External Modification in the (S)s of Cs by the TTs

      The closer look at the external modification in the (S)s reveals two main types of devices. They were (1) orientation and attitudinal devices as represented through discourse organizing signals; and (2) interactional devices as represented through the other speech acts.

(1) The Orientation and Attitudinal Devices

      The orientation and attitudinal devices were represented through the discourse organizing signals. The signals involved (1.1) the use of deictics; and (1.2) the use of discourse markers. These signals are used to either index affect-involvement or to mark deference.

(1.1) The Use of Deictics

      The use of deictics found in the TTs' Cs included four main categories. They were (1.1.1) person deixis; (1.1.2) social deixis; (1.1.3) spatial deixis; and (1.1.4) temporal deixis. Each category of deixis is presented as follows:

(1.1.1) Person Deixis

      In giving Cs, the speaker uses the following person deixis to point to the hearer:

- The hearers' first names as provided in all situations given in the WDCT (e.g., ธีระ /thii0ra3/ มัทนา /mat3tha0naa0/)

- In-group names (e.g., ธี /thii0/ and มัท /mat3/ as the nicknames of ธีระ /thii0ra3/ and มัทนา /mat3tha0naa0/, or ไอ้ธี /?aj2thii0/ and อีพราว /?ii0phraaw0/ as the intimate terms of address for ธีระ /thii0ra3/ and พราว /phraaw0/ which are often among intimates of same age)

- Kinship terms (e.g., พี่ /phii2/ น้อง /n@@ng3/)

- Variation of second person pronouns which are equivalent in meaning to 'you' in English (e.g., เธอ /thqq0/ ตัวเอง /tuua0?eeng0/ มึง /mvng0/ นาย /naaj0/ แก /kxx0/)

The in-group names, kinship terms, and variations of second person pronouns were not given in the WDCT. They were provided by the Thai respondents when completing the WDCT.

(1.1.2) Social Deixis

Levinson (1979) defined social deixis as aspects of language structure that are anchored to the social identities in speech events, or to relations between them, or to relations between them and other referents. In the (S)s, social deixis involved the followings:

- /khun0/+first name, e.g., คุณริน /khun0 Rin0/ 'Miss Rin'

- /khun0/+kinship term, e.g., คุณน้อง /khun0 n@@ng3/ 'Miss younger sister' or คุณพี่ /khun0 phii2/ 'Miss older sister'

- Occupational/positional address term, e.g., หัวหน้า /huua4naa2/ 'boss' or แม่บ้านบ้านนี้ /mee2 baan2 baan2 nii3/ 'the housewife of this house'.

The use of these social deixis is to point to the hearer's social identities or positions. It could also indicate the relationship between the speaker and the hearer. An interesting finding is the mixture of /khun0/+kinship term, e.g., คุณน้อง /khun0 n@@ng3/ 'Miss younger sister' or คุณพี่ /khun0 phii2/ 'Miss older sister'. Such mixture is widely seen in the Thai contemporary media and is observed to be used among females, especially in the Thai soap opera where female characters who are just acquaintances use it to call each other's attention. Another interesting point is the use of English word 'boss' to call the hearer as บอส /b@@t3/. This pattern of English occupational/positional address term in Thai could be another example of 'language in contact' as seen in the positive lexical marker case found in the [H]s.

(1.1.3) Spatial Deixis

The speaker uses spatial deixis to indicate the speaker's 'outer' and 'inner' space or the speaker's perception of the space or proximity between the speaker

and the hearer, i.e., นี่ /nii2/ 'this' or นั่น /nan2/ 'that'. In the Thai C data, only the use of นี่ /nii2/ 'this' was found. This spatial deixis could be said to orient towards the speaker.

(1.1.4) Temporal Deixis

The speaker uses temporal deixis to point to a time as related to when the hearer appears or performs, i.e., วันนี้ /wan0nii3/ 'today' or ตอนที่เธอเสนองาน 'when you presented'.

Given the presentation of the use of deictics above, it could be concluded that the use of deictics among the TTs focuses from the speaker's perspective or as Caffi and Janney (1994, p. 356, cited in Poonlarp, 2009, p. 159) describes, the 'proximity phenomena', which is 'a sort of bridging category between indexicality and emotivity. In this regard, the use of deictics in giving Cs are indexical of the speaker's proximated position with the hearer which emphasizes the positive feeling and attitude of the speakers towards the hearers.

(1.2) The Use of Discourse Markers

The discourse markers used as discourse organizing signals involved two kinds of markers. They were (1.2.1) interjections; and (1.2.2) hedges.

(1.2.1) Interjections

The interjections found in the (S)s included 'อุ๊ย'/?uj3/, 'อื้อหือ'/?vv2hvv4/, 'ว้าว' /waaw3/, 'โอ้โห'/?oo2hoo4/, 'โห' /hoo4/, and 'แหม' /mxx4/. These interjections found were used as to express (1) the speaker's subjective sentiments and (2) communicative intentions of calling the hearer's attention. Syntactically speaking, in this study the intejections could occur either in the initial or final positions.

(1.2.2) Hedges

The hedges found in the (S)s were usually prefaces (e.g., พี่ว่า /phii2 waa2/ or 'I think'; ขอบอก /kh@@4 b@@k1 'I have to say (that..)'). These hedges are to show a certain degree of the speaker's commitment by giving a C to the hearer. It means that the C which follows a preface may sound off to the hearer but the speaker hopes that he/she will not be offended by it. Thus, the hedges found could be called a mitigating device or as downgrader (e.g., House & Kasper, 1981).

The orientation and attitude devices used in the (S)s tend to be speaker-oriented. They tend to stress the speaker's perception of the hearer's affiliation, in-group membership, proximity, time of speaking which is close to the speaker, and to call the hearer's attention. These devices could index affect and involvement. They could also indicate deference.

(2) The Interactional Devices

The interactional devices were represented through speech acts, such as 'greeting', 'self-introduction', 'giving comments', 'asking for information', 'request', 'want statement', 'offer', 'joke', or 'flirting'. Although there are various speech acts used in the (S)s as the interactional devices, all of them tend to share one function. It is to minimize distance between the hearer and the speaker.

4.1.1.2.2 The Non-Straightforward Compliments in the (S)s of Cs by the TTs

The non-straightforward Cs found in the (S)s were in declarative sentences and usually in two kinds of forms: (1) hypothetical form—a wish to be like the hearer or an 'as if' statement as exemplified in (22) and (23); and (2) the negative construction as in (24).

(22)

(In an office party, a female subordinate gave a compliment to her male supervisor on his opening dance.)

อยากเต้นได้แบบนั้นบ้าง

I wish I could dance like that.

(23)

(In an office party, a female supervisor gave a compliment to her male subordinate on his opening dance.)

ท่าเต้นเหมือนได้เลื่อนตำแหน่งเลยค่ะ

Your dance is as if you will be promoted (polite final particle).

Examples (22) and (23) illustrate the use of hypothetical structures 'wish' and 'as if' to give non-straightforward Cs. In (22), the speaker twists the direction of C towards herself and at the same time redirects to the hearer himself. In (23), the given C could be viewed as a joke or a fact that the hearer could be promoted because of his great performance. Clearly, this type modification which could be qualified as Cs but in a covert manner is related to the issue of politeness. Regardless of the forms or structures, both off-record Cs reflect a very high level of politeness (e.g., Lakoff, 1975; Brown & Levinson, 1978, Tannen, 1984; Leech, 1983). The use of non-straightforward Cs is observed to occur among colleagues of opposite sex and when the Cs are given downwardly.

(24)

(In an office party, a female supervisor gave a compliment to her male subordinate on his opening dance.)

ท่าเต้นคุณนี่มันไม่ธรรมดาจริง ๆ

Your dance is really really not ordinary.

In (24), the negative construction of ไม่ธรรมดา (intensifier) or '(intensifier) not ordinary' could invite the hearer to interpret or consider the degree to which the fact of 'being ordinary' points. Whereas a positive statement of 'Your dance is

really ordinary.' does not indicate such degree. The range of the degree and interpretation option in the off-record C as in (24) are clearly an evidence of politness in giving Cs in Thai.

4.1.1.2.3 The Opt Out in the (S)s of Cs by the TTs

The opt out found in the (S)s of the TTs' Cs were (1) the writing of smile or laugh (i.e., ฮาๆ /haa2 haa2/; 555/555+); and (2) the drawing of emoticon (i.e., :), ><). The opt out or the non-verbal indicators found tend to be used to (1) support solidarity among close friends and (2) mitigate the force of Cs, when they were given to upwardly or to the opposite sex. In (1) and (2), the non-verbal indicators are usually in the initial or final positions as to co-occur with Cs or follow other speech acts which serve as interactional devices as discussed earlier. For (2), it is possible that the non-verbal indicators, the writing of smile or drawing of emoticon as to represent 'smile' in particular, occurred by themselves as to neutralize or mitigate the force of Cs.

Given the two main types of devices in the (S)s as presented, the (S)s could be said to function as mitigation in the TTs' Cs: 'distance-minimization' or 'imposition-mitigation' (Blum-Kulka, 2005).

The pragmatic structures and the segmentations of [H]s and (S)s in the TTs' C data reveal C strategies the TTs used in giving Cs in the following section.

4.1.1.3 The C Strategies by the TTs

In giving Cs among the TTs, the pragmatic structures and the use of [H]s and (S)s as presented earlier could be viewed as to reflect degrees of overtness and covertness of Cs. Table 16 below illustrates the frequency distribution and percentage of the main and sub C strategies among the TTs.

Table 16. FD and percentage of the main and sub C strategies in giving Cs by the TTs

Segmentations of Pragmatic Structures	Main C Strategies	Sub C Strategies	Sample Group TTs	
			Tokens	%
H	Explicit	Straightforward C	1081	54.43
		Conventional C	2	0.10
		Subtotal	**1083**	**54.53**
S	Implicit	Non-Straightforward C	26	1.31
		External Modification	871	43.86
		Opt Out	6	0.30
		Subtotal	**903**	**45.47**
Total			**1986**	**100**

Table 16 reveals that the TTs used both explicit and implicit strategies in a slightly different degree. Unlike other speech acts, giving Cs is performed with six semantic components as follows:

1. I perceive something good about your Y.
2. I want to say something good about you and because of that.
3. I say: (something good about X and X's Y).
4. I feel something good about thinking about it.
5. I say this because I meant to cause you to know that I am thinking something good about you.
6. I assume that you will feel something good because of that.

(Wierzbicka, 2003, p. 136-145)

The six semantic components of Cs define Cs having representational, expressive, and appellative functions of language (Bühler, 1934, 1990) in positive values. With the universal semantic components of Cs as positive speech acts, the Cs could be given explicitly or in an overt manner among the TTs. In the explicit strategies, the straightforward C was the most preferred sub strategy, followed by the conventional C sub strategy. In the implicit strategies, the external modification was the most frequently used sub C strategy, followed by the non-straightforward C and opt out sub C strategies, respectively.

4.1.2 The Politeness Strategies in Cs by the TTs

The strategic choices in giving Cs overtly or covertly as presented are clearly related to politeness phenomenon in interaction. The following section investigates the politeness strategies in the TTs' C data.

4.1.2.1 The Overall Politeness Strategies in Cs by the TTs

Table 17 illustrates the frequency distribution and percentage of the politeness strategies in Cs by the TTs.

Table 17. FD and percentage of politeness strategies in Cs by the TTs

Politeness Strategies of TTs' Cs	The TTs' C Strategies as Related to the Politeness Strategies	Sample Group TTs	
		Tokens	%
	1. Straightforward C	1081	54.43
Positive	2. Conventional C	2	0.05
Politeness	3. External Modification Indexing Affect-Involvement-Connectedness	781	39.32
(PP)	4. Opt Out Co-occurred with (1), (2), (3)	5	0.25
Negative	5. External Modification Indexing Deference	89	4.58
Politeness			
(NP)			
Off Record	6. Non-Straightforward C	26	1.31
(OR)	7. Opt Out	1	0.05
	Total	**1986**	**100**

Table 17 indicates that for the TTs, the PP strategy appears to be highly emotive strategic choice of communication because it involves both overt verbal expressions of Cs and a complex interrelation of verbal and non-verbal manifestations in giving Cs. Comparing the frequencies of the PP to those of the NP strategy in terms of discourse organizing signals, in giving Cs the TTs tend to create a larger proxemic or interpersonal spacing pattern rather than standing farther apart. The use of deictics indexing affect-connectedness is higher than that of indexing deference.

Although the prevalence of PP strategy over the other two strategies can clearly be seen in table 17, the politeness strategies which are expressed by both verbal/non-verbal means or explicit/implicit strategic choices as discussed earlier and in table 16 could be viewed as related to various degrees of the face-threatening acts or FTAs (Brown & Levinson, 1978), from the lowest degree in

FTAs to the highest degree in FTAs in giving Cs. Despite the fact that Cs are given with positive intentions, the hearers may not always feel good about the given Cs. For instance, in Thai culture the C receiver about body appearance or weight from a non-intimate or person of younger age may not be well received. This is because body appearance or the issue of weight are sensitive topics and are usually used as topics of Cs among intimates or people of equal age. Thus, the different contexts of various degrees of FTAs when giving Cs among the TTs influence the use of linguistic devices and markers found in the [H]s and (S)s of the TTs' Cs and the realizations of (specific) politeness strategies in certain contexts.

The following section is provided for a closer investigation of the TTs' politeness strategies in the nine contexts of different weightiness of FTAs, ranging from the context of the lowest degree of FTA to that of the highest degree of FTA. They were low D+P+R, high D, high P, high R, high D+P, high P2, high P+R, high P2+R, and high D+P+R.

4.1.2.2 The Politeness Strategies in Cs of Different Weightiness of FTAs by the TTs

Table 18 below illustrates the frequency distribution and percentage of politeness strategies the TTs used when giving Cs in different weightiness of FTAs.

Table 18. FD and percentage of politeness strategies of Cs in the nine contexts of different degrees of FTAs by the TTs

Politeness Strategies in the TTs' Cs	Contexts of FTAs in the TTs' Cs								
	Low D+P+R (n=135)	High D (n=120)	High P (n=302)	High R (n=253)	High D+P (n=62)	High P2 (n=382)	High P+R (n=542)	High P2+R (n=129)	High D+P+R (n=60)
PP	94.82	81.66	94.70	99.21	87.10	89.27	97.60	98.45	88.33
NP	2.96	16.67	2.65	0.79	11.29	7.85	1.66	1.55	11.67
OR	2.22	1.67	2.65	0.00	1.61	2.88	0.74	0.00	0.00
Total	100	100	100	100	100	100	100	100	100

PP: Positive Politeness; NP: Negative Politeness; OR: Off Record

Table 18 illustrates that across the nine contexts of different degrees of FTAs PP was the most prominent politeness strategy when the TTs gave Cs, followed by the NP and OR politeness strategies, respectively. The prevalence of the PP strategy found in the TTs' Cs conforms to Brown and Levinson (1978)'s theory of politeness and to the reports of other previous studies on politeness phenomena in interaction (e.g., Leech, 2007) that giving Cs is a positive politeness act. The positive politeness act of giving Cs among the TTs could be viewed as predominantly for positive face of the hearer or as face-boosting act or 'FBA' (Bayraktaroğlu, 1991; Farenkia, 2014) when giving Cs overtly. When giving Cs with modifications or covert-oriented Cs, they are more likely to be for tightening interpersonal relationship or creating interpersonal space through the use of person deixis involving the hearer's first name/ in-group name (e.g., nickname), kinship term, and second person pronoun. These person deixis were the most frequently used signals in the discourse organizing signals indexing affect-connectedness.

Similar to the PP strategy, the NP strategy was used across the nine contexts. It means that apart from performing of the act of FBA and creating interpersonal space, the TTs still exhibit their senses of place where the speaker and the hearer belong (Hill *et al.*, 1986). It is clear that the NP strategy is used when the degree of proximity is far as in high D and high D+P+R. In addition, when there is an increased in the P value as in high P2, the N strategy is also employed. The use of /khun0/+first name (e.g., /khun0 thii0ra3/ or Mr. Theera) is the most preferred deferential markers used among the TTs in those contexts. It could be said that the NP strategy was used among people who are farther apart such as new colleagues, or who belong to what the speaker places as an outer group, such as colleagues of higher or lower status whose sexes are opposite.

The OR strategy suggests that the importance of the relative age, social status, and proximity as well as interactions between opposite sex and C topic on appearance. When the P value is increased, the OR strategy could be used as in high P and high P2. When the degree of proximity is close, the OR strategy could be operated. The findings confirm other studies on Cs (e.g., Farenkia, 2012, 2014)

that giving Cs upwardly and towards the close end of the proximity tends to be in a covert manner.

Although in giving Cs the TTs tend to orient towards the PP strategy, the pragmatic structures of Cs, the C strategies, and the use of politeness strategies as discussed earlier enable the possibilities of many combinations of politeness strategies when the TTs give Cs. It is what Brown and Levinson (1978, p. 235) contended as 'mixture of strategies'. For instance, the co-occurrences of the NP and PP strategies, those of the PP and OR strategies, and those of all strategies, PP, NP, and OR combined as exemplified from (25) to (27).

(25) NPPP

คุณริน   ผมชอบที่คุณเต้นมาก

Miss Rin   I like the way you dance very much
   NP   PP

The co-occurrence of the NP and PP strategies as in (25) is what Brown and Levinson (1978:236) called 'hybridized strategy'. It means that although the two strategies are mixed, the force of the utterance is still a positive politeness strategy.

(26) PPOR

แว่นตาสวยจัง

Your eye-glasses are very beautiful.

       PP

ถ้าอยู่บนหน้าเรา   ต้องสวยกว่านี้แน่ ๆ

If they were on my face, it would have certainly been more beautiful really.

    OR

(27) NPPP3

คุณวันชนะ

Mr. Wanchana

NP

เสนอรายงานได้ดีเลยนะครับ

You presented so well (polite final particle).

PP

ฝากเนื้อฝากตัวผมด้วย

I could be at your service.

PP

ผมเพิ่งมาใหม่ครับ

I have just started to work here (polite final particle).

PP

The mixture of strategies as in (26) and (27) is what Brown and Levinson (1978, p. 236) suggested as a quality of interactional balance if smoothly integrated in a course of interaction. It is because the forces of utterances could invite negative interpretation if the relationship between the speaker and the hearer is far. In (27), the second utterance could be considered as a joke among close friend. However, it may not be well received among people who do not know each other well because it could be perceived as the speaker's self-praise. It is observed that the mixture of strategies in the TTs' C data is usually to smooth the interaction. The following section explores the Cs among the AEs.

4.1.3 The Overall Pragmatic Structures of Cs by the AEs

The overall pragmatic structures of the AEs' Cs reveal the sequential patterns of giving Cs among the AEs as illustrated in table 19 below.

Table 19. The pragmatic structures of Cs by the AEs

| Pragmatic Structures of the AEs' Cs | Sample Group | |
| | AEs | |
	Tokens	%
H Only	**191**	**20.08**
Single [H]	154	16.19
Multiple [H]s	37	3.89
[H]+(S)	**303**	**31.86**
[H]+(S)+[H]	**42**	**4.42**
Subtotal	536	56.36
(S)+[H]	264	27.76
(S)+[H]+(S)	97	10.20
S Only	54	5.68
Single (S)	14	1.47
Multiple (S)s	40	4.21
Subtotal	415	43.64
Total	951	100

Table 19 illustrates that overall in giving Cs the AEs tended to use the [H]-oriented structures at 56.36% with the [H]+(S) structure as their most preferred structure at the highest frequency of 31.86%. The AEs' preferences towards this type of structure could suggest that to some degrees the AEs did not give curt Cs but tended to elaborate their Cs or conversation. The (S)-oriented structures were also employed by the AEs at 43.64% with the (S)+[H] structure as their most preferred structure at the highest frequency of 27.76%. The AEs' preferences towards the combined structures of both [H]+(S) and (S)+[H] could suggest that to some degrees the AEs did not give curt Cs but tended to elaborate their Cs or conversation. Although the percentages suggest that the AEs tend to be more overt-oriented in giving Cs, the percentage gap between the [H]-oriented and the (S)-oriented structures is not that wide. The gap is about 13%.

The AEs' six pragmatic structures are exemplified below from (28) to (35).

(28) **Single [H]**

(In an office party, a male subordinate gave a compliment to his male boss on the watch he was wearing.)

[Nice watch.]

[H]

(29) **Multiple [H]s**

(In an office party, a female colleague gave a compliment to her female colleague on the earrings she was wearing.)

[I love your earrings,] [they're so elegant.]

       [H]   [H]

(30) **[H]+(S)**

(In an office party, a female subordinate gave a compliment to her female boss on the opening dance she performed at the party.)

[Great job on the dance show,] (Barbara.)

          [H]   (S)

(31) **[H]+(S)+[H]**

(In an office party, a female colleague gave a compliment to her male colleague on his eyeglasses.)

[Nice glasses] (Ryan,) [they look cute!]

  [H]   (S)   [H]

     Both (32) and (33) occurred in an office party where a male boss liked the new mobile phone of his male subordinate and uttered the followings.

(32) **Single (S)**

(Is that the new IPhone 5?)

         (S)

(33) **Multiple (S)s**

(Hey) (how do you like that new smart phone?) (Do you recommend it?)

 (S)   (S)   (S)

(34) **(S)+[H]**

(In an office party, a female colleague gave a compliment to her female colleague on the earrings she was wearing.)

(Are those new earrings?) [They look really nice!]

      (S)   [H]

(35) **(S)+[H]+(S)**

(In an office party, a female colleague gave a compliment to her female colleague on the earrings she was wearing.)

(Barbara,) [those are great earrings!] (Where did you get them?)

  (S)   [H]   (S)

Examples (28) to (35) of the three categories illustrate the sequences of pragmatic structures of Cs found in the AEs' data which subscribe to the previous study of Mane and Wolfson (1981). It is that Cs can occur at the beginning, in the middle, or at the end of an interaction.

The following section provides a closer investigation of the [H]s and the (S)s which constitute those pragmatic structures of Cs.

4.1.3.1 The [H]s in Cs by the AEs

1031 [H]s were found in the AEs' C data. Positive lexical markers, negative lexical markers, and positive clauses were found as C devices in the [H]s. Table 20 below shows the frequency distributions of the two types of lexical markers and positive clauses found in the AEs' Cs.

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Table 20. The frequency distributions of positive/negative lexical markers and positive clauses in the [H]s of the AEs' Cs

C Devices in the [H]s	Sample Group AEs	
	Tokens	%
Positive Lexical Markers	1017	98.64
Negative Lexical Markers	5	0.48
Positive Clauses	9	0.88
Total	**1031**	**100**

Table 20 reveals that the negative lexical markers and positive clauses were less preferred. Less than 1% of both negative lexical markers and positive clauses were found in the AEs' C data.

The use of negative lexical markers was observed to be a phenomenon only when intimates gave Cs to each other. The five negative lexical markers found in the data included 'mad', 'wild', 'shit', 'sick', and 'to kill'. Examples are provided in (36) and (37) below.

(36)
(In a potluck party at a colleague's house, a male close friend gave a compliment to his female close friend of the same age on the dish she made for the party.)

That's some mad cooking skills Anne, I wonder what else you're good at?

(37)
(In an office seminar, a male colleague gave a compliment to his female colleague of same age on her presentation.)

You killed it! Way to go, Sarah!

The use of negative lexical markers as to give positive values to the given Cs in both (36) and (37) could be viewed as the speaker shows his/her high emotive and strong feelings or attitudes (Leech, 1974, cited in Poonlarp, 2009, p.45) towards the hearer's positive qualities.

Examples (38) and (39) below illustrate that the [H]s could be presented not only in positive and negative lexical markers but also in clauses.

(38)

(In an office party, a male boss gave a compliment to a female subordinate on her opening dance for the party.)

Looked good out there tonight Barbara! We're really proud of you.

(39)

(In an office party, a female close friend gave a compliment to her close friend on her earrings.)

Those earrings really bring out your smile, Barbara.

Noticeably, in (38) the positive clause which was used in giving the C downwardly focuses on the hearer's performance. While in (39) the positive clause which was used to give the C among intimates puts the emphasis on the hearer's appearance. It could be viewed that a more formulaic positive clause tends to be used in giving Cs vertically on a non-sensitive C topic while a more informal positive clause tends to be used in giving Cs to the intimate end on a possibly sensitive C topic. Giving a lengthy C could also be perceived as the speaker's articulation and investment of time to show his/her interest or attention towards the hearer.

The table shows that positive lexical markers were the most frequently used C devices. The top five frequent used positive lexical markers were 'great', 'nice', 'to like', 'to love', and 'good', respectively. The positive lexical markers found in the [H]s are seen as to be carried by three word classes: (1) adjectives; (2) verbs; and (3) adverbs. Among the three word classes, it is observed that adjectives occurred more than 70% in the [H]s. Such occurrence could suggest that in American English Cs could simply be recognized and comprehended by the hearer when the positive adjectives are used. The findings of the top five

frequently used positive lexical markers and the majority of adjectives being used as Cs in the AEs' C data are conformed to many previous studies on Cs (e.g., Manes & Wolfson, 1981).

Syntactically and pragmatically speaking, the AEs' Cs were observed to be in the three forms as follows:

1. Declarative clause without subject+hearer or object-oriented
   [ADJ (NP)]
   [Nice (watch)]
    ADJ (NP)

2. Declarative clause with subject+hearer-oriented
   [NP copula 'be'/VP (intensifier) ADJ/ADV]
   [You   look   (very)   nice]
    NP   VP   (intensifier)   ADJ

3. Declarative clause with subject+speaker-oriented
   [NP (intensifier) VP NP (intensifier)]
   [I   (really)   like your watch!]
    NP   (intensifier) VP   NP

The three syntactical forms of the AEs' Cs found were similar to those found in previous studies on Cs (e.g., Manes & Wolfson, 1981). In giving Cs among the AEs, the speaker could use direct syntactical forms of Cs which are oriented towards the hearer or the speaker. In addition, the speaker could employ a more indirect syntactical form of Cs or elliptical construction in giving Cs. The use of elliptical construction found could be viewed in terms of spoken grammar. The incomplete sentence as in 1 is an indication that the speaker and the hearer carry a shared knowledge of where the speaker directs his/her C to. The elliptical construction of subject NP and its predicate and the emphasis on the use of ADJ could also be seen as the speaker opens a floor for the hearer to interpret the given C as either orient towards the hearer or shift towards the complimented object.

Semantically speaking, the positive lexical markers seem to have their metaphorical extension which derived from the five metaphorical concepts. They are visual perception, myth, excitement, tactile, and gustation. It is observed that the positive lexical markers containing perceptual sense (e.g., 'beautiful', 'nice', or 'good looking') is the most frequently used metaphorical expressions in the AEs' Cs. It is to represent the perception of the speaker on positive qualities of the hearer or things the hearer possess. The use of positive lexical markers involving mythical concept speaks of the speaker's mind or imagination towards positive qualities or things the hearer perform or possess (e.g., 'fabulous' or 'wonderful'). The use of positive lexical markers containing excitement concept (e.g., 'fun', 'enjoy', or 'to wow') points to the speaker's feeling of eager enthusiasm in the hearer's positive qualities or things the hearer possess. The use of positive lexical markers as related to tactile concept expresses how the speaker feels based on tactile sensation or touch, such as the use of 'sharp', or 'cool'. The use of positive lexical markers which corresponds to gustation concept represents the speaker's feeling towards positive qualities of the hearer or things the hearer possess through taste sensation (e.g., 'sweet' or 'spicy'). Pragmatically speaking, the use of the five metaphorical concepts in the [H]s of AEs' Cs could be viewed as to focus on the hearer-oriented, speaker oriented, and object-oriented perspectives. Through the perspectives of the hearer and the emphasis on the objects' hearer, Maíz-Averelo (2013, p. 746-753) put the hearer-oriented perspective as giving 'true or unquestionable fact', the object-oriented perspective as 'ellipsis or co-constructing evaluation', and the speaker-oriented perspective as giving 'affective fact'.

The closer look at the [H]s reveals that to a certain degree the level of positive value of a C increased or reinforced through the use of strengthening devices within the [H]s. The following section addresses these strengthening devices as the internal modification of the [H]s which are evidence of the intensification phenomena.

4.1.3.1.1 The Internal Modification in the [H]s of Cs by the AEs

The levels of intensity of the three C devices in the AEs' Cs were increased or reinforced through the use of strengthening devices. The strengthening devices found in the data are presented below according to the three levels of language descriptions. They include (1) intensification through phonological and orthographical representations; (2) intensification through morphological and syntactical devices; (3) intensification through lexical representations.

Based on the three levels of language descriptions, five types of strengthening devices were used as the internal modification as follows:

(1) The intensification through phonological and orthographical representations

(1.1) elongation of vowels

(1.2) prosodic stress through the use of exclamation marks

(2) The intensification through morphological and syntactical devices

(2.1) the use of comparatives and superlatives

(2.2) repetition

(3) The intensification through lexical representations

(3.1) the use of adverbs of degree

(1) The intensification through phonological and orthographical representations

The intensification through phonological and orthographical representations involved two types of strengthening devices: (1.1) elongation of vowels (1.2) prosodic stress through the use of exclamation marks as in (40) and (41).

(40)

(In a potluck party at a colleague's house, a female close friend gave a compliment to her female close friend of the same age on her new hairstyle.)

You new hairstyle is sooo cute.

The lengthening of the vowel /o/ in (40) marks the intensity of the adverb 'so' which modified the adjective 'cute'. The example suggests that the longer the sound duration, the more intense the speaker feels about the hearer. The lengthening of the vowel /o/ derived the phonological elongation of 'sooo' which contributes to the intensity of the hearer's cuteness the speaker wanted to express.

(41)
(In an office party, a female colleague gave a compliment to her male colleague on his new eyeglasses.)

Ryan, those new glasses look great!

The use of exclamation mark (!) at the end of the sentence expresses and intensifies the degree of excitement in the hearer's new eyeglasses. To elaborate, the speaker thought Ryan's new eyeglasses were great with a certain degree of excitement and thus put down the exclamation mark to show such feeling. In written language, especially in the formal writing, it is advised to use exclamation marks sparingly as possible (Translation Bureau, 1997). However, in a speech-style writing (e.g., Facebook), the use of exclamation mark to express and intensify excitement is widely seen.

(2) The Intensification through Morphological and Syntactical Devices

The intensification through morphological and syntactical devices included two strengthening devices. They were (1) the use of comparatives and superlatives; and (2) repetition as exemplified in (42) and (43). Both examples occurred in a potluck party at a colleague's house where an older male colleague gave a compliment to a younger female colleague on the dish she cooked for the party.)

(42)
Anne, you have done it again. This salad is the best.

In (42), the speaker used the underlined <u>the best</u>, the superlative form of the adjective 'good' to express the highest quality of the hearer's dish. The preceded utterance 'you have done it again' also suggests the high frequency in interaction between the speaker and the hearer and that the speaker still remembers the taste of the dish the hearer previously made.

(43)

I thought your pasta was <u>very, very</u> good.

The repetition of 'very very' in (43) suggests a strong emotive feeling towards good pasta the hearer made for the party. The second 'very' reinforces the intensity of the first 'very'.

(3) The Intensification through Lexical Representations

The intensification through lexical representations involved the use of adverbs of degree and adverbs which collocate with adjectives to achieve an intensifying effect. In (44), it exemplifies the use of adverb of degree as an intensification.

(44)

(In a potluck party at a colleague's house, an older female colleague gave a compliment to her younger female colleague on the dish she made for the party.)

Amazing dish Anne! It's really delicious!

In (44), the adverb of degree 'really' was preceded the adjective 'delicious' to intensify the taste of the dish the hearer made. The use of the adjective 'amazing' to modify the noun 'dish' in the preceded utterance 'Amazing dish Anne!' could also be seen as an example of the use of multiple lexical markers or a series of Cs to mark the high intensity to the Cs. In the pilot study, the use of multiple lexical markers of the Americans was found among the intimates. In this main study, such use occurred in a vertical interaction where an older female

colleague gave a C to a younger female colleague. It may be concluded that the relative degrees of proximity and of age influence the use of multiple lexical markers among the AEs.

Semantically speaking, it is observed that the intensification phenomena through all three levels of language descriptions in the AEs' Cs involve concepts of quantity (e.g., very much); of visual and physical experiences (e.g., well, bad); and truth, authenticity, certainty (e.g., really, simply).

Given the presentation of intensification phenomena according to the three levels of language descriptions, it could be said that the strengthening devices as the internal modification of the [H]s function as to reinforce expressive meanings in the AEs' Cs.

The following section will explore the (S)s in the AEs' Cs. More specifically, it will closely investigate the devices and markers localized within the (S)s.

4.1.3.2 The (S)s in Cs by the AEs

In the AEs' C data, the (S)s involved two types of modifications. They were verbal and non-verbal modifications. The verbal modifications consisted of two main modification devices: (1) non-straightforward compliment; and (2) external modification. The non-verbal modification was non-verbal indicators or opt out. The frequency distribution and percentage of modifications in the (S)s are provided in table 21 below:

Table 21. FD and percentage of modifications in the (S)s of Cs by the AEs

Main Types of Modifications in the (S)s of the AEs' Cs	The Verbal and Non-Verbal Modifications in the (S)s of the AEs' Cs	Sample Group AEs	
		Tokens	%
Verbal	External Modification	1047	93.40
	Non-Straightforward C	72	6.42
Non-Verbal	Opt Out	2	0.18
	Total	**1121**	**100**

Table 21 reveals that the AEs preferred the use of verbal modification to that of the non-verbal one in modifying the [H]s. The use of non-verbal modification or opt out was less than 1%. With the preference towards a more verbal modification, the external modification was the most prominent modification type the AEs used prior to giving Cs and after so doing, followed by the non-straightforward compliment. The very high frequency of external modification at over 93% draws an attention to closely investigate this type of modification.

4.1.3.2.1 The External Modification in the (S)s of Cs by the AEs

The closer examination at the external modification in the (S)s reveals two main types of devices. They were (1) orientation and attitudinal devices as represented through discourse organizing signals; and (2) interactional devices as represented through the other speech acts.

(1) The Orientation and Attitudinal Devices

The orientation and attitudinal devices were represented through the discourse organizing signals. The signals involved (1.1) the use of deictics; and (1.2) the use of discourse markers. These signals are used to either index affect-involvement or to mark deference.

(1.1) The Use of Deictics

The use of deictics found in the AEs' Cs included three main categories. They were (1.1.1) person deixis; (1.1.2) social deixis; and (1.1.3) temporal deixis. Each category of deixis is addressed as follows:

(1.1.1) Person Deixis

In giving Cs, the speaker uses the following person deixis to point to the hearer:

- The hearer's first names as provided in all situations given in the WDCT (e.g., Donald, Barbara, Sarah)

- In-group names (e.g., Don for Donald; Barb for Barbara; Sar Bear for Sarah)
- Kinship terms (i.e., bro or brother)

The in-group names and kinship terms were not given in the WDCT. They were provided by the American respondents when completing the WDCT.

(1.1.2) Social Deixis

Levinson (1979) defined social deixis as aspects of language structure that are anchored to the social identities in speech events, or to relations between them, or to relations between them and other referents. In the (S)s, social deixis involved the followings:

- Mr./ Mrs./ Miss+first name, e.g., Mr. Richard
- Occupational/positional address term, i.e., boss

(1.1.3) Temporal Deixis

The speaker uses temporal deixis to point to a time as related to when the hearer appears or performs, i.e., today.

Given the presentation of the use of deictics above, it could be concluded that the use of deictics among the AEs focuses from the speaker's perspective or as Caffi and Janney (1994, p. 356, cited in Poonlarp, 2009, p. 157) stated, the 'proximity phenomena', which is 'a sort of bridging category between indexicality and emotivity. In this regard, the use of deictics are indixical of the speaker's proximated position with the hearer which emphasizes the positive feeling and attitude of the speakers towards the hearers.

(1.2) The Discourse Markers

The discourse markers used as discourse organizing signals involved two kinds of markers. They were (1.2.1) interjections; and (1.2.2) hedges.

(1.2.1) Interjections

The interjections found in the (S)s included 'wow'; 'mmm'; 'aww'; 'oh'; 'o'; 'woah'; 'my'; 'oh my god'. These interjections were used as to express (1) the speaker's subjective sentiments; and (2) communicative intentions of calling the hearer's attention, i.e., the use of 'mmm' or of 'my' when trying the hearer's dish; and 'wow', 'aww', 'oh', 'o', 'woah' occurred across all situational contexts when expressing excitement and surprise as well as to simultaneously call attention of the hearer.

(1.2.2) Hedges

The hedges found in the (S)s were usually prefaces (e.g., 'well'; 'I think'; 'I thought'; I have never seen/known'). These hedges are to show a certain degree of the speaker's commitment by giving a C. It means that the C which follows a preface may sound off to the hearer but the speaker hopes that he/she will not be offended by it. Thus, the hedges found could be called a mitigating device or as downgrader (e.g., House & Kasper, 1981). It is observed that ' I think' was used as the hedge among a more intimate interactants while 'I thought' or 'I have never seen/known' were used as the hedges among acquaintances or interactants with few frequencies in contact. The use of past tense and of present perfect is seen here as the tense markers of politeness.

The orientation and attitude devices used in the (S)s tend to be speaker-oriented. They tend to stress the speaker's perception of the hearer's affiliation, in-group membership, proximity, time of speaking which is close to the hearer, and to call the hearer's attention. These devices could constitute affect and involvement. In addition, they could indicate deference.

(2) The Interactional Devices

The interactional devices were represented through speech acts, such as 'greeting'; 'giving comments'; 'asking for information'; 'request'; 'want statement'; 'offer'; 'initiating a new turn/small talk'; 'thanking'; 'joke'; and 'topic shift'. Although various speech acts were used in the (S)s as the interactional

devices, all of them share one function. It is to minimize the distance between the hearer and the speaker.

4.1.3.2.2 The Non-Straightforward Compliments in the (S)s of Cs by the AEs

The non-straightforward Cs found in the (S)s were in two kinds of forms: (1) hypothetical form—a wish to be like the hearer or a hope not to be like the hearer because the speaker's lack of ability to do so as exemplified in (45) and (46); and (2) the negative construction as in (47).

(45)

(In a potluck party at a colleague's house, an older female colleague gave a compliment to her younger female colleague of the same sex on the dish she made for the party.)

This is delicious. I wish I could cook like that.

(46)

(In an office party, a female subordinate gave a compliment to her male boss of same age on his opening dance for the party.)

I can't dance very well. I hope I don't have to put on a show like yours!

Examples (45) and (46) illustrate the use of hypothetical structures 'wish to be like the hearer' and 'hope to not be like the hearer because of the speaker's lack of ability to fulfill the same act'. In (45), the speaker overtly expressed that the dish she tried was delicious and then shifted to the more covert C using the hypothetical structure 'wish'. The use of modal verb 'could' could also be viewed as to maximize the level of politeness the covert C carries. In (46), without the preceded comment of the speaker on her lack of ability to fulfill the same act, the following non-straightforward C could be interpreted as a negative evaluation of the hearer. Clearly, this modification type is related to the issue of politeness. Regardless of the forms or structures, both off-record Cs reflect a very high level

of politeness (e.g., Lakoff, 1975, Brown & Levinson, 1978, Tannen, 1984, Leech, 1983). The use of non-straightforward Cs is observed to occur when the Cs are given upwardly or downwardly, either in terms of relative age or of relative social status.

(47)
(In an office party, a female boss gave a compliment to her male subordinate on his opening dance for the party.)

You're not a bad dancer.

In (47), the negative construction of 'not a bad dancer' could invite the hearer to interpret or consider the degree to which the fact of 'being a good dancer' points. But, a positive statement of 'You are a good dancer.' does not indicate such degree. The range of the degree and interpretation option in the non-straightforward C as in (47) is clearly an evidence of politeness in giving C s in American English.

4.1.3.2.3 The Opt Out in the (S)s of Cs by the AEs

The opt out found in the (S)s of the AEs' Cs was the writing of 'smile' and 'laugh' which include '555' to represent laughter. The opt out or the non-verbal indicators found tend to be used to as to support solidarity among close friends or acquaintances. The non-verbal indicators are usually found in the initial, medial, or final positions as to co-occur with Cs or follow other speech acts which serve as interactional devices as discussed earlier.

Given the two main types of devices in the (S)s as presented, the (S)s could be said to function as mitigation in the AEs' Cs: 'distance-minimization' or 'imposition-mitigation' (Blum-Kulka, 2005).

The pragmatic structures and the segmentations of [H]s and (S)s in the AEs' C data reveal C strategies the AEs used in giving Cs in the following section.

4.1.3.3 The C Strategies by the AEs

In giving Cs among the AEs, the pragmatic structures and the use of [H]s and (S)s as presented earlier reflect the degrees of overtness and covertness of Cs. Table 22 illustrates the frequency distribution and percentage of the main and sub C strategies among the AEs.

Table 22. FD and percentage of the main and sub C strategies by the AEs

Segmentation of the AEs' Pragmatics Structures	Main C Strategies	Sub C Strategies	Sample Group AEs	
			Tokens	%
H	Explicit	Straightforward	1022	47.49
		Conventional	9	0.42
		Subtotal	**1031**	**47.91**
S	Implicit	Non-Straightforward	72	3.35
		External Modification	1047	48.65
		Opt Out	2	0.09
		Subtotal	**1121**	**52.09**
		Total	**2152**	**100**

From Table 22, the AEs used both explicit and implicit strategies in a slightly different degree. The implicit strategies were used in a slightly higher degree than the explicit strategies. The reason why the AEs tend to be more covert in using implicit strategies to give Cs could be because in the majority of situational contexts in the WDCT draws on the relative degree of proximity between the speaker and the hearer which is more towards acquaintances and intimates. Boyle (2000, p. 35) addressed in his study on implicit Cs that this type of Cs requires both a great deal of indexical knowledge and of reciprocity of perspectives from the hearer whether or not the given C is a successful one. Thus, it could be said that the closer in the degree of proximity influences the higher level of shared indexical knowledge and of reciprocity of the hearer's perspective, or as Wierzbicka (2003, p. 136-145) stated, 'I assumed that you will feel something good because of that.'. When the speaker perceives as such, he/she goes for the implicit strategies in giving Cs.

In the implicit strategies, the external modification was the most frequently used sub C strategy, followed by the non-straightforward C and opt out sub C

strategies, respectively. In the explicit strategies, the straightforward C was the most preferred sub C strategy, followed by the conventional C sub strategy.

4.1.4 The Politeness Strategies in Cs by the AEs

The strategic choices in giving Cs overtly or covertly as presented are clearly related to politeness phenomenon in interaction. The following section examines the politeness strategies as related to the use of C strategies in the AEs' C data.

4.1.4.1 The Overall Politeness Strategies in Cs by the AEs

Table 23 below illustrates the frequency distribution and percentage of politeness strategies in Cs by the AEs.

Table 23. FD and percentage of politeness strategies in Cs by the AEs

Politeness Strategies of AEs' Cs	The AEs' C Strategies	Sample Group AEs	
		Tokens	%
Positive Politeness (PP)	1. Straightforward C	1022	47.49
	2. Conventional C	9	0.42
	3. External Modification Indexing Affect-Involvement-Connectedness	991	46.05
	4. Opt Out Co-occurred with (1), (2), (3)	2	0.09
Negative Politeness (NP)	5. External Modification Indexing Deference	55	2.56
Off Record (OR)	6. Non-Straightforward C	72	3.35
	7. Opt Out	0	0.00
	Total	2152	100

Table 23 indicates that for the AEs the PP strategy seems to be highly emotive strategic choice of interaction because it involves both overt verbal expressions of Cs and a complex interrelation of verbal and non-verbal expressions in giving Cs. Comparing the frequency distribution of the PP to that of the NP strategy in terms of discourse organizing signals, in giving Cs the AEs are more likely to create a larger proxemics or interpersonal spacing pattern rather than standing farther apart. The use of deictics indexing affect-connectedness is clearly higher than that of indexing deference.

Although the prevalence of PP strategy over the other two strategies can be seen clearly in table 23, the politeness strategies which are expressed by both verbal/non-verbal means or explicit/implicit strategic choices as discussed earlier and in table 22 could be viewed as related to various degrees of the face-threatening acts of FTAs (Brown & Levinson, 1978), from the lowest degree in FTAs to the highest degree in FTAs when giving Cs. Despite the fact that Cs are given with positive intentions, the hearer may not always feel good about the given Cs. For instance, in American culture the C receiver who is female may feel harassed when her male colleague gives a compliment on her blouse. It could be because the blouse is very close to the body appearance and the interaction is also among opposite sex. Thus, it becomes a sensitive topic among acquaintances of opposite sex and is reserved for intimate interactions.

The use of linguistic devices and markers found in the [H]s and (S)s of the AEs' Cs and the realizations of (specific) politeness strategies in certain contexts tend to be influenced by the different contexts of various degrees of FTAs when giving Cs. The following section draws an attention to a closer look at the AEs' politeness strategies in the nine contexts of different degrees of FTAs, ranging from the context of the lowest degree of FTA to that of the highest degree of FTA. They were low D+P+R, high D, high P, high R, high D+P, high P2, high P+R, high P2+R, and high D+P+R.

4.1.4.2 The Politeness Strategies in Cs of Different Weightiness of FTAs by the AEs

Table 24 below illustrates the overview of AEs' politeness strategies in the nine contexts of different degrees of FTAs when the AEs gave Cs.

Table 24. The overall AEs' politeness strategies of Cs in the nine contexts of different degrees of FTAs

Politeness Strategies in the AEs' Cs	Contexts of FTAs in the AEs' Cs								
	Low D+P+R (n=132)	High D (n=129)	High P (n=344)	High R (n=288)	High D+P (n=68)	High P2 (n=391)	High P+R (n=618)	High P2+R (n=124)	High D+P+R (n=58)
PP	85.61	89.92	93.02	98.96	91.18	90.79	96.92	95.96	94.83
NP	2.27	5.43	4.07	0.35	4.41	4.09	1.46	0.81	1.72
OR	12.12	4.65	2.91	0.69	4.41	5.12	1.62	3.23	3.45
Total	100	100	100	100	100	100	100	100	100

PP: Positive Politeness; NP: Negative Politeness; OR: Off Record

Table 24 reveals that across the nine contexts of different degrees of FTAs PP was the most prominent politeness strategy when the AEs gave Cs, followed by the OR and NP politeness strategies, respectively. The prevalence of the PP strategy found in the AEs' Cs conforms to Brown and Levinson (1978)'s theory of politeness and to the reports of other previous studies on politeness phenomena in interaction (e.g., Leech, 2007) that giving Cs is a positive politeness act. The positive politeness act of giving Cs among the AEs could be perceived as predominantly for positive face of the hearer or as face-boosting act or 'FBA' (Bayraktaroğlu, 1991; Farenkia, 2014) when giving Cs overtly. When giving Cs with modifications or covert-oriented Cs, they are more likely to be for maintaining interpersonal relationship or creating interpersonal space through the use of person deixis involving the majority of the hearer's first name/in-group name to index affect-connectedness as shown in table 22.

Similar to the PP strategy, the NP strategy was used across the nine contexts. It means that apart from performing the FBA and creating interpersonal space, the AEs also mark the deference between the speaker and the hearer. The NP strategy was used in a highly frequent manner in high P and high P2. The use of discourse markers or the hedges in particular is the most preferred markers used among the AEs in these contexts. It suggests that the functions of hedges among the AEs are to minimize imposition when the value of power increased in such contexts of situation.

Similar to the PP and the NP strategies, the OR strategy was found across the nine situations. It means that apart from performing the FBA and marking deference between the speaker and the hearer, there are needs among the AEs to put their emphasis in giving Cs on covertness and elaboration, and leave the off

record Cs for their hearers' interpretations. The OR strategy was used in a highly frequent manner in low D+P+R and high P2. Although the use of OR strategy could be seen as a violation to all Grice's maxims, it could be viewed as a stability-based strategy in maintaining the positive face of both the speaker and the hearer. In attempting to balance the face of both party, the OR strategy could be perceived as to maintain the relationship among intimates and among upward relation either of relative social status or of relative age.

Although in giving Cs the AEs orients towards the PP strategy, the pragmatic structures of Cs, the C strategies, and the use of politeness strategies as discussed earlier enable the possibilities of many combinations of the politeness strategies when the AEs give Cs. It is what Brown and Levinson (1978, p. 235) contended as 'mixture of strategies'. For instance, the co-occurrences of the NP and PP strategies, those of the PP and OR strategies, and those of all strategies, PP, NP, and OR combined as exemplified in (48) and (49).

(48) NPPP

I had no idea   you were such a good dancer.

    NP   PP

The co-occurrence of the NP and PP strategies as in (48) is what Brown and Levinson (1978, p. 236) called 'hybridized strategy'. It means that although the two strategies are mixed, the force of the utterance is still a positive politeness strategy.

(49) PPORPP

It is so cool that you dance. I wish I could dance like that Ryan!

           PP   OR   PP

The mixture of strategies as in (49) is what Brown and Levinson (1978, p. 236) suggested as a quality of interactional balance to smooth the interaction among the AEs.

The following section presents cross-cultural comparisons of Cs among the TTs and the AEs.

4.1.5 Cross-Cultural Comparisons of Cs by the Thais and the Americans

4.1.5.1 The Overall Pragmatic Structures of Cs by the Thais and the Americans

The overall pragmatic structures of the TTs and the AEs in table 25 below illustrates similarities and differences of the sequential patterns when both TTs and AEs give Cs.

Table 25. FD and Percentage of pragmatic structures of Cs by the TTs and the AEs

| Pragmatic | Sample Groups | | | |
| Structures of Cs | TTs | | AEs | |
	Tokens	%	Tokens	%
H Only	321	33.58	191	20.08
Single [H]	273	28.56	154	16.19
Multiple [H]s	48	5.02	37	3.89
[H]+(S)	123	12.86	303	31.86
[H]+(S)+[H]	9	0.94	42	4.42
Subtotal	453	47.38	536	56.36
(S)+[H]	375	39.23	264	27.76
(S)+[H]+(S)	82	8.58	97	10.20
S Only	46	4.81	54	5.68
Single (S)	20	2.09	14	1.47
Multiple (S)s	26	2.72	40	4.21
Subtotal	503	52.62	415	43.64
Total	956	100	951	100

From table 25, in giving Cs, the Thais tended to orient towards the (S) structures while the Americans were more likely to orient towards the [H] structures. However, a small gap between the percentage of [H]-oriented and (S)-oriented structures used by the TTs (about 5%) and the AEs (about 13%) could suggest that both Thais and Americans preferred both types of pragmatic structures in giving Cs. A closer look at the [H]-oriented and the (S)-oriented structures used by both Thais and Americans found that elaborating the Cs was preferred across the two cultures. The Thais tended to elaborate their Cs by using the (S)+[H] structure (39.23%) while the Americans did so by employing both the [H]+(S) and the (S)+[H] structures at a slightly different degree. Giving Cs curtly using the [H] Only structure was also possible across cultures although the percentage suggested that the Thais seemed to prefer giving Cs in this type more than the Americans did. In the least preferred structure, the Americans tended to use more (S) Only structure than the Thais did. Perhaps, the shorter or the

lengthier Cs are related to the functions in giving Cs. In using the combined structures as both cultures prefer, it seems that the given Cs are to maintain the interpersonal relationship between the speaker and the hearer. When the Cs are given through the [H] only structure, they are probably to express admiration towards the hearers. When it seems to be no Cs or covert Cs are used as in zero [H] or the (S) Only structure, the utterances are perhaps to sustain the conversation.

4.1.5.1.1 The [H]s in Cs by the Thais and the Americans

Table 26 shows percentage of [H]s in the Cs by the TTs and the AEs.

Table 26. Percentage of [H]s in Cs by the TTs and the AEs

	Sample Groups	
	TTs	AEs
		%
C Devices in the [H]s	% (N=1083)	(N=1031)
Positive Lexical Markers	99.81	98.62
Negative Lexical Markers	-	0.48
Positive Clauses	0.19	0.88
Total	**100**	**100**

As can be seen from the table, a striking difference was the use of negative lexical markers as C devices of the AEs in giving Cs which was not found among the TTs. It is observed that the use of negative lexical markers (i.e., 'mad', 'wild', 'shit', 'sick', and 'to kill') is a phenomenon of giving Cs among American intimates. Although the use of the negative lexical markers could be viewed as to show high emotive and strong feelings or attitudes towards the hearer's positive attitudes, it is in only occurred the context of intimacy or close degree of proximity. It seems that the farther the degree people have, the more likely these lexical markers are badly received.

The high frequency of the positive lexical markers indicates that these markers were the most frequently used C devices to give Cs in both cultures. Qualitatively speaking, the positive adjectives and verbs, such as 'good', 'great', 'nice', and 'to like' were prevalence across the C data of the two cultures. It means that the positive Thai adjectival-verbs as equivalent to the positive adjectives in

American English as discussed earlier, and also verbs is recognizable as an act of giving Cs in an overt manner for both cultures. The similarities in the use of positive lexical markers might be an outcome of 'language in contact' (Sankoff, 2001). The TTs used some positive lexical markers which were borrowed from the English language (e.g., 'match', 'sexy', 'perfect', 'idol'), and some which were alterations of the borrowed words as to shortening them (e.g., 'fin' from 'finale', and 'pro' from 'professional'). The use of these lexicons could be an influence from the contemporary Thai and Western media widely seen in metropolitan areas across Thailand. However, among Thai teenagers or colleague students who were the participants of this study, the use of these lexicons may just be temporarily, as Wierzbicka (1986) stated of how fast the lexicons change to reflect the social reality.

Few positive clauses are used as C devices among the TTs and the AEs although the AEs have a greater tendency towards the use of this type of marker. The findings reveal that the TTs tend to use positive clause as giving Cs when interacting with people whom they have just met for not very long. The AEs use this type of C device when giving Cs downwardly or among intimates. For Thais, the positive clauses are used when the proximity between the speaker and the hearer is far. For Americans, they are used when the proximity between the speaker and the hearer is close and when giving Cs to people of lower status. Therefore, it could be said that when compared the use of positive lexical markers to that of the positive clauses, perhaps the latter ones function as a neutral C to maintain stable relationship between the speaker and the hearer while the former ones express more emotive C and thus are widely used and heard.

Syntactically speaking and pragmatically speaking, overall both cultures have similar patterns in giving Cs. Although the adjectival verbs which carry syntactic criterion of verb and semantic criterion of adjective (Martisoff, 1973; Prasithrathsint, 2000) were unique to the Thai language when compared to the American English language, the use of these adjectival verbs to give Cs among the TTs is similarly comparable to when the AEs give Cs by uttering only adjectives, such as 'nice!'. This could be because in giving Cs the patterns of Cs are not that as important as the positive expressive meanings of the words the

speaker wants to get them across. The topicalization of giving Cs seems to intensify the Cs' positive expressive meanings.

Semantically speaking, both Thai and American data reflect affective and emotive in giving Cs by using sensations in association to giving Cs. The TTs and the AEs use positive lexical markers which have their metaphorical extension that are derived from the seven metaphorical concepts. They are visual perception (e.g., 'beautiful'), myth (e.g., 'wonderful'), excitement (e.g., 'to wow'), tactile (e.g., 'cool'), gustation (e.g., 'spicy'), heart, and mouth. The concept of tactile was not found at all in the TTs' C data while in AEs' C data the heart and the mouth or the embodiment concept were not at all found.

Pragmatically speaking, the use of the C patterns and the metaphorical concepts of both Thais and Americans could be viewed as to involve the similar perspectives in giving Cs: the hearer-oriented, speaker oriented, and object-oriented perspectives.

4.1.5.1.1.1 The Internal Modification in the [H]s of Cs by the Thais and the Americans

For both Thais and Americans, the levels of intensity in positive values of Cs were increased or reinforced through the use of strengthening devices found according to the four levels of language descriptions. They were intensifications through (1) phonological or representations, (2) morphological devices, (3) lexical representations, (4) syntactical patterns. The findings reveal that both Thais and Americans used similar intensification process, from phonological level, morphological level, to lexical level. The difference between the two cultures in intensifying Cs occurred in this data lies in that the Thais used intensification process in the syntactical level while the AEs did not.

In the intensification through the phonological process, the use of prosodic stress through the use of exclamation marks (!) was found to be common for Thais and Americans. The exclamation mark at the end of the sentence or word expresses and intensifies the degree of excitement in the hearer's appearance or performance, such as 'Those new eyeglasses look great!'. It is observed that the Thais used repeated exclamation marks (i.e., !!) while the Americans did not. The

use of exclamation mark in such functions is observed in speech-style writing (e.g., Facebook). It is thus not unlikely to find such use in responses to the WDCT since it could be considered speech-style writing.

For the intensification through morphological devices, the use of comparatives or superlatives and of reduplication is common among Thais and Americans. The use of suffixes for intensification is marked in the Thai C data. Although the use of reduplication of adverbs of degree is unmarked in both languages (i.e., 'very very'), it is striking that the reduplication in the Thai C data found the negative intensifier, such as, เว่อร์ เว่อร์ /wqq2 wqq2/ or 'too much too much' which usually occur at the final position of Cs.

In the intensification through lexical presentations, the use of adverb of degree is common for both cultures. The use of swearwords/taboo words/vulgarisms was found among the TTs in intensifying their Cs. It is observed that on the one hand, the AEs use negative lexical markers to express and intensify the positive expressive meanings of their Cs. On the other hand, the TTs intensify their Cs by using swearwords/taboo words/ vulgarisms and the negative intensifiers as found in the morphological intensification discussed earlier. Such use among the TTs is observed to be a phenomenon among intimates. The series of Cs (e.g., Amazing! It's really delicious!) were found to be common in both cultures by using multiple lexical markers. For both cultures, the use of series of Cs was found when the degree of proximity was close and in downward interactions—older to younger. For the Thais, this finding confirms the result of the pilot study in the use of multiple lexical markers.

For the intensification through syntactical patterns, only the Thais used it. The repetition of 'VP ADV', such as 'work excellently' and 'dance beautifully' was found.

4.1.5.1.2 The (S)s in Cs by the Thais and the Americans

Both Thais and Americans give Cs by using two types of modification. They are verbal and non-verbal modifications. The verbal modifications consist of the two main modification devices: (1) non-straightforward compliment; (2) external modification. The non-verbal modification was non-verbal indicators or

opt out. The frequency distribution and percentage of modifications in the (S)s of the Cs by both TTs and AEs are provided in table 27 below.

Table 27. Percentage of modifications in the (S)s of Cs by the TTs and the AEs

Main Types of Modifications in the (S)s of the Cs	The Verbal and Non-Verbal Modifications in the (S)s of the Cs	Sample Groups	
		TTs % (N=904)	AEs % (N=1121)
Verbal	External Modification	96.46	93.40
	Non-Straightforward C	2.88	6.42
Non-Verbal	Opt Out	0.66	0.18
	Total	100	100

Table 27 shows that for both cultures, the verbal modification is preferred. The external modification is the most prominent type of modification the TTs and the AEs used prior to giving Cs and after so doing, followed by the non-straightforward compliment. The use of non-verbal modification or the opt out was not preferred across the two cultures. Perhaps, in giving Cs it is more towards to the 'verbal gift' (Farenkia, 2014), thus, non-verbal indicators (e.g., smile or laugh) which are less explicit in positive meaning are dis-preferred. The prevalence of external modification in both cultures draws an attention to closely examine this type of modification.

4.1.5.1.2.1 The External Modification in the (S)s of Cs by the Thais and the Americans

The closer investigation at the external modification in the (S)s reveals that both TTs and AEs use two main types of devices in the external modification. They were (1) orientation and attitudinal devices as represented through discourse organizing signals; (2) interactional devices as represented through the other speech acts.

On the one hand, the orientation and attitudinal devices contain discourse organizing signals which either index affect-involvement or deference. The signals involve the use of deictics and of discourse markers. On the other hand, the interactional devices contain various speech acts which appear to be used to minimize the distance between the hearer and the speaker.

For the orientation and attitudinal devices, the use of deictics and of discourse markers is common in modifying Cs among the TTs and the AEs. The difference between both cultures in this category is in the mixture of deixis among the TTs. The use of social deixis คุณ /khun0/ and kinship terms พี่ /phii2/ or น้อง /n@@ng3/ as คุณพี่ or คุณน้อง /khun0phii2 or khun0 n@@ng3/ or 'Miss older sister or younger sister' among the female TTs who are acquaintances is cultural specific. The term of address recognizes the importance of marking deference and also the age factor. It might be viewed as an influence of the Thai media use of the term of address, especially in the Thai soap opera where female charters who are just acquaintances use it to call each other's attention. The use of English word 'boss' to call the hearer as บอส /b@@t3/ could be seen as another example of 'language in contact' as discussed in the positive lexical marker case found in the [H]s of the TTs' Cs.

For interactional devices, various speech acts found in the TTs and the AEs' C data are common. The speech acts used include 'greeting', 'self-introduction', 'request', 'want statement', 'giving comment', 'asking for information', 'joke', 'offer', 'flirting', 'thanking', and 'initiating a new turn of talk or small talk'. Five speech acts are worth discussing here.

'Asking for information' is the most frequently used speech act among the Thais and the Americans. Asking for more information on the object the hearer possesses (e.g., 'Where did you buy those earrings from?) or on the hearer's performance (e.g., 'When did you learn how to cook?) is usually found either at the initial or at final position of Cs. When it is used by itself as the zero [H] structure as discussed earlier, for both cultures, it is used among either people of close proximity or in downward interactions.

For 'greeting', the TTs only use *non-formulaic* greetings while the AEs use both *formulaic* and *non-formulaic* greetings. The *non-formulaic* greetings are usually in 'yes-no' question form, for instance, 'Did you have a new hair cut?' or 'Is this new?'. It could also be in a declarative form, such as 'You have a new hair cut.' or 'new hair color!'. The *formulaic* greetings are 'hi', 'hello', or 'hey'.

'Self-introduction' was found to occur only in the Thai C data. It was used among new colleagues who just met at the office seminar and party. 'Thanking' and 'initiating a new turn of talk or small talk' were found to occur only in the AE C data.

4.1.5.1.2.2 The Non-Straightforward Cs in the (S)s of Cs by the Thais and the Americans

Table 27 reveals that although the frequency of the non-straightforward Cs used among the TTs and the AEs was not in a great number, the AEs used the non-straightforward Cs in the (S)s of Cs more frequently than the TTs. The hypothetical form and negative construction were commonly used when giving the non-straightforward Cs. Both Thais and Americans were similar in 'wishing to be like the hearer'. The Thai and American speakers' uses of negative construction were also alike in giving the range of the degree and interpretation option to the hearer. Overall, the Americans tend to use the non-straightforward Cs in an upward or downward interaction, either in terms of age or of relative status. The Thais tend to use them in a downward interaction and in giving Cs to acquaintances of opposite sex.

4.1.5.1.2.3 The Opt Out in the (S)s of the Cs by the Thais and the Americans

The opt out found in the (S)s of the Cs among the TTs' involves both the writing of 'smile' and 'laugh' and the drawing of emoticon (i.e., :), > <) while among the AEs the opt out was the writing of 'smile' and 'laugh'. Although the variations of opt out were found, the use of these non-verbal indicators was to (1) support solidarity among close friends, and (2) mitigate the force of Cs when they were given to upwardly or to the opposite sex.

The comparisons of the pragmatic structures and the segmentations of [H]s and (S)s among the TTs and the AEs reveal C strategies used in giving Cs in both cultures in the following section.

4.1.5.1.3 The C Strategies by the Thais and the Americans

For both cultures, the pragmatic structures and the use of [H]s and (S)s as presented earlier could be viewed as to reflect the degrees of overtness and covertness. Table 28 below illustrates the frequency distribution and percentage of the main and sub C strategies among the TTs and the AEs.

Table 28. Percentage of the main and sub C strategies by the TTs and the AEs

Segmentations of Pragmatic Structures	Main C Strategies	Sub C Strategies	Sample Groups	
			TTs % (N=1986)	AEs % (N=2152)
H	Explicit	Straightforward C	54.43	47.49
		Conventional C	0.10	0.42
		Subtotal	54.53	47.91
S	Implicit	Non-Straightforward C	1.31	3.35
		External Modification	43.86	48.65
		Opt Out	0.30	0.09
		Subtotal	45.47	52.09
	Total		100	100

Table 28 reveals that in giving Cs both cultures used explicit and implicit C strategies in a slightly different degree. To give overt Cs, the TTs and the AEs used a slight difference in frequency of straightforward C strategy. It means that giving overt Cs across cultures subscribes to the universal semantic components of Cs: the speaker perceives something good about the hearer and (want to) say(s) something to make the other feel good. The finding confirms the universality of C across cultures which goes along the same line as found in the cross-cultural pilot study. Moreover, unlike other speech acts (e.g., correction making or request), the finding reveals the nature of speech act of C which is predominantly for positive values in both cultures, and thus uttering it overtly is widely seen and heard.

In giving covert Cs, the AEs had a higher frequency of non-straightforward C strategy than the TTs had. Boyle (2000, p. 35) addressed in his study on implicit Cs that this type of Cs requires both a great deal of indexical knowledge and of reciprocity of perspectives from the hearer whether or not the given C is a successful one. Maíz-Arévalo (2012) confirms the idea of the closeness between the speaker and the hearer and the use of covert Cs. Thus, it could be said that the

closer in the degree of proximity, the more ways for the speakers to give Cs to the hearers, either overt or covert ones.

Another striking finding in Cs of both cultures in terms of C strategies is the use of external modification sub C strategy in the implicit strategy which its frequencies as high as giving overt Cs. It could be viewed that apart from using overt Cs to express admiration or approval of the hearer's appearance/performance, covert Cs in confirming solidarity, there is a need for both cultures in maintaining or balancing the act of giving Cs by using orientation and attitudinal devices and interactive devices.

4.1.5.2 The Politeness Strategies in Cs by the Thais and the Americans

The strategic choices in giving Cs overtly or covertly as earlier presented are clearly related to politeness phenomena in interaction. Based on Brown and Levinson's (1978) politeness theory, every speech act could potentially threaten an aspect of the speaker and the hearer's face. The following section provides the overview of politeness strategies in performing FTAs in Cs by Thais and Americans.

4.1.5.2.1 The Overall Politeness Strategies in Cs by the Thais and the Americans

Table 29 below illustrates the percentage of politeness strategies used in performing FTAs when the TTs and the AEs give Cs.

Table 29. Percentage of politeness strategies of Cs by the TTs and the AEs

Politeness Strategies of Cs	The C Strategies as Related to the Politeness Strategies	Sample Groups	
		TTs (N=1986)	AEs (N=2152)
Positive Politeness (PP)	1. Straightforward C	54.43	47.49
	2. Conventional C	0.05	0.42
	3. External Modification Indexing Affect-Involvement-Connectedness	39.32	46.05
	4. Opt Out Co-occurred with (1), (2), (3)	0.25	0.09
Negative Politeness (NP)	5. External Modification Indexing Deference	4.58	2.56
Off Record (OR)	6. Non-Straightforward C	1.31	3.35
	7. Opt Out	0.05	0.00
	Total	100	100

For both cultures, the PP strategy seems to be highly emotive strategic choice of interaction because it involves both overt verbal expressions of Cs and a complex interrelation of verbal and non-verbal expressions in giving Cs. Comparing the frequency distribution of the PP to that of the NP strategy in terms of discourse organizing signals, in giving Cs the TTs and the AEs are more likely to create a larger proxemics or interpersonal spacing pattern rather than standing farther apart. The use of deictics indexing affect-connectedness is clearly higher than that of indexing deference. The findings suggest that in both cultures giving Cs is the act of positive politeness which gives a 'face' upgrade to the hearer. Giving Cs as a positive politeness act among the Thais and the Americans, thus, exhibits universality which subscribe to what Brown and Levinson (1978) stated and other studies have addressed giving Cs as 'face boosting acts' (Bayraktaroglu, 1991), 'anti FTAs' (Kerbrat-Orecchioni, 1992, cited in Garcia & Terkourafi, 2014, p. 2), 'face flattering acts' (Kerbrat-Orecchioni, 1997, cited in Garcia & Terkourafi, 2014, p. 2; 2004), 'face supporting acts' (Sifianou, 1995), and 'face-enhancing act' (Garcia & Terkourafi, 2014; Terkourafi, 2005, Sifianou 1995; Kerbrat-Orecchioni 1997; Leech, 2007).

Although the prevalence of PP strategy over the other two strategies clarifies the Thai and the American English Cs as positive politeness acts. The other two strategies are worth discussing.

For both Thais and Americans, the NP strategies are to give discourse organizing signals indexing deference which include the use of deferential address terms and of deferential-softening discourse markers. The quantitative and qualitative differences in marking deference in both cultures lie in the mitigating mechanism preferred. On the one hand, the TTs tend to use their complex deferential address terms involving occupational/positional address terms (e.g., boss), /khun0/+first name or Mr./Mrs./Miss+first name, and /khun0/+kinship terms or Miss older/younger sister. When compared to the AEs, the TTs used this type of deferential device at 2.51% while the AEs used it at less than 1 %. On the other hand, the AEs prefer the use of deferential discourse markers, hedges in particular. The frequencies in hedging of the AEs are at 2.09% while those of the TTs is below 1%. The use of other speech acts which contain

hedges, such as the use of modal verb in request and offer, remains low in both TTs and AEs' C data.

For both cultures, the OR strategies are to give covert Cs as seen in the use of non-straightforward C strategy, and to opt out as discussed earlier. The quantitative and qualitative differences in being covert among the Thais and the Americans lie in the non-straightforward mechanism preferred. In a big picture, while the AEs prefer none of the non-verbal indicators, the TTs use non-verbal indicators to a certain degree although the frequency is below 1%. Both Thais and Americans tend to use verbal devices as seen to reflect their covertness in giving Cs.

Despite the fact that Cs are positive politeness acts, the hearer may not always feel good about the given Cs. For instance, in Thai culture the C receiver about body appearance or weight from a non-intimate or person of younger age may not be well received. This is because body appearance or issue of weight are sensitive topics and are usually used as topics of Cs among intimates or people of equal age. In American culture the C receiver who is female may feel harassed when her male colleague gives a compliment on her blouse (personal communication). It could be because the blouse is very close to the body appearance and the interaction is also among opposite sex. Thus, it becomes a sensitive topic among acquaintances of opposite sex and is reserved for intimate interactions.

The following section draws an attention to a closer look at the comparisons between the TTs and the AEs' politeness strategies in the nine contexts of different weightiness of FTAs, ranging from the context of the lowest degree of FTA to that of the highest degree of FTA. The nine contexts involve low D+P+R, high D, high P, high R, high D+P, high P2, high P+R, high P2+R, and high D+P+R.

4.1.5.2.2 The Politeness Strategies in Cs of Different Weightiness of FTAs by the Thais and the Americans

Table 30 below illustrates the politeness strategies used in giving Cs among the TTs and the AEs.

Table 30. Percentage of the politeness strategies of Cs used by the TTs and the AEs

Different Weightiness of FTAs in the Cs	Politeness Strategies Used to perform FTAs in the Cs					
	PP		NP		OR	
	TTs (N=1867)	AEs (N=2024)	TTs (N=89)	AEs (N=55)	TTs (N=26)	AEs (N=73)
Low D+P+R	6.86	5.58	4.49	5.45	11.54	21.92
High D	5.25	5.73	22.47	12.73	7.69	8.22
High P	15.32	15.81	8.99	25.45	26.92	13.70
High R	13.44	14.08	2.25	1.82	0.00	2.74
High D+P	2.89	3.06	7.87	5.45	3.85	4.11
High P2	18.26	17.54	33.71	29.09	34.62	27.40
High P+R	28.33	29.59	10.11	16.36	15.38	13.70
High P2+R	6.80	5.88	2.25	1.82	0.00	5.48
High D+P+R	2.84	2.72	7.87	1.82	0.00	2.74
Total	100	100	100	100	100	100

The findings show that for both TTs and AEs the PP and the NP strategies were used across the nine contexts to perform FTAs. The use of the PP in the similar frequencies in both cultures confirms that overt compliments with or without discourse organizing signals or hybrid non-verbal indicators are commonly used across cultures to perform FTAs or positive politeness acts. Interestingly, the differences in the two cultures in giving Cs lie in the use of the NP and of the OR strategies.

The TTs appeared to use the NP strategies in a great number than the AEs did in the high D and high D+P+R while the AEs tended to prefer the same strategies with the high frequencies of use in the high P and high P+R. The high D means that the degree of proximity is far. The high D+P+R means that there is an increased degree of FTAs to involve the opposite sex interaction and the high ranking of imposition in the C topic of appearance given to the hearer. In the high D and high D+P+R contexts, the prevalence of the use of /khun0/+first name or Mr./Mrs./Miss+first name among the TTs is higher than the predominant use of hedges among the AEs. In the high P and the high P+R contexts, the AEs' frequency distribution of the hedges is predominant and higher than the deferential address terms the TTs use. The high P means that the Americans of opposite sex interact to each other or those of older age and same sex give Cs. The high P+R means that there is an increased degree of FTAs to involve the high ranking of imposition in the C topic of appearance given to the hearer.

The opposite qualitative choices of the Thai and the American speakers reflect the culture-specific characteristics in supporting their giving Cs. For the Thais, they are towards the use of complex deferential address terms which suggests the importance of hierarchy or social status and age in the Thai cultural repertoire of knowing self and others' places in interactions. In a way, knowing one's place in interaction could be viewed as to mark the degree of proximity between the speaker and the hearer as a static one. This is probably why some scholars (e.g., Hill *et al.*, 1986) have contended an alternative way of looking at politeness phenomena as 'discernment' in high-context cultures or Asian context cultures in particular, where knowing one's place requires assessing all contextual factors designated as relevant. Thus, in giving Cs in Thai, the NP strategy with the predominant use of complex deferential address terms prevails in the situational contexts which the consideration of relative social status, relative age, relative degree of proximity, opposite sex interaction, and topics of Cs involves. For the Americans, they are towards the use of hedges that suggest the importance of mitigation or minimization of imposition reflecting the American cultural repertoire in placing the distance in interactions. In a way, using hedges is an evidence of the speaker's decision the desired degree of politeness as Hill *et al*. (1986) put it as 'volition'. It means that the fewer relevant contextual factors are involved in interactions. Thus, in giving Cs in American English, the NP strategy with the prevalent use of hedges prevails in the situational contexts which involve the consideration in the opposite sex interaction, relative age, and the high ranking of imposition in the C topic of appearance given to the hearer.

Although the linguistic forms in giving covert Cs of the two cultures are not different, the findings show that a greater number of tokens of non-straightforward C strategy used among the AEs when compared to the TTs prevails in the four different contexts of FTAs: low D+P+R, high R, high P2+R, and high D+P+R. The low D+P+R means that there is a very close degree of proximity as well as of social status, low ranking of imposition (i.e., giving Cs about the hearer's performance, such as cooking), and same sex interaction. The high R means that the topics of Cs are sensitive, such as giving Cs about the blouse. The high P2+R means that the context involves relative age, opposite sex

interaction, and sensitive topics of Cs. The high P+D+R is the opposite of the low P+D+R as stated earlier. It seems that in being covert in giving Cs among the Americans, there are all three main contextual factors involved: D, P, and R. Thus, perhaps it is the American way to give the hearer's freedom of interpretation towards the Cs given as Lakoff (1975) addressed as 'giving option'. The use of the OR strategy among the Americans may be seen as constantly changing depending on all three contextual factors. However, when taking into accounts the function of the OR strategy in giving Cs, it is usually to support the continuous interpersonal relationships between the speaker and the hearer.

For the TTs, a great number of the OR strategy is prevailed in the two different contexts of FTAs: high P and high P2. The high P means that the Thais of opposite sex interact to each other, and those of older age and same sex give Cs. The increased in P value to the high P2 means that the relative social status comes into play as well. Among the Thais, the use of the OR strategy tends to be clearly influenced by relative social status, relative age, relative degree of proximity, and opposite sex interaction. Such an influence is along the same line as found to occur with the use of the NP strategy among the Thais. It could be said that in giving Cs covertly in both cultures, the Thais and the Americans appear to determine their linguistic choices from assessing the various contextual factors designated as relevant or 'discernment'.

To valid the given Cs, responding to Cs among the TTs and the AEs were examined in the following section.

4.2 Compliment Responses by the TTs and the AEs

4.2.1 The Overall Pragmatic Structures of CRs by the TTs

The overall pragmatic structures of the TTs' CRs reveal the dynamic patterns when the TTs respond to Cs as shown in table 31 below.

Table 31. FD and percentage of pragmatic structures of CRs by the TTs

Pragmatic Structures of the TTs' CRs	Sample Group TTs	
	Tokens	%
H Only	385	40.31
Single [H]	373	39.06
Multiple [H]s	12	1.26
[H]+(S)	188	19.69
[H]+(S)+[H]	4	0.42
Subtotal	577	60.42
(S)+[H]	58	6.07
(S)+[H]+(S)	24	2.51
S Only	296	31.00
Single (S)	103	10.79
Multiple (S)s	193	20.21
Subtotal	378	39.58
Total	955	100

Table 31 reveals that in responding to the given Cs the TTs preferred the [H]-oriented structures or overt-oriented structures to the (S)-oriented structures or covert-oriented structures in responding to the given Cs. It means that the TTs could accept or reject the given Cs overtly in the initial position of the CRs, in the middle of the CRs, or at the end of the CRs. However, a closer look at the [H]-oriented structures found the highest frequency distribution and the percentage of the use of [H] Only structure. This could suggest that the TTs' most preference was towards curtly and overtly accept or reject the given Cs. It means that the TTs are more likely to accept or reject the given Cs overtly in the initial position of the CRs. To some degrees, the TTs also use (S)-oriented or covert-oriented structures in responding to the given Cs. This finding conforms to previous studies in Thai CRs (e.g., Gajaseni, 1994, Boonyasit, 2005) of various dynamic patterns of Thai CRs.

The TTs' six pragmatic structures of CRs are exemplified below from (50) to (57).

(50) **Single [H]**

(In a potluck party at a colleague's house, a female colleague gave a compliment response to her male colleague of the same age for his compliment on her new haircut.)

[ขอบคุณ]

[Thank you]

   [H]

(51) **Multiple [H]s**

(In a potluck party at a colleague's house, a female colleague gave a compliment response to her female colleague of the same age for her compliment on her new haircut.)

[แน่นอน (อ่ะ)]   [ฉันก็คิดว่างั้น]

[Absolutely (final particle)] [I think so too]

         [H]   [H]

(52) **[H]+(S)**

(In a potluck party at a colleague's house, a younger female colleague gave a compliment response to her older female colleague for her compliment on the food she made for the party.)

[ขอบคุณ (ค่ะ)]   (คุณพี่)

[Thank you (polite final particle)] (/khun0/+kinship term 'Miss older sister')

         [H]   (S)

(53) **[H]+(S)+[H]**

(In an office party, a male colleague gave a compliment response to his female colleague for her compliment on his new eyeglasses.)

[ขอบใจ (นะ)]   (ผมก็ว่า)   [มันสวยดี]

[Thank you (final particle)] (I *like you said* think) [it is very beautiful]

       [H]   (S)   [H]

(54) **Single (S)**

(In an office party, a female colleague gave a compliment response to her female colleague for her compliment on the new earrings she was wearing.)

(ซื้อที่ Esplanad จ้า)

    (S)

(55) **Multiple (S)s**

(In an office party, a male senior gave a compliment response to his male junior for his compliment on his new watch.)

(ใช่) (รุ่นใหม่ล่าสุด) (เพิ่งเก็บเงินซื้อได้เนี่ย)

 (S)   (S)   (S)

(56) **(S)+[H]**

(In an office party, a male boss gave a compliment response to his female subordinate for her compliment on his opening dance for the party.)

(555555)   [ครับ]

(laughter) [/khrap3/]

    (S)   [H]

(57) **(S)+[H]+(S)**

(In an office party, a male subordinate gave a compliment response to his female boss for her compliment on his opening dance for the party.)

(แหม) [ขอบคุณ (ครับ)] (เจ้านาย)

(interjection—/mxx4/) [Thank you (polite final particle)] (occupational term—boss)

      (S)   [H]   (S)

The following section provides a closer look at the [H]s and the (S)s which constitute those pragmatic structures of the CRs by the TTs.

4.2.1.1 The [H]s in CRs by the TTs

690 [H]s were found in the TTs' CR data. Two types of CR devices in the [H]s were found: acceptance and rejection. Table 32 below provides the frequency distribution and percentage of acceptance and rejection found in the CRs by the TTs.

Table 32. FD and percentage of acceptance and rejection in the [H]s of CRs by the TTs

CR Devices in the [H]s	Markers of CRs in the [H]s	Sample Group TTs	
		Tokens	%
Acceptance	Accepting/Agreeing	63	9.13
	Thanking	619	89.71
	Appreciation Token	7	1.02
Rejection	Rejecting	1	0.14
	Total	690	100

Table 32 reveals that the use of rejection was below 1%. Only one rejecting marker ไม่หรอก /maj2 r@@k1/ 'Not at all' was found in the [H]s of the TTs' CRs. In the data, the ไม่หรอก or 'Not at all' was used to disagree to the given C among close friends of same age regardless of the same or opposite sex interactions. Although the ไม่หรอก is used to disagree, the C receiver does not use it curtly as an equivalence of 'No' in English. The final particle หรอก /r@@k1/ co-occurred with the ไม่ /maj2/ could be viewed as a persuasive particle inviting the C giver to believe that the C receiver does not possess such good quality as the C giver stresses. The use of persuasive particle could be perceived as an evidence of politeness in giving an overt CR in Thai among intimates.

The use of acceptance was prominent in the TTs' CRs at 99.86%. Three types of acceptance markers were found. They included accepting/agreeing, thanking, and appreciation token.

- Accepting/agreeing to the given Cs was found in a curt agreement through the use of formulaic agreeing tokens (e.g., ใช่ /chaj2/ 'yes'; แน่นอน /nxx2n@@n0/ 'certainly') and of final particles as agreeing tokens (e.g., จ้า /caa2/; ครับ /khrap3/)

- Variations of thanking for the given Cs were found as follows:

  ขอบคุณ /kh@@p1khun0/

  ขอบใจ /kh@@p1caj0/

  ใจ /caj0/

  แต้งกิ้ว /txng3kiw2/

  Although the forms of thanking are different, all markers mean 'thank you' in English. It is observed that when thanking is used among acquaintances and especially in upward interactions (i.e., either in terms of age or of social status), polite final particles (e.g., จ้า /caa2/ ครับ /khrap3/) are usually co-occurred. When thanking is used among intimates, intimate particles which may be considered as impolite particles if used in the upward interactions (e.g., โว้ย /wooj3/) are usually co-occurred. Interestingly, the use of the short form ใจ /caj0/ which came from the full form ขอบใจ /kh@@p1caj0/ and of the word แต้งกิ้ว /txng3kiw2/ which came from the English 'thank you' were used among the Thai teenagers and colleague students. In this study, ใจ /caj0/ and แต้งกิ้ว /txng3kiw2/ were used among close friends and when people of older age give thanks those of younger age.

- The use of appreciation tokens was found to fall into (1) speaker-oriented; and (2) hearer-oriented perspectives as follows:

  (1) Speaker-oriented appreciation tokens—ด้วยความยินดี 'with (my) pleasure' or ดีใจที่ชอบ 'glad that (you) like it'

  (2) Hearer-oriented appreciation tokens—คุณชอบผมก็ดีใจ 'you like it, I am glad'

The closer investigation found that to a certain degree the level of accepting the given Cs among the TTs and only with thanking increased or reinforced through the use of strengthening devices within the [H]s. The following section presents these strengthening devices as the internal modification of thanking in the TTs' CRs.

4.2.1.1.1 The Internal Modification of [H]s of CRs by the TTs: The Case of Thanking

The levels of intensity in thanking for the given Cs were increased or reinforced through the use of strengthening devices within the [H]s of the CRs. The five strengthening devices were found in the TTs' CR data. They are illustrated below according to the three levels of language descriptions as follows:

(1) Intensification through phonological and orthographical representations

    (1.1) prosodic stress through the use of exclamation marks

    (1.2) phonological process in the use of final particle นะ /na3/

(2) Intensification through morphological devices

    (2.1) repetition of intensifier มาก /maak2/ 'much' with repeat sign 'ๆ'

    (2.2) repetition of intensifier มาก /maak2/ 'much' with final particles

(3) Intensification through syntactical patterns

    (3.1) the insertion of a phrase after the VP 'thank you'

(1) The Intensification through Phonological and Orthographical Representations

The intensification through phonological and orthographical representations involved the followings:

(1.1) The use of prosodic stress through the use of exclamation marks, such as, ขอบคุณ! or 'thank you!' was found. The exclamation mark at the end of the word is used as a strengthening device to express and intensify thanking with excitement. The similar pattern of prosodic stress through the use of exclamation

marks is also found in giving Cs among the TTs to express and intensify excitement.

(1.2) The phonological process in the use of final particle นะ /na3/, such as ขอบคุณนะ 'thank you /na3/' was found. The final particle นะ /na3/ signals the hearer's increased emotional involvement in response to the given C of the speaker.

(2) The Intensification through Morphological Devices

The intensification through morphological devices was found through the followings:

(2.1) The repetition of intensifier มาก /maak2/ 'much' with repeat sign 'ๆ', such as ขอบคุณมาก ๆ 'thank you very much' was used. It is to add the intensity to the force of thanking. The similar pattern of the use of repeat sign 'ๆ' is also found when the TTs intensify their Cs.

(2.2) The repetition of intensifier มาก 'much' with two final particles—มาก เลย /maak2 lqqj0/ 'much much' มากเลยนะ /maak2 lqqj0 na3/ 'much beyond' was found. An example is ขอบคุณมากเลยนะ 'thank you much beyond'. Semantically speaking, the co-occurrence of the intensifier 'much' with the two final particles involves concepts of quantity as in มาก /maak2/, and of boundary and beyond as in เลย /lqqj0/. Thus, it could be said that in responding to the given Cs the TTs tend to show their gratitude with quality or beyond boundary to increase emotional involvement between the speaker and the hearer.

(3) The Intensification through Syntactical Patterns

The intensification through syntactical patterns in CRs among the TTs was found by adding a phrase after the VP 'thank you', such as ขอบคุณที่ชม 'thank you for your/the compliment or thank you that you compliment me'. The insertion of the phrase after the VP 'thank you' appears to be intensely hearer-oriented, emphasizing the good deeds or acts that the hearer has done.

The following section will explore the (S)s of the TTs' CRs. More specifically, it will closely investigate the devices and markers localized within the (S)s.

4.2.1.2 The (S)s in CRs by the TTs

In the TTs' CR data, the (S)s involved two types of modifications. They were verbal and non-verbal modifications. The verbal modifications consisted of two main modification devices: (1) non-straightforward compliment response; and (2) external modification. The non-verbal modification was non-verbal indicators or opt out. The frequency distribution and percentage in the (S)s of the CRs by the TTs are provided in table 33 below:

Table 33. FD and percentage of modifications in the (S)s of CRs by the TTs

Main Types of Modifications in the (S)s of the TTs' CRs	The Verbal and Non-Verbal Modifications in the (S)s of the TTs' CRs	Sample Group TTs	
		Tokens	%
Verbal	External Modification	693	76.15
	Non-Straightforward CR	184	20.22
Non-Verbal	Opt Out	33	3.63
	Total	910	100

Table 33 illustrates that the TTs preferred the use of verbal modification to that of the non-verbal one in modifying the [H]s. The use of non-verbal modification or opt out was less than 4%. With the preference towards a more verbal modification, the external modification was the most prominent modification type the TTs used to respond to the given Cs, followed by the use of non-straightforward CR. The high frequency of the external modification at over 75% invites a closer investigation of this modification type.

4.2.1.2.1 The External Modification in the (S)s of CRs by the TTs

The closer examination at the external modification in the (S)s reveals two main types of devices. They were (1) orientation and attitudinal devices as represented through discourse organizing signals; and (2) interactional devices as represented through the use of other speech acts.

(1) The Orientation and Attitudinal Devices

  The orientation and attitudinal devices were represented through the discourse organizing signals. The signal involved (1.1) the use of deictics; and (1.2) the use of discourse markers. These signals are used either to index affect-involvement-connectedness or to mark deference.

(1.1) The Use of Deictics

  Unlike the Cs, the use of deictics found in the TTs' CRs involved two main categories. They were (1.1.1) person deixis and (1.1.2) social deixis. Each category of deixis is presented as follows:

(1.1.1) Person Deixis

  In responding to the given Cs, the hearer uses the following person deixis to point to the speaker:

- The speakers' first names as provided in all situations given in the WDCT (e.g., ธีระ /thii0ra3/ มัทนา /mat3tha0naa0/)

- The speakers' in-group names (e.g., ธี /thii0/ and มัท /mat3/ as the nicknames of ธีระ /thii0ra3/ and มัทนา /mat3tha0naa0/, or ไอ้ธี /?aj2thii0/ and อีพราว /?ii0phraaw0/ as the intimate calling names for ธีระ /thii0ra3/ and พราว /phraaw0/)

- The speakers' kinship terms (e.g., พี่ /phii2/ or น้อง /n@@ng3/)

- Second person pronouns or as equivalent in meaning of 'you' in English (e.g., เธอ /thqq0/ ตัวเอง /tuua0?eeng0/ มึง /mvng0/ นาย /naaj0/ แก /kxx0/)

The speakers' in-group names, kinship terms, and second person pronouns were not given in the WDCT. All terms of address were provided by the Thai respondents when completing the WDCT.

(1.1.2) Social Deixis

In the TTs' CR data, social deixis which the hearer uses them to signal the speaker's social identity, and the relations between them or other referents are as follows:

- /khun0/+first name, e.g., คุณริน /khun0 Rin0/ 'Miss Rin'

- /khun0/+kinship term, e.g., คุณน้อง /khun0 n@@ng3/ 'Miss younger sister' or คุณพี่ /khun0 phii2/ 'Miss older sister'

- Occupational/positional address term, e.g., หัวหน้า /huua4naa2/ เจ้านาย or นาย /caw2 naaj0/ or /naaj0/—the three address terms mean 'boss' in English.

An interesting finding is the mixture of /khun0/+kinship term, e.g., คุณน้อง /khun0 n@@ng3/ 'Miss younger sister' or คุณพี่ /khun0 phii2/ 'Miss older sister'. Such mixture is widely seen in the Thai contemporary media and is observed to be used among females, especially in the Thai soap opera where the female characters who are just acquaintances use it to call each other's attention in interactions. Another interesting point is the use of English word 'boss' to call the hearer as บอส /b@@t3/. This pattern of English occupational/positional address term in Thai could be another example of 'language in contact' as seen in the new positive lexical marker case found in the [H]s. The use of these person and social deixis suggests specific attention the hearer given to the speaker either for solidarity or for deference. In responding to CRs among the TTs, the context of communication is clear of who the speaker and the hearer are and of what the speaker likes about the hearer. Thus, no other categories of deixis, such as spatial or temporal, were found. There seems to be no need to bridge the proximity between the speaker and the hearer.

(1.2) The Use of Discourse Markers

The discourse markers which were used as discourse organizing signals among the TTs involved three kinds of markers: They were (1.2.1) backchannels; (1.2.2) interjections; and (1.2.3) hedges.

(1.2.1) Particles

The backchannels found in the (S)s included อ่อ /?@@1/ 'Oh' or repetition of อ่อๆ /?@@1 ?@@1/ 'Oh Oh' as in (58); ครับ /khrap3/; ค่ะ /kha1/; จ้า or จ้า /caa2/ as in (59).

(58)

(In a potluck party at a colleague's house, a female colleague who has known this male colleague of the same age for a couple months gave a compliment to him on his new haircut.)

ตัดผมที่ไหนมาเหรอ   มันสวยจัง

Where did you have your haircut? It's beautiful.

อ่อ (ๆ)   ตัดที่ร้านแถวบ้าน (อ่ะ)

Oh (oh) I have it done at the barber close to my house (final particle).

(59)

(In an office party, a female boss gave a compliment to her male subordinate on his opening dance for the party.)

คุณเก่ง (นะคะ)   เต้นได้ดีเหมือนมืออาชีพ

You could dance well (polite final particle). You did it like a pro.

ครับ   ไม่ขนาดนั้น (หรอกครับ)

Yes/No. Not really (final particle).

In (58), อ่อ 'Oh' or its repetiton could be viewed as the C reciever's opportunity to produce his full turn of CR and to signal that he was attentively listening to what the C giver uttered.

The use of sentence particle ครับ /khrap3/ in (59) is interesting. Usually, the use of sentence particles, such as ครับ /khrap3/, ค่ะ /kha1/, จ้า or จ้า /caa2/, has been

studied and discussed in terms of medial particles (e.g., Cooke, 1989) to focus on a particular noun phrase which is the topic of an utterance or of final particles to add politeness to the utterance while signifying the sex of the speaker (i.e., ครับ /khrap3/ for male speakers, ค่ะ /kha1/ for female speakers). In the Thai CR data, the sentence particles ครับ /khrap3/, ค่ะ /kha1/, จ้า or จร้า /caa2/ were in the initial position and appeared in (61) as to neither accept nor reject politely or add something which in this particular context—a downgrading of his dance performance in response the given C. All in all, the backchannels as found in (58) and (59) serve as continuers and politely contrast or adding something in responding to the given C, which confirm an interactive function of the backchannels themselves (Cutrone, 2010).

(1.2.2) Interjections

The interjections found in the (S)s involved ฮะ /ha3/, เห้ย or เฮ้ย /hqqj3/, โห้ว /hoow4/, แหม /mxx4/ as in (60) and (61).

(60)

(In a potluck party at a colleague's house, a female colleague who has known this male colleague of the same age for a couple months gave a compliment to him on his new haircut.)

ธีระ   ผมใหม่เท่ห์จัง (น่ะ)

Theera Your new haircut is super cool/smart (final particle).

โห้ว   จริงเหรอ   ขอบคุณมาก (น่ะ) ที่ชม 555+

/hoow2/ Really? Thank you very much (sentence particle) that you complimented me. Laughter.

The use of 'hoow4/ as in (60) appears to express surprise of the given Cs. The second utterances also support such expression because the hearer's asked the speaker 'Really" to confirm the given C.

(61)

(In a potluck party at a colleague's house, a younger female colleague who has known this older male colleague for a couple months gave a compliment to him on his new haircut.)

พี่ ทรงผมพี่เท่มาก

Brother. Your haircut looks very cool/smart.

แหม! พูดแบบนี้ก็เขิลแย่เลย (ครับ)

/mxx4/! When you said it, I feel very awkward/shy (polite final particle).

The use of /mxx4/ in (61) expresses awkwardness or shyness in which the hearer admitted it in his following utterance.

The use of the interjections in the Thai CRs found in this study could be functioned as to (1) to express surprise as in (60) and (2) to show the awkwardness or the shyness as in (61). It is observed that the more intense feeling the hearer has towards the given C, the intensification devices are added to the interjections, such as the elongation of final consonant (e.g., โห้วววว /hoowww4/), and the use of exclamation mark. This similar phenomenon was found in the interjections of the TTs' Cs as well.

(1.2.3) Hedges

The hedges found in the (S)s were prefaces, i.e., นี่ก็ว่า 'I also think' ไม่นึกว่า 'I don't think or I have never thought'. These prefaces usually occurred in a vertical interactional context where CRs were given either upwardly or downwardly.

The orientation and attitude devices used in the (S)s tend to be both speaker-oriented and hearer-oriented. For the speaker-oriented perspective, the receiver of a C uses the devices to stress his/her perception of the hearer's affiliation, in-group membership, and proximity. For the hearer-oriented perspective, he/she

tends to emphasize the C giver as the only listener by stating the C giver's first name/in-group name or occupational address term.

(2) The Interactional Devices

The interactional devices were represented through the nine speech acts. They were 'responding to the given non-C utterances', 'elaborating of the responses/small talk', 'offer/invitation', 'giving support', 'joke', 'expressing awkwardness/shyness', 'expressing gladness', 'returning C', or 'flirting'. Similar to the giving Cs among the TTs, these various speech acts in the (S)s are used as the interactional devices. All of them tend to share one function. It is to minimize the distance between the receiver of C and the C giver. Out of the total percentage of nine speech acts used in the Thai CRs (at 23.31%), the speech acts of 'responding to the given non-C utterances' (at 10. 75%) and of 'elaborating of the responses or small talk' (at 5.81%) are the most frequently used. A great number of the two speech acts combined indicates the interactiveness of the Thai C receivers to the C givers and that interpersonal relationships among them are maintained not only through the Cs but also through knowing more about each other's stories, to get involved, and to be connected. 'Flirting' tends to be the least preferred in the Thai CRs with its percentage at 0.13%. It could be because the 'flirting' could be interpreted both positively as equivalent to jokes and negatively as 'the C giver is getting on to the C receiver'.

4.2.1.2.2 The Non-Straightforward CRs in the (S)s of CRs by the TTs

The non-straightforward CRs found in the (S)s were speech acts that function as to deflect or evade the given Cs. The deflection or evasion could be viewed as to refocus the given Cs in four aspects. They are (1) the C receiver's self-praise, (2) asking for confirmation of the given C from the C giver, (3) downplaying the given C by stating the fact or shifting evaluation away from self to a third entity, (4) giving extra information on how the C receivers derive the objects or the details of the objects. In a way, to give non-straightforward CRs among the Thais is to deflect or evade the given Cs by refocusing and directing them towards the speakers as in (1), the hearers as in (2), or the object being

complimented or the other entity as in (3) and (4) when the Thais respond to the Cs. Out of the total percentage of the non-straightforward CRs in the Thai data at 11.50%, the TTs appear to respond to the given Cs in the perspectives of (2) and (3) in a quite similar degree at 4.19 % and 3.81%, respectively. (4) was the least preferred non-straightforward CRs with its percentage at 0.44%.

4.2.1.2.3 The Opt Out in the (S)s of CRs by the TTs

The opt out found in the (S)s of the TTs' CRs were (1) the writing of smile or laugh which includes 555/555+; and (2) the drawing of emoticon (e.g., ^-^, ><, .>///<). The opt out or the non-verbal indicators found tend to be used to (1) support solidarity among close friends and (2) mitigate the force of the given Cs, when they were given from upward or from the opposite sex. In (1) and (2), the non-verbal indicators are usually in the initial or final positions as to co-occur with CRs or follow other speech acts which serve as interactional devices as discussed earlier. When the non-verbal indicators, the writing of smile or drawing of emoticon as to represent 'smile' in particular, occurred by themselves as to neutralize or mitigate the force of CRs, it is to (2).

Given the two main types of devices in the (S)s of the TTs' CRs as presented, the (S)s could be said to function as mitigation: 'distance-minimization' or 'imposition-mitigation' (Blum-Kulka, 2005).

The pragmatic structures and the segmentations of [H]s and (S)s in the TTs' CR data reveal CR strategies the TTs used in responding to the given Cs in the following section.

4.2.1.3 The CR Strategies by the TTs

In giving CRs among the TTs, the pragmatic structures and the use of [H]s and (S)s as presented earlier could be perceived as to reflect the degrees of overtness and covertness of CRs. Table 34 provides the frequency distribution and percentage of the main and sub CR strategies among the TTs.

Table 34. FD and percentage of the main and sub C strategies by the TTs

Segmentations of Pragmatic Structures of CRs and Degree of Overtness-Covertness	Main CR Strategies	Sub CR Strategies	Sample Group TTs	
			Tokens	%
H	Overtness	Acceptance		
		Accepting/Agreeing	63	3.94
		Thanking	619	38.69
		Appreciation Token	7	0.44
		Subtotal	689	43.06
	Rejection	Rejecting	1	0.06
		Subtotal	1	0.06
S	Covertness	Deflection/Evasion		
		Non-Straightforward CR	184	11.50
		External Modification	693	43.31
		Opt Out	33	2.06
		Subtotal	910	56.88
		Total	1600	100

Table 34 reveals that in responding to the given Cs, the TTs preferred covertness to overtness. It means that the TTs are more likely to deflect or evade the given Cs. In deflection/evasion of the given Cs, the external modification was the most frequently used sub CR strategy, followed by the non-straightforward CR and opt out sub CR strategies, respectively.

In exhibiting overtness when responding to the given Cs, thanking was the most preferred sub CR strategy, followed by accepting/agreeing, appreciation token, and rejecting sub CR strategies, respectively. The overt or covert strategic choices in the CRs among the TTs are clearly related to politeness phenomenon in interaction. The following section examines the politeness strategies as related to the use of CR strategies in the TTs' CR data.

4.2.2 The Politeness Strategies in CRs by the TTs

The strategic choices in responding to Cs overtly or covertly as earlier presented are clearly related to politeness phenomena in interaction. Based on Brown and Levinson (1978)'s politeness theory, every speech act could potentially threaten an aspect of the speaker and the hearer's face and thus politeness strategies in performing FTAs are operated. The following section provides the overview of politeness strategies in performing FTAs in Cs by the TTs.

4.2.2.1 The Overall Politeness Strategies in CRs by the TTs

Table 35 below illustrates the frequency distribution and percentage of politeness strategies used in performing FTAs when the TTs give CRs.

Table 35. FD and percentage of politeness strategies of CRs by the TTs

Politeness Strategies in the TTs' CRs	The TTs' CR Strategies	Sample Group TTs	
		Tokens	%
BA	1. Overt Acceptance	70	4.38
BR	2. Overt Rejection	1	0.06
PP	3. Acceptance with Positive Affective (Thanking)	619	38.69
	4. Discourse Organizing Signals Indexing Affect-Connectedness	222	13.88
	5. Other Speech Acts Indexing Affect-Connectedness	373	23.31
	6. Hybrid Non-Verbal Indicators (co-occurred with other linguistic devices)	29	1.81
NP	7. Discourse Organizing Signals Indexing Deference	69	4.31
OR	8. Non-Straightforward Speech Acts	217	13.56
	9. Only Non-Verbal Indicators (occurred by itself)	33	2.06
	Total	**1600**	**100**

BA: Bald On Record-Acceptance; BR Bald On Record-Rejection; PP: Positive Politeness; NP: Negative Politeness; OR: Off Record

The frequency distribution and percentage of the TTs' politeness strategies used in responding to the given Cs clearly show that the TTs prefer the PP strategy, followed by the OR, BA, NP and BR strategies, respectively. The greater the risk for doing FTAs in responding to the CRs, the TTs move up the scales of strategies from BA or BN to OR. Being covertness in responding to the given Cs for the TTs does not mean being completely implicit. It means the TTs' consideration of each strategy as to balance the course of interaction.

The use of the PP strategy could be viewed as a *face balancing act*. When the PP is given through the given Cs, the PP is returned as a CR. Among the TTs, the high frequencies in the use PP strategy were highlighted by the use of 'thanking' at 38.69% and of other speech-acts indexing affect-connectedness, discourse organizing indexing affect-connectedness at 23.31%. Although 'thanking' means that the C receiver accepts the given C, its use is a positively affective or 'convivial act' (Leech, 1983, p. 104-105, cited in Terkourafi, 2011, p. 223). It means 'thanking' function as to maintaining harmony between the speaker and the hearer. The TTs tend to maintain such harmony from using simple 'thank you' to 'thank you' with intensifiers as discussed earlier. As to support their CRs, the TTs also used other speech acts which show affect-connectedness

towards the speakers. 'Responses to non-C utterances only' or responding to questions asked (e.g., 'How much is it? Or 'Which model is this?') was the most frequently used. Qualitatively speaking, the use of these devices and markers seen in the PP strategy is an evidence of affective and attentive interactiveness that the C receiver responds to the C giver.

For the OR strategy, the TTs evade the given Cs by using both verbal and non-verbal devices. However, the verbal devices were found as the most prominent devices. The non-straightforward speech acts or non-straightforward CRs were in this category. Among the nine non-straightforward CRs, 'asking for confirmation' and 'downgrade/scale down' were the two most frequently used speech acts. Examples of the use of 'asking for confirmation' among the TTs include จริงเหรอ 'Really?' ล้อเล่นป่าวเนี่ย 'Are you kidding?' ขนาดนั้นเลยเหรอ 'Is that so?'. The use of downgrade or scale down is interesting. Examples of the downgrade involve ชมเกินไปมั้ง 'you compliment me too much, don't you' ไม่ขนาดนั้นหรอก 'It's not that good' ของงี้มันธรรมดาหน่า 'It is common/It's not a big deal' It appears that to scale down the give Cs in Thai, the TTs use the downgraded utterances with hearer-oriented, speaker-oriented, and object-oriented perspectives.

Although it is clear that overall the PP strategy is used more frequently in the CRs among the TTs, other strategies in performing FTAs are also used. To be more precise, the following section presents the politeness strategies in CRs of different weightiness of FTAs, from the lowest degree in FTAs to the highest degrees in FTAs in giving Cs. They involve low D+P+R, high D, high P, high R, high D+P, high P2, high P+R, high P2+R, and high D+P+R.

4.2.2.2 The Politeness Strategies in CRs of Different Weightiness of FTAs by the TTs

Table 36 below illustrates the frequency distribution and percentage of the politeness strategies used in giving CRs of different weightiness of FTAs by the TTs.

Table 36. FD and percentage of politeness strategies of CRs used to perform FTA by the TTs

Weights of FTAs in the CRs	Politeness Strategies Used in the CRs by the TTs to Perform FTAs									
	BA		PP		NP		OR		BR	
	Token	%	Token	%	Token	%	Token	%	Token	%
Low D+P+R	8	11.43	86	7.08	1	1.49	23	8.98	0	0.00
High D	1	1.43	70	5.77	10	14.93	6	2.34	0	0.00
High P	8	11.43	197	16.23	10	14.93	37	14.45	1	100.00
High R	11	15.71	151	12.44	4	5.97	42	16.41	0	0.00
High D+P	0	0.00	34	2.80	3	4.48	4	1.56	0	0.00
High P2	15	21.43	209	17.22	25	37.31	50	19.53	0	0.00
High P+R	20	28.57	346	28.50	10	14.93	70	27.34	0	0.00
High P2+R	6	8.57	86	7.08	2	2.99	20	7.81	0	0.00
High D+P+R	1	1.43	35	2.88	2	2.99	4	1.56	0	0.00
Total	70	100	1214	100	67	100	256	100	1	100

BA: Bald On Record-Acceptance; BR Bald On Record-Rejection; PP: Positive Politeness; NP: Negative Politeness; OR: Off Record

Table 36 gives a more precise view that by returning the CRs as BA, PP, and OR strategies among the TTs of relative high degrees of proximity, of sex difference (high D+P), and of sensitive topic of C—blouse (high D+P+R), the TTs responses to Cs remained constantly low. The finding goes along the same line of the result in the TTs' Cs that the TTs give fewer Cs in those same contexts. More BA, PP, and OR strategies were increasingly performed when there were more contextual factors involved: relatively closer degree of proximity, and dynamic ranges of relative social status/age, opposite/same sex, and topics of Cs as quantitatively revealed in high P+R, high P2, high P, and high R, for instance. More NP strategy was involved when relative social status came into play as in high P2. BR strategy was seen as the only static strategy used among acquaintances of equal status or colleagues in high P.

The pragmatic structures of CRs, the CR strategies, and the use of politeness strategies as discussed earlier enable the possibilities of many combinations of politeness strategies when the TTs respond to the given Cs. It is what Brown and Levinson (1978, p. 235) stressed as 'mixture of strategies'. For instance, the co-occurrences of the BA and NP strategies, or those of OR, BA, and PP strategies as exemplified in (62) and (63).

(62)

ขอบคุณมาก (ครับ)   เจ้านาย

Thank you very much (polite final particle)   Boss

           BA   NP

      The co-occurrence of the BA and NP strategies as in (62) is what Brown and Levinson (1978: 236) called 'hybridized strategy'. It means that although the two strategies are mixed, the force of the utterance is still a bald on record-acceptance strategy.

(63)

เหรอ (ครับ)   เจ้านายชอบผมก็ดีใจ   55

Really (polite final particle)?   You/Boss like(s) it, I am glad   laughter

      OR   BA   PP

      The mixture of strategies as in (63) is what Brown and Levinson (1978, p. 236) suggested as a quality of interactional balance if smoothly integrated in a course of interaction. In (63), if the male subordinate only asks his boss 'really (polite final particle)?' as to confirm the given C, his 'asking for confirmation' may not be well received if the relationship between the boss and the subordinate is far despite the fact that their social roles are different vertically. Thus, the mixture of strategies as in this example helps to smooth the interaction between the speaker and the hearer, especially when the layers of FTAs are increased.

      The following section examines the CRs among the AEs.

4.2.3 The Overall Pragmatic Structures of CRs by the AEs

      Table 37 below illustrates the dynamic patterns of the acts of responding to Cs by the AEs.

Table 37. The pragmatic structures of CRs by the AEs

Pragmatic Structures of the AEs' CRs	Sample Group AEs	
	Tokens	%
H Only	143	15.00
Single [H]	132	13.85
Multiple [H]s	11	1.15
[H]+(S)	462	48.48
[H]+(S)+[H]	31	3.25
Subtotal	636	66.73
(S)+[H]	45	4.73
(S)+[H]+(S)	81	8.50
S Only	191	20.04
Single (S)	28	2.94
Multiple (S)s	163	17.10
Subtotal	317	33.27
Total	953	100

From table 37, in responding to the given Cs the AEs tended to use the [H]-oriented more than the (S)-oriented structures. Their most preference in the [H]-oriented structures or overt-oriented structures was the use of the [H]+(S) structure at 48.48%. The co-occurrence of both [H] and (S) indicates a length of a CR which could mean that the AEs preferred to elaborate their CRs rather than giving a curt response.

Although the frequency distribution and the percentage in the use of (S)-oriented structures or covert-oriented structures in giving CRs suggested their less preference among the AEs, this part of the finding conforms to the previous study of Herbert (1989)'s ethnography of American compliments and compliment responses. The results from their study indicated that the Americans could be covert in giving their CRs by not straightforwardly accepting the given Cs. This was because of the American beliefs in equalitarianism or equality for all people. Thus, no one was better than the others.

The AEs' six pragmatic structures of CRs are exemplified below from (64) to (71).

(64) **Single [H]**

(In an office seminar during the lunch party, a new male colleague gave a compliment to his new female colleague on the blouse she was wearing. She responded as follows.)

[Thank you]

   [H]

(65) **Multiple [H]s**

(In a potluck party at a colleague's house, an older female colleague gave a compliment to her younger male colleague on the dish he made for the party. He responded as follows.)

[Thank you.] [I'm glad you love it.]

   [H]   [H]

(66) **[H]+(S)**

(In a potluck party at a colleague's house, a female colleague gave a compliment to her male colleague of same age on his new haircut. He replied to her as follows.)

[Thank you] (Mary)

   [H]   (S)

(67) **[H]+(S)+[H]**

(In a potluck party at a colleague's house, an older female colleague gave a compliment to her younger male colleague on the dish he made for the party. He responded as follows.)

[Thanks] (June) [Glad you like it.]

   [H]   (S)   [H]

(68) **Single (S)**

(In a potluck party at a colleague's house, a male colleague gave a compliment to his male colleague of same age on the dish his colleague made for the party. His male colleague responded as follows.)

(Oh yeah?)

  (S)

(69) **Multiple (S)s**

(In a potluck party at a colleague's house, a younger female colleague gave a compliment to her older female colleague on her new hair color. Her older female colleague responded as follows.)

(Is it really?) (I never know what is in these days?)

   (S)   (S)

(70) **(S)+[H]**

(In a potluck party at a colleague's house, a male colleague gave a compliment to his female colleague of the same age on the dish she made for the party. She responded as follows.)

(haha) [Glad you like it.]

 (S)   [H]

(71) **(S)+[H]+(S)**

(In a potluck party at a colleague's house, a female colleague gave a compliment to her male colleague of same age on his new haircut. He replied to her as follows.)

(Oh!) [Thank you,] (Mary)

(S)   [H]   (S)

    The following section provides a closer look at the [H]s and the (S)s which constitute those pragmatic structures of the CRs by the AEs.

4.2.3.1 The [H]s in CRs by the AEs

In the CR data of the AEs, 808 [H] were found. Two types of CR devices in the [H]s involved acceptance and rejection. Table 38 below provides the frequency distribution and percentage of acceptance and rejection in the [H]s of the CRs among the AEs.

Table 38. FD and percentage of acceptance and rejection in the [H]s of CRs by the AEs

CR Devices in the [H]s	Markers of CRs in the [H]s	Sample Group AEs	
		Tokens	%
Acceptance	Accepting/Agreeing	23	2.84
	Thanking	722	89.36
	Appreciation Token	61	7.55
Rejection	Rejecting	2	0.25
	Total	808	100

From the table, the frequencies in the use of overt acceptance among the AEs are clearly greater than that of the rejection. The overt rejection among the AEs was below 1%. Two rejecting markers of 'no' and 'nah' were found. They were used to overtly disagree among intimates or close friends.

In the overt acceptance, the frequencies among 'accepting', 'thanking', and 'appreciation tokens' suggest that 'thanking' is the most preferred markers of overt CRs, followed by 'appreciation token', and 'accepting' markers, respectively.

Thanking for the given Cs was ranged from curt and simple thanking or 'thanks' to intensified thanking or 'thank you very much.' The appreciation tokens included '(I'm) glad you like/love it.'; 'I'm happy to hear that.' 'It's good to hear that.' The overt accepting markers involved 'I think so (too).'; 'Of course'; 'Yes'; 'I feel the same.'; 'Right'

The AEs' CR data reveals the use of strengthening devices as internal modification of the [H]s in accepting the given Cs among the AEs in thanking. This does not mean that there is no internal modification in the [H]s in other markers except those could not be found in this present study. The following section presents the internal modification of thanking in the CRs by the AEs.

4.2.3.1.1 The Internal Modification of the [H]s in the CRs by the AEs: The Case of Thanking

The levels of intensity in thanking for the given Cs were increased or reinforced through the use of strengthening devices within the [H]s of the CRs. The three strengthening devices were found in the AEs' CR data. They are illustrated below according to the two levels of language descriptions as follows:

(1) Intensification through phonological and orthographical representations

(1.1) prosodic stress through the use of exclamation marks

(2) Intensification through lexical representations

(2.1) the use of adverbs of degree and their repetitions

(3) Intensification through syntactical patterns

(3.1) the insertion of a phrase after the VP 'thank you'

(1) Intensification through phonological and orthographical representations

The use of prosodic stress through the use of exclamation marks, such as, 'thank you!' was found. The exclamation mark at the end of the word is used as a strengthening device to express and intensify thanking with excitement. The similar pattern of prosodic stress through the use of exclamation marks is also found in giving Cs among the AEs to express and intensify excitement in hearing the given Cs.

(2) The Intensification through Lexical Devices

The intensification through lexical devices was found through the followings: (2.1) The repetition of adverb of degree 'very' as in 'thank you very very much'. Such repeated use is to intensify the force of thanking.

(3) The Intensification through Syntactical Patterns

The intensification through syntactical patterns in CRs among the AEs was found by adding a phrase after the VP 'thank you', such as 'thank you for noticing'. The insertion of the preposition phrase after the VP 'thank you' appears to be intensely hearer-oriented, emphasizing the good deeds or acts that the hearer has done.

The following section will explore the (S)s of the AEs' CRs. More specifically, it will closely investigate the devices and markers localized within the (S)s.

4.2.3.2 The (S)s in CRs by the AEs

In the AEs' CRs, the (S)s involved two types of modifications. They were verbal and non-verbal modifications. The verbal modifications consisted of two main modification devices: (1) non-straightforward compliment response; and (2) external modification. The non-verbal modification was non-verbal indicators or opt out. The frequency distribution and percentage of modifications used in the (S)s of the CRs by the AEs are provided in table 39 below.

Table 39. FD and percentage of modifications in the (S)s of CRs by the AEs

Main Types of Modifications in the (S)s of the AEs' CRs	The Verbal and Non-Verbal Modifications in the (S)s of the AEs' CRs	Sample Group AEs	
		Tokens	%
Verbal	External Modification	1232	84.73
	Non-Straightforward CR	174	11.97
Non-Verbal	Opt Out	48	3.30
	Total	1454	100

A distinct number in frequency distribution and percentage in table 39 clearly shows that to modify the [H], the AEs preferred the use of verbal modification to that of the non-verbal one. The use of non-verbal modification or opt out was relatively small at 3.30%. With the preference towards a more verbal modification, the external modification was the most prominent modification type the AEs used to respond to the given Cs, followed by the use of non-straightforward CR. The highest frequency of the external modification when compared to all modification types call an attention to closely examine it.

4.2.3.2.1 The External Modification in the (S)s of CRs by the AEs

The closer examination at the external modification in the (S)s of the CRs by the AEs reveals two main types of devices. They were (1) orientation and

attitudinal devices as represented through discourse organizing signals; and (2) interactional devices as represented through the use of other speech acts.

(1) The Orientation and Attitudinal Devices

The orientation and attitudinal devices were represented through the discourse organizing signals. The signal involved (1.1) the use of deictics; and (1.2) the use of discourse markers. These signals are used either to index affect-involvement-connectedness or to mark deference.

(1.1) The Use of Deictics

Unlike the Cs, the use of deictics found in the AEs' CRs involved two main categories. They were (1.1.1) person deixis and (1.1.2) social deixis. Each category of deixis is presented as follows:

(1.1.1) Person Deixis

In responding to the given Cs, the hearer uses the following person deixis to point to the speaker:

- The speakers' first names as provided in all situations given in the WDCT (e.g., Richard or Sandy)
- The speakers' in-group names (e.g., Rich for Richard or Barb for Barbara, honey, dear)
- The speakers' kinship terms (e.g., bro or brother) which were found in a very small number or below one per cent

The speakers' in-group names and kinship terms were not given in the WDCT. They were provided by the American respondents when completing the WDCT.

(1.1.2) Social Deixis

In the AEs' CR data, social deixis which the hearer uses them to signal the speaker's social identity, and the relations between them or other referents are as follows:

- Mr./Mrs./Miss+first name, e.g., 'Mr. Richard'
- Occupational/positional address term, e.g., 'boss'.

When compared the frequencies of the person deixis to the social deixis, the AEs used more person deixis, the C receiver's first names/in-group names in particular. It could mean that in responding to CRs, it is as to confirm the interpersonal relationship between both parties and for Americans it is more towards the proximity between the speaker and the hearer rather than the vertical rank of social position.

(1.2) The Use of Discourse Markers

The discourse markers which were used as discourse organizing signals among the AEs involved two kinds of markers: They were (1.2.1) interjections; and (1.2.2) hedges.

(1.2.1) Interjections

The interjections found in the (S)s involved ha, oh, o, wow, and why. The use of 'why' here is interesting. It does not function as to a request for explanation on the given Cs. Rather, it could be functioned as an interjection to express surprise as in (72).

(72)
(In an office seminar, a female new colleague gave a compliment to her male new colleague on his presentation.)

Donald I liked your presentation
Why, thank you Pam

Etymologically speaking, the word 'why' is an interjection of surprise or emphasis, recorded from 1510s. In (72), responding to the given C with the use of 'why' which precedes 'thank you Pam' could be viewed as the C receiver was expressing his surprise to hear the C from a new colleague and also at the same

time as his emphasis added to his thanking. It is observed that 'why' is used when the degree of proximity is far, such as among new colleagues, and when there is a relatively high degree in age difference, for instance, when an older colleague who was 10 older than his colleague responded to the younger colleague's C.

(1.2.2) Hedges

The only hedge found in the (S)s of the AEs' CRs was 'well'. This hedge or preface could occur across all situational contexts in the WDCT but were rarely used among close friends.

The orientation and attitude devices used in the (S)s tend to be both speaker-oriented and hearer-oriented. For the speaker-oriented perspective, the receiver of a C uses the devices to stress his/her perception of the hearer's affiliation, in-group membership, and proximity. For the hearer-oriented perspective, he/she tends to emphasize the C giver as the only listener by stating the C giver's first name/in-group name or occupational address term.

(2) The Interactional Devices

The interactional devices were represented through the nine speech acts. They were 'responding to the given non-C utterances', 'elaborating of the responses/small talk', 'offer/invitation', 'giving support', 'joke', 'expressing gladness', 'returning C', 'promise', or 'thanking for some other good deeds/acts of the C giver'. Similar to the giving Cs among the AEs, these various speech acts in the (S)s are used as the interactional devices. All of them tend to share one function. It is to minimize the distance between the receiver of C and the C giver. Out of the total percentage of the nine speech acts at 29.31%, the 'elaborating of the responses/small talk' appears to be show the highest frequencies at 13.26%, followed by 'responding to the given non-C utterances/ response to asking of more information' at 8.66%. The percentage of the interactional devices used could perhaps suggest that in supporting the CRs as to strengthening affective connection or involvement in interpersonal relationship, the Americans tend to engage in small talk or conversation elaboration which actually seems to oppose

their characteristics being placed in the low context culture of straight talk or being curt and direct.

4.2.3.2.2 The Non-Straightforward CRs in the (S)s of CRs s by the AEs

The non-straightforward CRs found in the (S)s were speech acts that function as to deflect or evade the given Cs. The deflection or evasion could be viewed as to refocus the given Cs through four aspects. They are (1) the C receiver's self-praise, (2) asking for confirmation of the given C from the C giver, (3) downplaying the given C by stating the fact or shifting evaluation away from self to a third entity, (4) giving extra information on how the C receivers derive the objects or the details of the objects. In a way, to give non-straightforward CRs among the Americans is to deflect or evade the given Cs by refocusing and directing them towards the speakers as in (1), the hearers as in (2), or the object being complimented or the other entity as in (3) and (4) when the Americans respond to the Cs. Out of the total percentage of the non-straightforward CRs in the American English data at 7.69%, the AEs appear to respond to the given Cs in the perspectives of (3) and (4) in a quite similar degree at 2.03 % and 2.21%, respectively. (1) was the least preferred non-straightforward CRs with its percentage at 0.44%.

4.2.3.2.3 The Opt Out in the (S)s of CRs by the AEs

The opt out found in the (S)s of the AEs' CRs were the writing of smile or laugh which includes ha ha and 555. The opt out or the non-verbal indicators found tend to be used to (1) support solidarity among close friends and (2) mitigate the force of the given Cs upwardly from either people of lower status or younger age. In (1) and (2), the non-verbal indicators are usually in the initial or final positions as to co-occur with CRs or follow other speech acts which serve as interactional devices as discussed earlier.

Given the two main types of devices in the (S)s of the AEs' CRs as presented, the (S)s could be said to function as mitigation: 'distance-minimization' or 'imposition-mitigation' (Blum-Kulka, 2005).

The pragmatic structures and the segmentations of [H]s and (S)s in the AEs'
CR data reveal CR strategies the AEs used in responding to the given Cs in the
following section.

4.2.3.3 The CR Strategies by the AEs

The pragmatic structures and the use of [H]s and (S)s as presented earlier
reflect the overtness and covertness in responding to the given Cs among the AEs.
Table 40 illustrates the frequency distribution and percentage of the main and sub
CR strategies according to the degrees of overtness and covertness in responding
to the given Cs among the AEs.

Table 40. FD and percentage of the main and sub CR strategies by the AEs

Segmentations of Pragmatic Structures of CRs	Main CR Strategies	Sub CR Strategies	Sample Group AEs	
			Tokens	%
H	Acceptance	Accepting/Agreeing	23	1.02
		Thanking	722	31.92
		Appreciation Token	61	2.70
		Subtotal	806	35.63
	Rejection	Rejecting	2	0.09
		Subtotal	2	0.09
S	Deflection/Evasion	Non-Straightforward CR	174	7.69
		External Modification	1245	55.04
		Opt Out	35	1.55
		Subtotal	1454	64.28
		Total	2262	100

The frequency distribution and percentage of the main CR strategies by the
AEs in table 40 show that in responding to the given Cs the AEs preferred
deflection/evasion, acceptance, and rejection, respectively. The AEs tend to
deflect their CRs rather than to overtly accept them, and rarely reject them.
According to the characteristics of people who belong to the low-context culture,
the findings tend to present the contrast characteristics of the Americans as being
covert-oriented in responding to the given Cs.

4.2.4 The Politeness Strategies in CRs by the AEs

The strategic choices in giving Cs overtly or covertly as earlier presented are clearly related to politeness phenomena in interaction. Based on Brown and Levinson's (1978) politeness theory, every speech act could potentially threaten an aspect of the speaker or the hearer's face, thus, strategies in performing FTAs are operated. The following section provides the overview of politeness strategies in performing FTAs in CRs by the AEs.

4.2.4.1 The Overall Politeness Strategies in CRs by the AEs

Table 41 below shows the frequency distribution and percentage of politeness strategies used in performing FTAs when the AEs respond to the given Cs.

Table 41. FD and percentage of politeness strategies of CRs in performing FTAs by the AEs

Politeness Strategies in the AEs' CRs	The AEs' CR Strategies	Sample Group AEs	
		Tokens	%
BA	1. Overt Acceptance	84	3.72
BR	2. Overt Rejection	2	0.09
PP	3. Acceptance with Positive Affective (Thanking)	722	31.91
	4. Discourse Organizing Signals Indexing Affect-Connectedness	462	20.42
	5. Other Speech Acts Indexing Affect-Connectedness	663	29.31
	6. Hybrid Non-Verbal Indicators (co-occurred with other linguistic devices)	13	0.57
NP	7. Discourse Organizing Signals Indexing Deference	107	4.73
OR	8. Non-Straightforward Speech Acts	174	7.69
	9. Only Non-Verbal Indicators (occurred by itself)	35	1.55
	Total	2262	100

BA: Bald On Record-Acceptance; BR Bald On Record-Rejection; PP: Positive Politeness; NP: Negative Politeness; OR: Off Record

The FD and percentage from table 41 indicates that in responding to the given Cs the AEs prefer the PP strategy in performing FTAs, followed by the OR, NP, BA, and BR, respectively. It means that the AEs have a tendency towards accepting Cs with positive politeness redress. In a way, this preference could be viewed as an attempt to balance the CRs with the given Cs which earlier discussed as 'positive politeness acts' among the AEs.

In the PP strategy, there was a relatively small gap between the percentages of the 'thanking' and of the 'other speech acts indexing affect-connectedness'. It could mean that the two acts tend to be almost equally important mechanisms in redressing the CRs with positive politeness aspect.

For the OR strategy, the AEs preferred to do 'c upgrade' or to 'give extra information to the C givers on how they obtain the object or feel about it'. They also tended to downgrade the given Cs. In a way, the option that the OR strategy opens for the C givers to interpret the C receivers' responses could be viewed as the interwoven of acceptance, rejection, and small talk altogether. The opt out or the non-verbal indicators is the least preferred. Despite the fact that the AEs tend to be covert using the OR strategy, they tend to be verbally covert and not non-verbally covert.

In the NP strategy, the percentage in the use of hedges was prominent at 3.89% of all markers used at 4.73%. Compared to the use of hedges alone, the 'offer with hedges', the occupational/positional terms of address, and the 'Mr./Mrs/Miss+first name' were each in a very small proportion of below 1%.

For the BA strategy, the AEs show their preferences towards the 'appreciation token', and the curt 'accepting/agreeing' in overtly accept the given Cs. The BR strategy appears to be the least preferred strategy when the AEs respond to the given Cs.

Although it is clear that overall the PP is the most frequently used strategy in the AEs' CRs, other strategies in performing FTAs are also used. To be more precise, the following section discusses the AEs' politeness strategies in CRs of different weightiness of FTAs, ranging from the potentially lowest degree in FTAs to the potentially highest degrees in FTAs. The contexts were low D+P+R, high D, high P, high R, high D+P, high P2, high P+R, high P2+R, and high D+P+R.

4.2.4.2 The Politeness Strategies in CRs of Different Weightiness of FTAs by the

AEs

Table 42 below shows frequency distribution and percentage of the AEs' politeness strategies used in giving CRs of different weightiness of FTAs.

Table 42. FD and percentage of politeness strategies of CRs to perform FTAs by the AEs

Politeness Strategies	Contexts of FTAs in the AEs' CRs								
	Low D+P+R (n=126)	High D (n=145)	High P (n=365)	High R (n=287)	High D+P (n=64)	High P2 (n=432)	High P+R (n=626)	High P2+R (n=123)	High D+P+R (n=56)
BA	3.97	6.90	5.48	2.79	7.81	3.94	2.40	3.25	0.00
PP	80.16	86.21	81.10	84.32	82.81	76.39	84.03	92.68	78.57
NP	2.38	3.45	3.84	3.14	1.56	6.94	5.43	1.63	7.14
OR	13.49	3.45	9.59	9.76	7.81	12.27	8.15	2.44	14.28
BR	0.00	0.00	0.00	0.00	0.00	0.46	0.00	0.00	0.00
Total	100	100	100	100	100	100	100	100	100

BA: Bald On Record-Acceptance; BR Bald On Record-Rejection; PP: Positive Politeness; NP: Negative Politeness; OR: Off Record

The similar and different gaps of percentages of the politeness strategies in table 42 gives a more precise view of when the AEs respond to the CRs in contexts of different weightiness of FTAs.

Through the use of BA strategy, the AEs tend to overtly accept the given Cs without redress in the high P context while they tend not to do so in the high D+P+R context. The high P context involves the responses to the given Cs from people of opposite sex but same age with equal social status, and from participants of same sex with equal status but older age. The high D+P+R involves the responses to the given Cs on sensitive topic of appearance—blouse from people of opposite sex with relatively far degree of proximity. It means that with interpersonal relationship line moving towards the farthest end of the proximity between the speaker and the hearer and also moving upwards in terms of the younger people give CRs to the older people, the Americans are more likely to respond to the given Cs with overt acceptance.

Through the use of redressive act with positive politeness, the AEs tend to use the PP strategy the most frequently in the high P+R and the least in the high D+P+R. The high P+R involves the responses to the given Cs from people of younger age but same sex, from age equal, same sex, but either upward or

downward social positions, and from age and status equals but opposite sex. It means that when responding to the given Cs upward and downward social status or downwards in terms of age regardless of the participants' sexes, there appears to involve the potential face threats. Thus, the AEs use the PP strategy to redress their CR acts. This could be seen as to minimize the proximic space between the participants.

Through the use of redressive act with negative politeness, the AEs tend to use the NP strategy the most frequently in the high P+R and the least in the high D+P. Quite similar to the use of PP strategy in the context of high P+R, when responding to the given Cs of the upward social status and age older participants, the AEs usually use the social deixis, i.e., 'boss', and 'well' as the hedge in redressing their CR acts. This is not to impose the proximic space of the other individuals.

Through the use of off record strategy, the AEs are more likely to use the strategy most frequently in the high P2. The high P2 involves responding to the given Cs from the upward/downward social status and age older participants of opposite sex. The high frequencies of OR strategy is in the same vein as Brown and Levinson (1978)'s politeness theory and Wolfson's Bulge theory. The theories suggest the increased levels of politeness strategies (i.e., in this case it is the strategy 4) when the relationships between the participants are less fixed and unclearly defined to reduce potential threat to face and to possibly maintain positive relationships.

4.2.5 Cross-Cultural Comparisons of CRs by the Thais and the Americans

4.2.5.1 The Overall Pragmatic Structures of CRs by the Thais and the Americans

The comparison of the percentage of pragmatic structures in CRs by the Thais and the Americans reveals their similarities and differences as shown in table 43 below.

Table 43. FD and percentage of the pragmatic structures of CRs by the Thais and the Americans

| Pragmatic | Sample Groups | | | |
| Structures of CRs | TTs | | AEs | |
	Tokens	%	Tokens	%
H Only	**385**	**40.31**	**143**	**15.00**
Single [H]	373	39.06	132	13.85
Multiple [H]s	12	1.26	11	1.15
[H]+(S)	188	19.69	462	48.48
[H]+(S)+[H]	4	0.42	31	3.25
Sub Total	**577**	**60.42**	**636**	**66.73**
(S)+[H]	58	6.07	45	4.73
(S)+[H]+(S)	24	2.51	81	8.50
S Only	**296**	**31.00**	**191**	**20.04**
Single (S)	103	10.79	28	2.94
Multiple (S)s	193	20.21	163	17.10
Sub Total	**378**	**39.58**	**317**	**33.27**
Total	**955**	**100**	**953**	**100**

The frequency distribution and percentage of the pragmatic structures of CRs in table 43 reveals characteristics in CRs of both languages. In terms of the length of the CR discourse and the degrees of overtness of the CRs, the Thai CRs tended to be brief and overt as seen from the high frequencies in the use of [H] Only structure at 40.31%. The brief responses found in this study support the findings of Gajaseni (1994) cross-cultural CRs among the Thais and the Americans that the Thais were more likely to be brief when giving their CRs. The American English CRs tended to be elaborated and overt-oriented with the high frequencies in the use of combined structure, the [H]+(S) structure at 48.48%.

Further discussions in terms of the overt/covertness are provided in following section when more qualitative evidence is presented.

4.2.5.1.1 The [H]s of CRs by the Thais and the Americans

The two types of CR devices in the [H]s of CRs by the Thais and the Americans were found: acceptance and rejection. Although the types of CR devices in both languages were similar, the percentage in the use of CR devices exhibits some similarities and differences. Table 44 below provides percentage of CR devices and markers in the [H]s by the Thais and the Americans.

Table 44. Percentage of CR devices-markers in the [H]s by the Thais and the Americans

CR Devices in the [H]s	Markers of CRs in the [H]s	Sample Groups	
		TTs % (N=690)	AEs % (N=808)
Acceptance	Accepting/ Agreeing	9.13	2.84
	Thanking	89.71	89.36
	Appreciation Token	1.02	7.55
Rejection	Rejecting	0.14	0.25
	Total	100	100

From the table, both Thais and Americans show their similarities in overt accepting and rejecting the given Cs. Their most preference CR device is the acceptance while the least preference is the rejection device. In acceptance, the use of 'thanking' is common in both cultures. Although the function of 'thanking' is common, there are more variations of markers of 'thanking' in the Thai language than in the American English, i.e., ขอบคุณ /kh@@p1khun0/; ขอบใจ /kh@@p1caj0/; ใจ /caj0/; แต้งกิ้ว /txng3kiw2/. All markers mean 'thank you' in English. It is observed that when the Thais use 'thanking' among acquaintances and especially in upward interactions (i.e., either in terms of age or of social status), polite final particles (e.g., จ้า /caa2/ ครับ /khrap3/) are usually co-occurred. When thanking is used among intimates, intimate particles which may be considered as impolite particles if used in the upward interactions (e.g., โว้ย /wooj3/) are usually co-occurred. Interestingly, the use of the short form ใจ /caj0/ which came from the full form ขอบใจ /kh@@p1caj0/ and of the word แต้งกิ้ว /txng3kiw2/ which came from the English 'thank you' were used among the Thai teenagers and colleague students. The words ใจ /caj0/ and แต้งกิ้ว /txng3kiw2/ were used among close friends and when people of older age give thanks to those of younger age. These variations of 'thanking' which were marked by the use of polite final particles made with considerations of relative social status, age, and opposite/same sex interactions clearly reflect cultural specificity in the Thai CRs.

A polarization of the Thais and the Americans' choices in the use of 'accepting/agreeing' and of 'appreciation token' is interesting. Apart from the similarities and differences found in 'thanking' of both cultures, the Thais tend to

use 'accepting/agreeing' markers while the Americans prefer 'appreciation token' markers in their overt CRs.

By using 'accepting/agreeing' markers, the Thais use two kinds of accepting/agreeing tokens: (1) formulaic agreeing tokens (e.g., ใช่ /chaj2/ 'yes'; แน่นอน /nxx2n@@n0/ 'certainly') and (2) final particles as agreeing tokens (e.g., จ้า /caa2/; ครับ /khrap3/). Both function as their curt agreements towards the given Cs. The Americans usually use formulaic agreeing tokens, such as 'yes'; 'absolutely'; 'I think so.'

In the preference towards the 'appreciation tokens', the Americans usually use, for instance, '(I'm) glad you like/love it.'; 'I'm happy to hear that.'; and 'It's good to hear that.' as their tokens of appreciation. These tokens could be viewed as expressing the overt acceptance in terms of appreciation from the speaker's perspective—'It's good to hear that.' and both speaker and hearer's perspectives—'I'm glad you like it'. The similar tokens are also found in the Thai CR data. However, there is evidence in the Thai structure of appreciation token which set it apart from the American structure of appreciation token. Some Thais use คุณชอบผมก็ดีใจ 'you like it, I am glad' rather than 'I am glad that you like it.' This could be viewed in terms of discourse organization of 'topic-comment' or 'topic-prominent language' (Young, 1982, cited in Sifianou, 1999, p. 50) in which the C receiver acknowledges what positive feeling the C giver has expressed and then expresses his/her own afterwards.

Perhaps, the qualitative differences as discussed could explain the high frequency found in acceptance among the Thais and the Americans in terms of accommodation theory or speech accommodation theory (SAT). The SAT distinguishes between convergence and divergence where convergence means a speaker modifies his/her own speech to closely resemble the hearer's speech while divergence means a speaker moves in the opposite direction to distinguish his/her own speech from the hearer. In CRs, the Thais tend to agree to the C givers and to show their appreciations towards the C givers' good feeling and then to the given Cs which could be considered as convergence. The Americans tend to show their appreciations from their own perspectives or speaker-oriented appreciations

which could be viewed as divergence by expressing their own thoughts and feelings more overtly.

4.2.5.1.1.1 The Internal Modification of [H]s in CRs by the Thais and the Americans: The Case of 'Thanking'

For both Thai and American CRs, the levels of intensity in their 'thanking' were increased or reinforced through the use of strengthening devices within the [H]s of the CRs. More strengthening devices were found in the Thai CR data. There were five strengthening devices in the Thai CRs while there were three strengthening devices in the American CRs. They are illustrated below according to the following four levels of language descriptions. In this study, the Thai strengthening devices of 'thanking' were not found at the lexical level while the American ones were not present at the morphological level.

(1) Intensification through phonological and orthographical representations

    (1.1) prosodic stress through the use of exclamation marks

    (1.2) phonological process in the use of final particle นะ /na3/

(2) Intensification through morphological devices

    (2.1) repetition of intensifier มาก /maak2/ 'much' with repeat sign 'ๆ'

    (2.2) repetition of intensifier มาก /maak2/ 'much' with final particles

(3) Intensification through lexical representations

    (3.1) the use of adverbs of degree and their repetitions

(4) Intensification through syntactical patterns

    (4.1) the insertion of a phrase after the VP 'thank you'

(1) The Intensification through Phonological and Orthographical Representations

The intensification through phonological and orthographical representations involved the followings:

(1.1) In both languages, the use of prosodic stress through the use of exclamation marks, such as, ขอบคุณ! or 'thank you!' was found. The exclamation mark at the end of the word is used as a strengthening device to express and intensify thanking with excitement. The similar pattern of prosodic stress through the use of exclamation marks is also found in giving Cs among the TTs to express and intensify excitement.

(1.2) Only for the Thai CRs found the phonological process in the use of final particle นะ /na3/, such as ขอบคุณนะ 'thank you /na3/' which is considered language specific. The final particle นะ /na3/ signals the hearer's increased emotional involvement in response to the given C of the speaker.

(2) The Intensification through Morphological Devices

The intensification through morphological devices was found only in the Thai CRs and through the followings:

(2.1) The repetition of intensifier มาก /maak2/ 'much' with repeat sign 'ๆ', such as ขอบคุณมากๆ 'thank you very much' was used. It is to add the intensity to the force of thanking. The similar pattern of the use of repeat sign 'ๆ' is also found when the TTs intensify their Cs.

(2.2) The repetition of intensifier มาก 'much' with two final particles—มากเลย /maak2 lqqj0/ 'much much' มากเลยนะ /maak2 lqqj0 na3/ 'much beyond' was found. An example is ขอบคุณมากเลยนะ 'thank you much beyond'. Semantically speaking, the co-occurrence of the intensifier 'much' with the two final particles involves concepts of quantity as in มาก /maak2/, and of boundary and beyond as in เลย /lqqj0/. Thus, it could be said that in responding to the given Cs the TTs tend to show their gratitude with quality or beyond boundary to increase emotional involvement between the speaker and the hearer.

(3) The Intensification through Lexical Devices

The intensification through lexical devices was found only in the American CRs through the repetition of adverb of degree 'very' as in 'thank you very very much'. Such repeated use is to intensify the force of thanking.

(4) The Intensification through Syntactical Patterns

The intensification through syntactical patterns in CRs is common among the Thais and Americans. It was by adding a phrase after the VP 'thank you', such as 'ขอบคุณที่ชม' 'thank you for your/the compliment' or thank you for noticing. The insertion of the phrases after the VP 'thank you' appears to be intensely hearer-oriented, emphasizing the good deeds or acts that the hearer has done.

It could be concluded that the intensification processes as in (1) and (4) are universal while those in (2) and (3) are different in terms of language specific. The following section will explore the (S)s of the CRs by the Thais and the Americans. More specifically, it will closely investigate the devices and markers localized within the (S)s.

4.2.5.1.2 The (S)s in CRs by the Thais and the Americans

Similarly, the (S)s in the Thai and the American CRs involved two types of modifications. They were verbal and non-verbal modifications. The verbal modifications consisted of two main modification devices: (1) non-straightforward compliment response; and (2) external modification. The non-verbal modification was non-verbal indicators or opt out. The frequencies of modifications in the (S)s are provided in table 45 below.

Table 45. Percentage of modifications in the (S)s of CRs by the Thais and the Americans

Main Types of Modifications in the (S)s of the CRs	The Verbal and Non-Verbal Modifications in the (S)s of the CRs	Sample Group	
		TTs % (N=910)	AEs % (N=1454)
Verbal	External Modification	76.15	84.73
	Non-Straightforward CR	20.22	11.97
Non-Verbal	Opt Out	3.63	3.30
	Total	100	100

Table 45 illustrates that both Thais and Americans preferred the use of verbal modification to that of the non-verbal one in modifying the [H]s. The use of non-verbal modification or opt out was less than 4%. With the preference towards a more verbal modification, the external modification was the most prominent modification type among the Thais and the Americans used to respond to the given Cs, followed by the use of non-straightforward CR. The prevalence of the external modification in both languages invites a closer investigation of this modification type.

4.3.1.2.2 The External Modification in the (S)s of CRs by the Thais and the Americans

The closer examination at the external modification in the (S)s reveals both Thai and American CRs involve two main types of devices. They are (1) orientation and attitudinal devices as represented through discourse organizing signals; and (2) interactional devices as represented through the use of other speech acts.

(1) The Orientation and Attitudinal Devices

The orientation and attitudinal devices were represented through the discourse organizing signals. The signal involved (1.1) the use of deictics; and (1.2) the use of discourse markers. These signals are used either to index affect-involvement-connectedness or to mark deference.

The use of deictics including person deixis and social deixis is common in both languages. For the use of person deixis, the hearer or the C receiver uses the speaker's first name as given in the WDCT (e.g., ธีระ /thii0ra3/; มัทนา /mat3tha0naa0/; Richard; Barbara), the speakers' in-group names (e.g., ไอ้ธี /?aj2thii0/ and อีพราว /?ii0phraaw0/ as the intimate calling names for ธีระ /thii0ra3/ and พราว /phraaw0/; Rich for Richard; Barb for Barbara), the speakers' kinship terms (e.g., พี่ /phii2/ or น้อง /n@@ng3/; bro; brother), second person pronouns which for the Thais involving the use of various markers (e.g., เธอ /thqq0/ ตัวเอง /tuua0?eeng0/ มึง /mvng0/ นาย /naaj0/ แก /kxx0/) as equivalent in meaning of the

second person pronoun 'you' in English. The speakers' in-group names, kinship terms, and second person pronouns were not given in the WDCT. They were provided by both Thai and American respondents when completing the WDCT.

For the use of social deixis, there was a similar use of address term as to show politeness and to mark deference in both languages which was found to be equivalent in meaning. These included (1) the use of /khun0/+first name, e.g., คุณ ริน /khun0 Rin0/ in Thai CRs and the use of Mr./Mrs./Miss+first name, e.g., Mr. Richard in American CRs; and (2) the use of occupational/positional address term of หัวหน้า /huua4naa2/ เจ้านาย or นาย /caw2 naaj0/ or /naaj0/—the three address terms mean 'boss' in English. The different use of address term was found in the Thai CR data included the use of /khun0/+kinship term, e.g., คุณน้อง /khun0 n@@ng3/ 'Miss younger sister' or คุณพี่ /khun0 phii2/ 'Miss older sister'. This mixture is widely seen in the Thai contemporary media and is observed to be used among females, especially in the Thai soap opera where the female characters who are just acquaintances use it to call each other's attention in interactions. Another interesting point is the use of English word 'boss' to call the hearer as บอส /b@@t3/ among the Thais. This pattern of English occupational/positional address term in Thai could be another example of 'language in contact' as seen in the new positive lexical marker case found in the [H]s.

When compared to the Cs, fewer deictics were used in the Thai and the American CR data. It could be because the context of communication is now clear of who the speaker and the hearer are and of what the speaker likes about the hearer. There seems to be no need to attempt to bridge the proximity between the speaker and the hearer.

(1.2) The Use of Discourse Markers

For both Thais and Americans, the use of discourse markers involved three kinds of markers: They were backchannels, interjections, and hedges. In this study, the use of backchannels was clearly seen only in the Thai CR data. The interjections and hedges tend to be common in both languages.

The backchannels found in the (S)s of the Thai CRs, included อ่อ /?@@1/ 'Oh' or repetition of อ่อๆ /?@@1 ?@@1/ 'Oh Oh' as in (73); ครับ /khrap3/; ค่ะ /kha1/; จ้า or จร้า /caa2/ as in (74).

(73)

(In a potluck party at a colleague's house, a female colleague who has known this male colleague of the same age for a couple months gave a compliment to him on his new haircut.)

ตัดผมที่ไหนมาเหรอ   มันสวยจัง

Where did you have your haircut? It's beautiful.

อ่อ (ๆ)   ตัดที่ร้านแถวบ้าน (อ่ะ)

Oh (oh) I have it done at the barber close to my house (final particle).

(74)

(In an office party, a female boss gave a compliment to her male subordinate on his opening dance for the party.)

คุณเก่ง (นะคะ)   เต้นได้ดีเหมือนมืออาชีพ

You could dance well (polite final particle). You did it like a pro.

ครับ   ไม่ขนาดนั้น (หรอกครับ)

Yes/No. Not really (final particle).

In (73), อ่อ 'Oh' or its repetition could be viewed as the C reciever's opportunity to produce his full turn of CR and to signal that he was attentively listening to what the C giver uttered.

The use of sentence particle ครับ /khrap3/ in (74) is interesting. Usually, the use of sentence particles, such as ครับ /khrap3/, ค่ะ /kha1/, จ้า or จร้า /caa2/, has been studied and discussed in terms of medial particles (e.g., Cooke 1989) to focus on a particular noun phrase which is the topic of an utterance or of final particles to

add politeness to the utterance while signifying the sex of the speaker (i.e., ครับ /khrap3/ for male speakers, ค่ะ /kha1/ for female speakers). In the Thai CR data, the sentence particles ครับ /khrap3/, ค่ะ /kha1/, จ้า or จร้า /caa2/ were in the initial position and appeared in (74) as to neither accept nor reject politely or add something which in this particular context—a downgrading of his dance performance in response the given C. All in all, the backchannels as found in (73) and (74) serve as continuers and politely contrast or adding something in responding to the given C, which confirm an interactive function of the backchannels themselves (Cutrone, 2010).

The interjections used in the (S)s were common among both languages. For the Thais, they involved ฮะ /ha3/, เห้ย or เฮ้ย /hqqj3/, โห้ว /hoow4/, แหม /mxx4/. For the Americans, they included ha, oh, o, wow, and why. The common use of these interjections in both languages is to express surprise as in (75) and (76). The more specific use of some Thai interjections is to show the awkwardness or the shyness as in (77), which could not be clearly seen in the American CR data.

(75)
(In a potluck party at a colleague's house, a female colleague who has known this male colleague of the same age for a couple months gave a compliment to him on his new haircut.)

ธีระ   ผมใหม่เท่ห์จัง (น่ะ)

Theera Your new haircut is cool/smart (final particle).

โห้ว   จริงเหรอ   ขอบคุณมาก (น่ะ) ที่ชม 555+

/hoow2/ Really? Thank you very much (sentence particle) that you complimented me. Laughter.

The use of 'hoow4/ as in (75) appears to express surprise of the given Cs. The second utterances also support such expression because the hearer's asked the speaker 'Really" to confirm the given C. It is observed that the more intense feeling the hearer has towards the given C, the intensification devices are added

to the interjections, such as the elongation of final consonant (e.g., โห้ววว /hoowww4/), and the use of exclamation mark. This similar phenomenon was found in the interjections of the TTs' Cs as well.

(76)
(In an office seminar, a female new colleague gave a compliment to her male new colleague on his presentation.)

Donald I liked your presentation
Why, thank you Pam

The use of 'why' found in the American CR data is interesting. It does not function as to a request for explanation on the given Cs. Rather, it could be functioned as an interjection to express surprise as in (76). Etymologically speaking, the word 'why' is an interjection of surprise or emphasis, recorded from 1510s. In (76), responding to the given C with the use of 'why' which precedes 'thank you Pam' could be viewed as the C receiver was expressing his surprise to hear the C from a new colleague and also at the same time as his emphasis added to his thanking. It is observed that 'why' is used when the degree of proximity is far, such as among new colleagues, and when there is a relatively high degree in age difference, for instance, when an older colleague who was 10 older than his colleague responded to the younger colleague's C.

(77)
(In a potluck party at a colleague's house, a younger female colleague who has known this older male colleague for a couple months gave a compliment to him on his new haircut.)

พี่   ทรงผมพี่เท่มาก

Brother. Your haircut looks very cool/smart.

แหม!   พูดแบบนี้ก็เขิลแย่เลย (ครับ)

/mxx4/! When you said it, I feel very awkward/shy (polite final particle).

The use of /mxx4/ in (77) expresses awkwardness or shyness in which the hearer admitted it in his following utterance. Such use could not clearly be found in the American CR data.

The hedges found in the (S)s of both languages were common. They were prefaces. The Thai hedges, such as นี่ก็ว่า 'I also think'; ไม่นึกว่า 'I don't think or I have never thought', usually occurred in a vertical interactional context where CRs were given either upwardly or downwardly. The American English hedge i.e., 'well' could occur across all situational contexts in the WDCT but were rarely used among close friends.

The orientation and attitude devices used in the (S)s in the Thai and the American English languages tend to be common but also reflect language specific characteristics. The devices in both languages tend to also be both speaker-oriented and hearer-oriented. For the speaker-oriented perspective, the receiver of a C uses the devices to stress his/her perception of the hearer's affiliation, in-group membership, and proximity. For the hearer-oriented perspective, he/she tends to emphasize the C giver as the only listener by stating the C giver's first name/in-group name or occupational address term.

(2) The Interactional Devices

Similar to the giving Cs by Thais and Americans, various speech acts in the (S)s of both groups' CRs are used as the interactional devices. All speech acts found tend to share one function. It is to minimize the distance between the receiver of C and the C giver. Although it is common for both cultures to fill the gap or to maintain the relative degree of proximity among the participants by

using such interactive devices, some differences in the use of those speech acts are worth discussing.

In responding to the given Cs, the Thais prefer to 'respond to non-C utterances', 'elaborate such responses or small talk', and to 'offer/give invitation' as to modifying their CRs. On the other hand, the Americans tend to 'elaborate the responses or small talk', 'respond to non-C utterances', and to 'offer/ give invitation. In a way, in order to get closer or to maintain the proximity between the participants, the Thais are more likely to be hearer oriented. They attend to the hearer by being specific to what the hearer's interest is, then extend the conversation, and offer if the hearer wants some more food or some help in what the speaker could do for. For the Americans, they are more likely to orient towards themselves as the speakers. They extend the conversations by giving the hearers (extra) information they think the hearer should know about, then attending to the hearer as to respond to the hearers' questions, and giving invites if the hearers want to go shopping together, or more food.

4.2.5.1.2.2 The Non-Straightforward CRs in the (S)s of CRs by the Thais and the Americans

The non-straightforward CRs found in the (S)s were speech acts that function as to deflect or evade the given Cs. The deflection or evasion in both languages can be viewed as to refocusing the given Cs in four aspects. They are (1) the C receiver's self-praise, (2) asking for confirmation of the given C from the C giver, (3) downplaying the given C by stating the fact or shifting evaluation away from self to a third entity, (4) giving extra information on how the C receivers obtain the objects or the details of the objects. In a way, to give non-straightforward CRs in both cultures is to deflect or evade the given Cs by refocusing and directing them towards the speakers as in (1), the hearers as in (2), or the object being complimented or the other entity as in (3) and (4) when the Thais and the Americans respond to the Cs. Similarly, the Thais and the Americans tend to give non-straightforward CRs in the perspectives of (3). The perspective (1) was the least preferred non-straightforward CRs among the two groups. The differences of the two cultures tend to be in the use of (2) among the

Thais and of (4) among the Americans. In a way, the deflection or evasion could be seen as communication strategies of both cultures. The Thais are more likely to associate the deflection of the given Cs as signaling the cues that they are attentive to what the hearers utter while the Americans tend to evade the given Cs by using self-presentation.

4.2.5.1.2.3 The Opt Out in the (S)s of CRs by the Thais and the Americans

The opt out found in the (S)s of CRs among the Thais and the Americans were (1) the writing of smile or laugh which includes ha ha, 555/555+; and (2) the drawing of emoticon (e.g., ^-^, ><, .>///<). The opt out in (1) was found common across the two languages. For (2), it was occurred only in the Thai CR data. The opt out or the non-verbal indicators found tend to be used to (1) support solidarity among close friends and (2) mitigate the force of the given Cs, when they were given from upward or from the opposite sex. In (1) and (2), the non-verbal indicators are usually in the initial or final positions as to co-occur with CRs or follow other speech acts which serve as interactional devices as discussed earlier. When the non-verbal indicators, the writing of smile or drawing of emoticon as to represent 'smile' in particular, occurred by themselves as to neutralize or mitigate the force of CRs, it is to (2).

Given the two main types of devices in the (S)s of the CRs by the Thais and the Americans as presented, the (S)s could be said to function as mitigation: 'distance-minimization' or 'imposition-mitigation' (Blum-Kulka, 2005).

The pragmatic structures and the segmentations of [H]s and (S)s in the CR data of both languages reveal CR strategies both Thais and Americans used in responding to the given Cs in the following section.

4.2.5.1.3 The CR Strategies by the Thais and the Americans

The pragmatic structures and the use of [H]s and (S)s as presented earlier reflect the degrees of overtness and covertness in responding to the given Cs among the AEs. Table 46 illustrates percentage of the main and sub CR strategies when the Thais and the Americans respond to the given Cs.

Table 46. Percentage of the main and sub CR strategies by the Thais and the Americans

Segmentations of Pragmatic Structures of CRs and Degree of Overtness-Covertness	Main CR Strategies	Sub CR Strategies	Sample Group	
			TTs % (N=1600)	AEs % (N=2262)
H Overtness	Acceptance	Accepting/Agreeing	3.94	1.02
		Thanking	38.69	31.92
		Appreciation Token	0.44	2.70
		Subtotal	43.06	35.63
	Rejection	Rejecting	0.06	0.09
		Subtotal	0.06	0.09
S Covertness	Deflection/Evasion	Non-Straightforward CR	11.50	7.69
		External Modification	43.31	55.04
		Opt Out	2.06	1.55
		Subtotal	56.88	64.28
		Total	100	100

The percentage of the main CR strategies by the Thais and the Americans in table 46 shows that in responding to the given Cs both groups preferred deflection/evasion, acceptance, and rejection, respectively. Although both groups tend to deflect their CRs, the Americans evade their CRs even more. While the Thais tend to be more overt than the Americans in accepting the given Cs. The different frequencies of use of these strategies are relevant to politeness phenomena which will be discussed in the following section.

4.2.5.2. The Politeness Strategies in CRs by the Thais and the Americans

Based on Brown and Levinson (1978)'s politeness theory, the overt and covert strategic choices used in CRs among the Thais and the Americans draw a line to contexts of Cs which could potentially be face-threatening to an aspect of the C giver or receiver' face and thus affect the politeness strategies both groups use in response to Cs.

4.2.5.2.1 The Overview of Politeness Strategies in CRs by the Thais and the Americans

Table 47 below illustrates the percentage of politeness strategies used in performing FTAs when the Thais and the Americans respond to the given Cs.

Table 47. The percentage of politeness strategies of CRs by the Thais and the Americans

Politeness Strategies in the CRs	The CR Strategies	Sample Groups	
		TTs (N=1600)	AEs (N=2262)
BA	1. Overt Acceptance	4.38	3.72
BR	2. Overt Rejection	0.06	0.09
PP	3. Acceptance with Positive Affective (Thanking)	38.69	31.91
	4. Discourse Organizing Signals Indexing Affect-Connectedness	13.88	20.42
	5. Other Speech Acts Indexing Affect-Connectedness	23.31	29.31
	6. Hybrid Non-Verbal Indicators (co-occurred with other linguistic devices)	1.81	0.57
NP	7. Discourse Organizing Signals Indexing Deference	4.31	4.73
	8. Non-Straightforward Speech Acts	11.50	7.69
OR	9. Only Non-Verbal Indicators (occurred by itself)	2.06	1.55
	Total	100	100

BA: Bald On Record-Acceptance; BR Bald On Record-Rejection; PP: Positive Politeness; NP: Negative Politeness; OR: Off Record

For both cultures, responding to the given Cs tend to be along the same line. The most prevalent politeness strategy is PP, followed by OR, NP, BA, and BR, respectively. The preference in the PP strategy of the Thais and the Americans could be viewed as the act of face balancing. In giving Cs, it is the positive politeness acts and thus when the speaker gives PP, the hearer returns PP. In a way, the return of the same redressing act could also be perceived as cost (to *self*)-benefit (to *other*) balance according to Leech (1983, p. 129-130) who put it 'restoration of equilibrium' suggesting that maintaining of equilibrium is desirable among interactants.

Subsequent to the PP strategy, the C receivers of the two cultures respond to the given Cs off record using the OR strategy. A difference in off record strategy lies in the non-straightforward mechanisms both verbally and non-verbally. In non-verbal mechanisms, the Thais and the Americans are differed in the use of drawing emoticons in response to the given Cs. The Americans did not draw any emoticons while the Thais did some. In a way, drawing emoticons of smile and laugh among the Thais could be viewed as an assimilation of verbal and non-verbal indicators in an electronic communication which has become a crucial part of living of this generation. It is the culture of Thai college students. In verbal mechanisms, the similarities across cultures may lie in the perspective in giving non-straightforward CRs as to state the fact or shift evaluation away from self to a third entity. The differences, on the other hand, are that the Thais are more likely to associate the deflection of the given Cs as signaling the cues

that they are attentive to what the hearers utter by asking for confirmation (i.e., really?) while the Americans tend to evade the given Cs by using self-presentation or C upgrade (i.e., giving extra information on how the C receivers obtain the objects or the details of the objects).

For both cultures, the NP strategy is used as to redress an aspect of negative face of either the speaker or the hearer. The qualitative differences between the two cultures are that in marking deference the Thais use more social deixis or address terms while the Americans use more hedges. Although the percentage of NP strategy used among the Americans is greater than that of the Thais, the qualitative differences still reflect the specific cultural repertoire of the two cultures. The Thais value the importance of knowing one's place in a realm of communication or 'discernment' (Hill *et al*., 1986) or being together as collectivism. It is shown through the use of /khun0+first name/ and of occupational/positional address terms. The Americans value the importance of the others' space confirming the idea of 'volition' (Hill *et al.,* 1986) or an individual's decision not to impose on others' freedom or individualism. It is revealed through the use of hedge 'well' which is used to mitigate some sorts of confrontation in vertical interactions in terms of the difference in relative age or social status, usually in a response upwardly.

It is common for both Thais and Americans to overtly accept or reject the given Cs. However, the use of overt rejection or the BR strategy is evidently less preferred. In responding to the CRs overtly, although the percentage gap in the use of BA strategy between both cultures is relatively small, there is a qualitative difference in accepting the given Cs overtly. The Thais prefer to agree to the given Cs while the Americans are more likely to show their appreciation towards the Cs given by the speakers.

The quantitative and qualitative differences in giving CRs of both cultures are not only language specific but also culture specific. In the realm of cultural specificity, the context of situation is very crucial determining overt and covert strategic choices of CRs as seen related to the issue of politeness. The following section provides more insights in to such issue.

4.2.5.2.2 The Politeness Strategies in CRs of Different Weightiness of FTAs by the Thais and the Americans

Tables 48 to 50 below illustrate percentages of the politeness strategies used to perform different weightiness of FTAs when responding to the given CRs by the Thais and the Americans.

Table 48. Percentage of the politeness strategies in CRs by assessing the D, P, R of the Thais and the Americans

| Politeness in the Context of FTAs in the CRs | Contexts of FTAs in the CRs by Thais and Americans | | | | | |
| | High D | | High P | | High R | |
	TTs (N=87)	AEs (N=145)	TTs (N=253)	AEs (N=365)	TTs (N=208)	AEs (N=287)
BA	1.15	6.90	3.16	5.48	5.29	2.79
PP	80.46	86.21	77.87	81.10	72.60	84.32
NP	11.49	3.45	3.95	3.84	1.92	3.14
OR	6.90	3.45	14.63	9.59	20.19	9.76
BR	0.00	0.00	0.40	0.00	0.00	0.00
Total	100	100	100	100	100	100

Table 48 provides the percentage of the politeness strategies used by the Thais and Americans when there is a high risk in responding to the given Cs involving the D, P, and R. It means that the degree of proximity between both participants is far (high D); the C giver of same sex is older or of opposite sex but age equal (high P); and the topic of C about appearance ranging from haircut to blouse (high R).

In regards to the high D, the Thais tend to redress the acts of compliment responses more than the Americans do, both the PP and the NP strategies. The Thais tend to also give CRs off record by using the OR strategy more than the Americans do. The Americans tend to overtly accept the given Cs by using the BA strategy more than the Thais do. Both culture do not use the BR strategy at all. It could be concluded that when the relationship between the speaker and the hearer is far, both cultures tend to positively redress their CRs and not to overtly reject the given Cs. The differences are that the Thais are more likely to mark deference and tend to be covert in giving CRs, while the Americans are more

likely to give more overt CRs and pay less attention to mark deference and give off record CRs.

In the high P context, both cultures tend to use the PP and the OR strategies in giving CRs. It means that when the speaker's age is older or the opposite sex interaction involved, both Thais and Americans tend to positively redress and give off record CRs. The Americans overtly accept the given Cs more than the Thais do. The Thais overtly reject the given Cs while the Americans do not.

In the high R context, apart from redressive act toward the positive politeness, the Thais tend to give CRs off record and to overtly accept the given Cs more than the American do. Both cultures do not overtly reject the given Cs in this context. It could mean that the topic of appearance—blouse is more sensitive to the Americans than to the Thais.

In responding to Cs, it is not only single variable that is taken into accounts, but more complex variables may be involved and the weightiness or seriousness of the FTAs may be decreased or increased as shown in tables 49 and 50 below.

Table 49. Percentage of politeness strategies of CRs by assessing the increased value of D, P, or R by the Thais and the Americans

Politeness in the Context of FTAs in the CRs	Contexts of FTAs in the CRs by Thais and Americans									
	High D+P		High P2		High P+R		High P2+R		High D+P+R	
	TTs	AEs	TTs	AEs	TTs	AEs	TTs	AEs	TTs	AEs
	(N=41)	(N=64)	(N=299)	(N=432)	(N=446)	(N=626)	(N=114)	(N=123)	(N=42)	(N=56)
BA	0.00	7.81	5.02	3.94	4.48	2.40	5.26	3.25	2.38	0.00
PP	82.93	82.81	69.90	76.39	77.58	84.03	75.44	92.68	83.33	78.57
NP	7.32	1.56	8.36	6.94	2.24	5.43	1.75	1.63	4.76	7.14
OR	9.76	7.81	16.72	12.27	15.69	8.15	17.55	2.44	9.52	14.28
BR	0.00	0.00	0.00	0.46	0.00	0.00	0.00	0.00	0.00	0.00
Total	100	100	100	100	100	100	100	100	100	100

Based on the percentages in table 49, when the degree of proximity is far and the increased risk of power in terms of sex different in the high D+P context, the Thais choose to positively redress the CRs, give off record CRs and negatively redress the CRs, respectively. The Americans tend to positively redress the CRs, give off record and overtly accept the CRs, and negatively redress the CRs, respectively. It means that both the far proximity and the differences in sex of the interactants influence more on the Thais to use higher strategies of politeness.

Table 50. Percentage of the politeness strategies in CRs by assessing the low-high D+P+R of the Thais and the Americans

| Politeness in the Context of FTAs in the CRs | Contexts of FTAs in the CRs by Thais and Americans | | | |
| | Low D+P+R | | High D+P+R | |
	TTs (N=118)	AEs (N=126)	TTs (N=42)	AEs (N=56)
BA	6.78	3.97	2.38	0.00
PP	72.88	80.16	83.33	78.57
NP	0.85	2.38	4.76	7.14
OR	19.49	13.49	9.52	14.28
BR	0.00	0.00	0.00	0.00
Total	100	100	100	100

Table 50 indicates the high percentage of the use of OR strategy by Thais and Americans among non-intimates (high D+P+R) and intimates (low D+P+R). The use of OR strategy across the two cultures appears to have two functions: (1) to leave the option of the hearer to interpret the given CRs in interaction among non-intimate; and (2) to show closeness that both party share the same indexical knowledge and thus understand the given CRs in interaction among intimate. When interacting with the non-intimates, the Americans tend to negatively redress their CRs with the use of hedges while the Thais tend to baldly accept the CRs. Through this view, the finding lend support to previous studies which mark a binary view on the American culture as a 'distancing culture' (e.g., Garcia & Terkourafi, 2014). Then, for the Thai culture, it may be marked in a binary view too as a 'rapprochement culture'. However, the findings in this study provide concrete evidence that it could not be a complete dichotomy as suggested, but rather a difference in the relative importance of context of participants between the speaker and the hearer that both cultures hold.

4.3 Summary and Discussion

From the cross-cultural research that was reported in details in this chapter, there are many interesting points which will be highlighted as follows.

The similarities and differences found do not fully support hypothesis 1. The hypothesis states that the Americans are more straightforward in interactions, thus prefer overt-oriented Cs and overt acceptance of the given Cs. The Thais are

more indirect in interaction, thus prefer covert-oriented Cs and avoiding the acceptance of the given Cs.

Similar to the cross-cultural pilot study, the findings revealed that in giving Cs both Thais and Americans used head act [H] structures as oriented towards overtness and supportive move (S) structures as oriented towards covertness in a slightly different degree. It means they tend to give either straightforward Cs (e.g., 'cool new hairstyle' 'ผมทรงใหม่เท่จัง' or 'Your dish is delicious.' 'อาหารอร่อยอ่ะ') or those with *non-straightforward Cs* (e.g., 'I really like your dance show! *I wish I could put on a show like yours.*' 'ชอบที่คุณแสดงจังเลย อยากเต้นได้บ้าง' or those with *external modifications* (e.g., 'You did an excellent job on your presentation, *Richard*' 'คุณ เสนองานได้ยอดเยี่ยมเลย คุณวันชนะ' or '*I must say* you did a wonderful job on your presentation' 'ต้องขอบอกเลยว่าเสนองานได้เยี่ยมมาก').

Although the differences in quantitative results of [H]s and (S)s indexing overtness and covertness in giving Cs across cultures are not prominent, there is qualitative difference in the (S)s or in mitigating/softening devices in both cultures which is striking. They are the use of address terms among the Thais and of hedges among the Americans. Although it could be said that both cultures use address terms to create joint attention, the Thais and the Americans use them differently. The Thais use hearers' first names or nicknames, kinship terms, and deferential address terms in higher percentage than the Americans do, especially the use of kinship terms and of deferential address terms. The Americans tend to put more emphasis on the hearers' first names or in-group names.

Among the Thais, in vertical interactions, giving Cs between older and younger people in particular, the use of age-family oriented address terms, such as พี่ /phii2/ น้อง /n@@ng3/ or 'sibling', was prominently found. In horizontal interactions, giving Cs between people of non-intimates, the use of deferential address terms, such as คุณ /khun0/+first name → คุณธีระ, was more prominent among the Thais. The findings appear to highlight Thai cultural values on age, social status and politeness, (1) showing respect to people who are older, thus confirming the idea of Thai culture as an interpersonal and age-sensitive culture (Modehiran 2005) and (2) having a sense of place where the speaker and the

people being complimented belong or 'discernment' (Hill *et al.*, 1986) or as a social status/indexing-sensitive culture which reflect the essence of Thai culture-specific in high-context (Hall, 1976) or collectivist (Hofstede, 1991) culture.

Among the Americans, regardless of vertical or horizontal interactions, the use of affective-connected address terms or the hearers' first names (e.g., Richard, Barbara, or Sarah) is more prominent. In interactions among intimates, the *in-group names* (e.g., *Rich* for Richard, *Barb* for Barbara, *Sar Bear* for Sarah, or endearment terms—babe or sweetie) are frequently found. In vertical interactions, the use of hedges, especially 'well', 'I think', or 'I must (have to) say (that)', is more prominent. Such use is to mitigate or soften some sorts of confrontation in vertical relationships either older-younger, senior-junior, or boss-subordinate interactions. The findings appear to highlight American cultural values on individualism, equity, and politeness, (1) showing respect to equity of individuals (Herbert, 1989) and (2) having a sense of other people's space or 'volition' (Hill *et al.*, 1986) or as not to impose on other individuals' freedom which reflect the essence of American culture-specific in low-context (Hall, 1976) or individualist (Hofstede, 1991) culture.

Thus, unlike the other speech acts, such as speech acts of correction makings (Modehiran, 2005) or those of requests (Wiroonhachaipong, 2000) in which the high percentage of (S)-oriented structures clearly exhibits, the percentage gap of [H]s as oriented towards overtness and (S)s as oriented towards covertness found in speech act of Cs in this study are small. It could be said that for both cultures, giving a C is related to interpersonal relations, thus, marking appropriate social indexing or knowing one's self and others' places, or attempting to reserve the others' face/public image go hand in hand, or using negative politeness in terms of 'imposition-mitigation' (Blum-Kulka, 2005) with giving a C either in a foreground or a background as seen through the different qualitative mechanisms of pragmatic structures of both cultures. Although the findings in this study exhibit the universality in giving a C which is an assertive, expressive, and positive speech act across the two cultures, in this study giving a C is also as to give 'face-boosting' or face-upgrading, which is used to satisfy the positive face of the hearer or the speaker (Farenkia, 2012) or as 'positive

politeness acts' (Brown & Levinson, 1978) together with negative politeness acts and off-record acts depending on situational contexts in which the interpersonal relations play a vital role.

In terms of CRs, the cross-cultural pilot study found that both Thais and Americans were more likely to avoid the given Cs. Unlike the pilot study, the findings in this main study revealed that both Thais and Americans preferred head act [H] structures as oriented towards overtness in giving CRs more than the use of supportive move (S) structures as oriented towards covertness. The difference in the findings of this main study from those of the pilot study might be from the constant change in language use of the college students in this generation which were selected as sample groups for the main study.

In orienting towards the [H] structures of both Thais and Americans, they tend to overtly accept the given Cs by saying 'thank you' or more variations of 'thank you' in Thai: 'ขอบคุณ' /kh@@p1khun0/; 'ขอบใจ' /kh@@p1caj0/; 'ใจ' /caj0/; แต้งกิ้ว /txng3kiw2/). The prominence of thanking or expressing gratitude used across situations in both cultures could be viewed as related to politeness and face. According to Leech (1983, p. 104-105, cited in Terkourafi, 2011, p. 223), thanking is 'convivial act' or the act expressing positive affect which functions to maintain harmony between the speaker and the hearer. It could be said that the use of thanking for both cultures is *face balancing acts*: to maintain positive face between the speaker and the hearer while balancing the smoothness of interactions or positive politeness acts (Brown & Levinson, 1978). For the Thais, the differences between the results of CRs from the pilot study and these found in the main study in the amount of saying 'thank you' appear to relate to the issue of 'language in contact' (Sankoff, 2001). Although the contemporary Thai novels entail contemporary Thai language usage, language is constantly changing, especially lexicons (Wierzbicka, 1986) and the way Thai college students perform their CRs also change through 'language in contact' at the lexical level as the globalized world wheels and the influx of Western media/culture across metropolitan areas throughout Thailand. Thus, the evidence of the use of

'thanking' which is a more Western culture and of the lexical borrowing (i.e., แต่ง กิ๊ว /txng3kiw2/) are found a lot more in this main study across situations.

Apart from the universality of thanking across cultures, the differences in overt accepting the given Cs among the Thais and the Americans are that the Thais prefer agreeing to the given Cs or the use of 'agreement' strategy (e.g., ใช่ /chaj2/; แน่นอน /nxx2n@@n0/) while the Americans prefer showing their appreciations to the given Cs or the use of 'appreciation tokens' strategy (e.g., 'I'm glad (happy) to hear that'). Such differences in these bald on record-acceptance strategies could be viewed as to reflect the high level of C givers' accommodation or the hearer-oriented accommodation in the use of 'agreement' strategy among the Thais, especially in the upward interactions (i.e., younger-older age or lower-higher status interactions) and as to mirror the high level of speaker orientation in the use of 'appreciation tokens' strategy, especially in the upward (i.e., younger-older age or lower-higher status) and non-intimate interactions.

In orienting towards the (S) structures, the Americans tend to avoid accepting the given Cs by frequently shifting the given Cs away from self, usually redirecting them towards the objects. They use the strategies of 'C upgrade' (e.g., brand new), and 'scale down' (e.g., it's just very easy to do.). Although the quantitative findings suggest the less preference among the Thais in using the (S) structures, the qualitative results of such structures exhibit the similarity to the Americans in the use of 'scale down' strategy (e.g., 'นี่เก่าแล้วล่ะ' or 'This is old.') and the difference in the more frequent use of 'asking for confirmation' strategy (e.g., 'จริงเหรอ' or 'really?' 'ล้อเล่นป่าวเนี่ย' or 'Are you kidding?' 'ขนาดนั้นเลยเหรอ' or 'Is that so?') rather than that of the 'C upgrade' strategy. Although there are qualitative differences in the use of these off record strategies. In terms of situational-specific, these off record strategies appear to be frequently used in the upward (i.e., younger-older age or lower-higher status) and intimate interactions for both cultures. The use of off record strategies in the upward interactions is more likely to deal with giving option or leaving room for hearers' interpretations. In the intimate interactions, the use of such strategies is on the assumption that both

parties share the same indexical and background knowledge (Boyle 2000, Maíz-Arévalo, 2012). The similarities and differences in the use of address terms and of the hedges as pointed out in Cs are also important in the CRs as 'imposition-mitigation' (Blum-Kulka, 2005) or negative politeness devices.

All in all, the findings of Cs and CRs across the two cultures appear to reiterate the Thai cultural values on age, social status and group involvement, and those of the American on individualism, equity and solidarity where the universalities of Cs and CRs lie in being positive politeness acts and the culture, language, and situation specificities of Cs and CRs show the dynamics of bald on record-acceptance, negative politeness, and off record strategic interactions. Based on Brown and Levinson (1978), an increase in the overall degree of covertness of the utterances (i.e., the increase in the value of D, P, R) is accompanied by an increase in the use of politeness strategies ranging from bald on record to off record strategies. However, clearly in the intimate relations (low D+P+R), the off record strategy prevails, especially among the Americans. Thus, looking at the Cs and CRs cross-culturally in terms of politeness or the ways in which the Cs and CRs are expressed in strategic manners as evident in this study does not imply a complete binary position, rather, a difference in the relative importance of each pragmatic factors in interpersonal relations which the two cultures hold to constitute, reinforce, protect, upgrade, or balance face.

In the chapter that follows, I will present the findings to answer the second research question, which sought to explore the similarities and differences between the two groups of Thai learners of English: the TEHs and the TELs, by comparing them with the two groups of native speakers: the TTs and the AEs. The findings will be discussed in terms of the learners' cross-linguistic problems in giving compliments and compliment responses in English.

CHAPTER V

INTERLANGUAGE STUDY

Chapter five consists of two main parts: (5.1) compliments or Cs; and (5.2) compliment responses or CRs. Each main part involves the findings in the two aspects as follows:

1. The pragmatic structures of the Cs and CRs

   1.1 The segmentation of the [H]s in the pragmatic structures of Cs and CRs

   1.2 The segmentation of the (S)s in the pragmatic structures of Cs and CRs

   1.3 The C and CR strategies derived from the pragmatic structures

2. The politeness strategies of the Cs and CRs

   2.1 The overall politeness strategies in Cs and CRs

   2.2 The politeness strategies in Cs and CRs of the nine different weightiness of face threatening acts (FTAs): low D+P+R, high D, high P, high R, high D+P, high P2, high P+R, high P2+R, and high D+P+R

The chapter begins with the comparisons of the TEHs and the TELs' Cs with those of the TTs and the AEs in the two perspectives as presented in the interlanguage study of Cs by TEHs and TELs. The comparisons of the two groups' CRs with those of the TTs and the AEs in the two aspects as described in the interlanguage study of CRs by TEHs and TELs are then provided.

5.1. Interlanguage Study of Cs by the TEHs and the TELs

The following sections compare and contrast the findings from cross-cultural study of Cs as found in the previous chapter with those of interlanguage study of Cs in order to investigate the hypothetical language problems of the TEHs and the TELs when giving Cs in English and to examine whether or not a cross-linguistic influence or transfer occurs.

5.1.1 The Overall Pragmatic Structures of Cs by the TEHs and the TELs

Table 51 below illustrates frequency distribution and percentage of pragmatic structures of Cs among the TEHs and the TELs in compared to those of the TTs and the AEs.

Table 51. FD and percentage of pragmatic structures of Cs by the four sample groups

Pragmatic Structures of Cs	Sample Groups							
	Cross-Cultural Study				Interlanguage Study			
	TTs		AEs		TEHs		TELs	
	Tokens	%	Tokens	%	Tokens	%	Tokens	%
H Only	321	33.58	191	20.08	444	46.59	464	48.03
Single [H]	273	28.56	154	16.19	309	32.42	347	35.92
Multiple [H]s	48	5.02	37	3.89	135	14.17	117	12.11
[H]+(S)	123	12.86	303	31.86	137	14.38	78	8.08
[H]+(S)+[H]	9	0.94	42	4.42	29	3.04	17	1.76
Subtotal	453	47.38	536	56.36	610	64.01	559	57.87
(S)+[H]	375	39.23	264	27.76	245	25.71	353	36.54
(S)+[H]+(S)	82	8.58	97	10.20	45	4.72	34	3.52
S Only	46	4.81	54	5.68	53	5.56	20	2.07
Single (S)	20	2.09	14	1.47	23	2.41	16	1.66
Multiple (S)s	26	2.72	40	4.21	30	3.15	4	0.41
Subtotal	503	52.62	415	43.64	343	35.99	407	42.13
Total	956	100	951	100	953	100	966	100

The FD and the percentage of pragmatic structures of Cs across all sample groups in table 51 reveals that it was common that they gave overt and curt Cs as seen in the use of [H] Only structure and the use of single [H] in particular. The two groups of learners tended to frequently use this structure more than the native speakers of the two languages did. Perhaps, it is an evidence of the 'transfer of training' and also of the 'strategies of L2 communication'. It could be that they have been taught or experienced giving Cs in English by using overt expressions, such as, 'great' or 'I like your haircut.'. In addition, the positive lexical markers used by the learners are recognizable by the native speakers of English.

Quantitatively speaking, it was also common that all sample groups elaborated their Cs as seen in particular from the use of the (S)+[H] and the [H]+(S) structures. A relative small gap of percentage between the two such structures among the AEs indicates that they tend to use both types of structures in elaborating their Cs. The wider gaps of percentage between such structures by the other three groups illustrate that they are more likely to prefer (S)-oriented structures in elaborating their Cs.

The use of the (S) Only structure or zero [H] was found common across the four sample groups although the TELs exhibited less preference in this type of pragmatic structure. The less preference of the (S) Only structure might come from their L2 constraints. The constraints might limit them from using covert utterances which require more mapping of meaning and interpretation in L2 to extend English conversations. Thus, this is probably why the [H] Only structure by TELs is seen as the most frequently used since it involves overt and short utterances. The six pragmatic structures found in the C data of the TEHs and the TELs are exemplified below from (78) to (85).

(78) **TEHs: Single [H]**
(In an office party, a male subordinate gave a compliment to his male boss on the watch he was wearing for the party.)
[Nice watch]
   [H]

TELs: Single [H]
(In a potluck party at a colleague's house, a younger female colleague gave a compliment to her older male colleague on his appearance.)
[You're so handsome.]
      [H]

(79) **TEHs: Multiple [H]s**
(In an office party, a male subordinate gave a compliment to his male boss on the watch he was wearing for the party.)

[I like your watch.] [It's beautiful.]
   [H]   [H]

TELs: Multiple [H]s
(In a potluck party at a colleague's house, an older female colleague gave a compliment to her younger male colleague on the dish he made for the party.)

[I love your special dishes,] [so delicious.]

        [H]   [H]

(80) **TEHs: [H]+(S)**

(In a potluck party at a colleague's house, a female close friend gave a compliment to her male close friend of the same age on his new haircut.)

[Nice haircut,] (dude)

    [H]   (S)

TELs: [H]+(S)

(In an office seminar, a female close friend gave a compliment to her male close friend on his appearance.)

[You look very nice,] (Donald.)

      [H]   (S)

(81) **TEHs: [H]+(S)+[H]**

(In an office party, a male supervisor gave a compliment to his female subordinate on her opening dance for the party.)

[You're a good dancer,] (Barbara!) [Perfect movement]

       [H]   (S)   [H]

TELs: [H]+(S)+[H]

(In an office seminar, a female close friend gave a compliment to her male close friend on his appearance.)

[I love your suit] (I think) [is very fit you]

      [H]   (S)   [H]

(82) **TEHs: Single (S)**

(In an office party, a male boss liked the mobile phone his male subordinate was wearing for the party and said the exemplified utterance.)

(Where can I buy one of those?)

(S)

TELs: Single (S)

(In an office party, a male boss liked the mobile phone of his male subordinate and uttered the followings.)

(Where are you buy this smart phone?)

(S)

(83) **TEHs: Multiple (S)s**

(In an office party, a male boss liked the mobile phone his male subordinate was wearing for the party and said the exemplified utterances.)

(Is it your new phone?) (How about special function of this?)

(S)   (S)

TELs: Multiple (S)s

(In an office party, a female colleague gave a compliment to her male colleague on his new eyeglasses.)

(Ryan) (Is that your new eyeglasses?)

(S)   (S)

(84) **TEHs: (S)+[H]**

(In an office party, a female subordinate gave a compliment to her female boss on her watch she was wearing for the party.)

(Wow!) [what a beautiful watch!]

(S)   [H]

TELs: (S)+[H]

(In an office party, a male subordinate gave a compliment to a male boss on his appearance.)

(Ryan,) [Your watch is beautiful]
   (S)   [H]

(85) **TEHs: (S)+[H]+(S)**

(In an office seminar, a female close friend gave a compliment to her male close friend on his suit he was wearing for his presentation.)

(Wow!) [I love your suit.] (Let me try!)
   (S)   [H]   (S)

TELs: (S)+[H]+(S)

(In an office party, a male colleague gave a compliment to his male colleague on his opening dance for the party.)

(Ryan,) [I like dance show you.] (Where you study dance?)
   (S)   [H]   (S)

Examples (78) to (85) indicate the dynamic of pragmatic structures of Cs found in the C data of both TEHs and TELs. The sequences conform to the previous study of Manes and Wolfson (1981) which addressed that Cs occur at the beginning, in the middle, or at the end of an interaction. The patterns of Cs used by both groups of the learners are similar to those patterns found in the TTs and the AEs' C data.

The following sections provide a closer investigation at the [H]s and the (S)s which constitute the TEHs and the TELs' pragmatic structures of Cs.

5.1.1.1 The [H]s in Cs by the TEHs and the TELs

1129 [H]s were found in the TEHs' C data while 1184 [H]s were found in the TELs' C data. Although the gap between the frequency distributions of [H]s for both groups of learners was not wide, the TELs exhibited more preferences towards the [H]s or Cs themselves than the TEHs did. More frequency distributions of [H]s among the TELs mean that they are likely to be overt when giving Cs in English. This may be the result of the 'transfer of training' that they have been taught in their English classes to give Cs straightforwardly.

For both groups, positive lexical markers were found as C devices in the [H]s. For the TEHs, the top five frequent used positive lexical markers were 'to like', 'to love', 'good', 'nice', and 'great', respectively. For the TELs, the top five frequent used positive lexical markers were 'to like', 'good', 'to love', 'beautiful', nice, respectively. The positive lexical markers found in the [H]s among the two groups are seen as to be carried by three word classes: (1) verbs; (2) adjectives; (3) adverbs. Among the three word classes, it is observed that verbs and adjectives are the most frequently used in the [H]s by both TEHs and TELs. Interestingly, the preferences among the TEHs towards a great number of frequencies in positive verb 'to like' are similar to those found in the AEs and the TTs' C data. For the TEHs and the TELs, the use of the positive verbs, such as 'to like' and of adjectives could reflect their 'strategies of L2 communication'. To them, giving such Cs in English may be thought of as being recognized and comprehended more clearly by the native speakers of English.

Although the TEHs and the TELs use the similar positive lexical markers as the AEs do, some deviations exhibit in their C data. The English positive adjectives the TEHs used may be an evidence of 'bidirectional semantic transfer' (A. Brown & Gullberg, 2008; Pavlenko & Jarvis, 2002). That is the transfer from L1 to L2 or L2 to L1 in terms of the meaning mapping. The use of some adjectives found in the TEHs' C data appears to fit this type of transfer. Semantically speaking, the positive adjectives the TEHs used seem to be ranged from vagueness (e.g., different) to specificity (e.g., beautiful).

The adjective 'different' was used when the TEHs gave Cs downwardly and to opposite sex interactants. An example is 'Wow! Richard, you look different. Did you have a new hair cut?' The use of 'different' following the interjection 'wow' clearly expresses that the speaker is excited about Richard's new haircut and likes it. In Thai, the word แตกต่าง is always translated as 'different'. However, according to the Merriam-Webster online dictionary, the adjective of vagueness as 'different' which could either denote positive or negative meanings depending on the use or context, could be a synonym of the adjective 'distinguished', a more specific adjective denoting clear positive value. In American English C data, the adjective 'distinguished' was used in giving Cs among Americans in opposite sex interactions. An example is 'Richard, your new haircut is such a change. It makes you look so distinguished!'. The use of 'distinguished' in this context could be said to have a similar meaning to the use of 'different' as to 'setting the hearer's appearance apart in some way'. The TEHs are towards more vagueness while the AEs tend to be more specific. The use of the more vague adjectives in giving Cs among the TEHs appears to be the case of bidirectional semantic transfer. And that is probably why the C data of the TEHs show a more extended marker to mean the same as in an equivalent, precise marker in American English, such as 'a person who can cook so good' for 'a good cook or chef'.

Some deviations of the English positive lexical markers were found in the TELs' C data. They included 'ok', 'virtue', 'eligible', 'summit', and 'hand'. These lexical markers could be viewed as unidirectional transfer or transfer from L1 to L2 in terms of sematic transfer or meaning mapping which results in the length of markers being used. It could also be perceived as part of the 'transfer of training' in which these terms have been taught in class or exposed from the extracurricular activities. The positive adjective of 'ok' could be mapped to 'satisfactory', 'virtue' is for 'good', 'eligible' is for 'to suit or be suitable', 'summit' is for 'superb'. The word 'hand' seems to come from 'handsome'. In the Thai C data, this phenomenon of shortening the borrowed lexical markers is also found.

Syntactically and pragmatically speaking, the TEHs' C patterns were observed to be in five forms while those of the TELs' Cs were observed to be in eight patterns as follows:

TEHs' C patterns

1. Declarative clause with subject+speaker-oriented

   [NP (intensifier) VP NP (intensifier)]

   [I   like   your new earrings (very much)]

   NP   VP   NP   (intensifier)

2. Declarative clause with subject+hearer or object-oriented

   [NP copula 'be'/VP (intensifier) ADJ/ADJ]

   [Your haircut looks (so)   cool]

       NP   VP (intensifier)   ADJ

3. Declarative clause with subject+Interactive particle+hearer-oriented

   [NP copula 'be'/VP ADJ/ADV NP Interactive Particle]

   [You   are   good at   cooking huh]

    NP   copula 'be' ADJ   NP   Interactive Particle

4. Declarative clause without subject+hearer or object-oriented

   [ADJ (NP)]

   [Amazing (dishes)]

      ADJ   (NP)

5. Exclamative clause+object-oriented

   [What (ART) ADJ NP!]

   [What   a   good   dance show!]

    What ART ADJ   NP

TELs' C patterns

1. Declarative clause with subject+speaker-oriented

    [NP (intensifier) VP NP (intensifier)]

    [I   (really)   like/love your dance]

     NP (intensifier)   VP   NP

2. Declarative clause with subject+hearer or object-oriented

    [NP copula 'be'/VP (intensifier) ADJ/ADJ (PP)]

    [Your new eyeglasses   are   (so)   beautiful (for/to you)]

            NP   copula 'be' (intensifier)   ADJ   (PP)

3. Declarative clause without subject+hearer or object-oriented

    [ADJ (NP)]

    [Good (taste)]

      ADJ (NP)

4. Exclamative clause+object-oriented

    [What (ART) ADJ NP!]

     [What   a   good step]

      What ART   ADJ   NP

5. WH question-Why+hearer-oriented

    [Why AUX NP (intensifier) ADJ?]

    [Why   are   you   (so)   lovely?]

     Why AUX   NP   (intensifier) ADJ?

6. Declarative clause with embedded subject NP+speaker-oriented

    [NP [Embedded subject NP—that NP VP] VP NP (intensifier) VP/ADJ]

    [The dish [that you cook]   make me very   like]

        NP   [Embedded subject NP] VP NP (intensifier) VP

7. Declarative clause with embedded subject NP+hearer-oriented

    [NP [Embedded subject NP—that NP VP VP NP] copula 'be'/VP
    (intensifier) ADJ]

    [The new hair [that you cut make you] look   (so)   nice]

        NP   [Embedded subject NP] VP   (intensifier) ADJ]

8. Compound Declarative clause with subject+speaker or hearer-oriented

    [NP (intensifier) VP NP (intensifier) because NP copula 'be'/VP/ADJ]

    [I   (really)   like/love your dance because it   summit]

     NP (intensifier)   VP   NP   because NP   ADJ

In giving Cs among the TEHs and the TELs, declarative utterances appeared to be the most preferred. The five syntactical forms of the TEHs' Cs found were similar to those found in the TTs and the AEs' C data. To some extents, the eight syntactical forms of the TELs' Cs found could be seen as to reflect the mixture between English written and spoken languages as shown from 5 to 8 above. To the other extents, these forms used by the TELs could be viewed as to mirror the Thai spoken language when the Thais give Cs. The English utterances produced by the TELs as exemplified from 5 to 8 could be equivalent in the forms and meanings when translated into Thai. Thus, it could be said that the use of such syntactical forms among the TELs exhibits an evidence of 'L1 transfer'.

The following section presents the qualitative similarities and differences in the [H]s in Cs among the four sample groups. Table 52 below shows percentage of the C devices used in the [H]s when all four sample groups gave Cs.

Table 52. Percentage of the C devices used in the [H]s by the four sample groups

	Sample Groups			
	Cross-Cultural Study		Interlanguage Study	
C Devices in the [H]s	TTs % (N=1083)	AEs % (N=1031)	TEHs % (N=1129)	TELs % (N=1184)
Positive Lexical Markers	99.81	98.64	100	100
Negative Lexical Markers	-	0.48	-	-
Positive Clauses	0.19	0.88	-	-
Total	**100**	**100**	**100**	**100**

The percentage of C devices in the [H]s of Cs among the four sample groups in table 52 clearly presents the preference in positive lexical markers across all sample groups. The common positive lexical markers the four sample groups tend to share include 'to like' 'to love', 'good', 'great', and 'nice'. On the one hand, there seem to be no problems for both learners in giving curt Cs. On the other hand, the use of some deviations of positive lexical markers may cause confusion among the C receivers who are native speakers of English. Semantically speaking, both TEHs and TELs sometimes use positive adjectives of vagueness. For instance, rather than using a more specific marker 'distinguished', the TEHs use a more vague marker 'different' to mean 'to set the hearer's appearance apart in some way'. Instead of a more specific marker 'to be/feel satisfied', the TELs use a more vague marker 'ok' to mean that they are satisfied with the object of Cs or approve of what the hearer has performed or how they look. The use of vague markers for specific markers may be viewed as the case of the learners' discourse style of topic-oriented comments which was perhaps a discourse transfer of topic-oriented Thai language as could be seen in the case of adjectival verbs found in the Thai Cs. The use of complex positive lexical markers among the TELs could be evidence of 'L1 transfer' and of 'transfer of training' which could also lead to the confusion in giving Cs. The TELs use 'virtue' to mean 'good' and 'eligible' to mean 'to suit', 'to fit', or 'be suitable'. Such use could be the case of the TELs attempt to map the meaning of the words and also the way they have been taught to use a more complex word to as an indicator of their English proficiency and competency.

Some problems may arise when the learners receive Cs which contain negative lexical markers, such as 'to kill' as in 'You killed it!' or 'mad' as in 'this is some mad cooking.' since the TTs, the TEHs, and the TELs did not use this type of markers as Cs at all. It could suggest that there is a L2 semantic constraint in acknowledging the markers as having positive values. Thus, there might be a misunderstanding in interactions even though both participants are intimates.

In cross-cultural study of Cs, the two groups of native speakers used positive clauses as C devices. However, none was found in both groups of learners. The findings suggest no problem in giving Cs in this regard since the

main core of giving Cs in English or the use of positive lexical markers is for the most part appropriately utilized.

Syntactically speaking, the most common C patterns found across the four sample groups are as follows:

1. Declarative clause with or without subject+hearer or object-oriented

   [(NP) (copula 'be'/VP) (ART) ADJ/ADJ-V (NP)]

   [(It) ('s)   (the)   beautiful   (haircut)]

   (NP) (copula 'be') (ART) ADJ/ADJ-V (NP)

2. Declarative clause with subject+hearer-oriented

   [NP (VP) (intensifier) ADJ/ADJ-V/ADV]

   [You (look) (very)   nice]

    NP (VP)   (intensifier) ADJ/ADJ-V

3. Declarative clause with subject+speaker-oriented

   [NP (intensifier) VP NP (intensifier)]

   [I   (really)   like your presentation]

    NP (intensifier) VP   NP

Thus, the similarities in the C patterns across the four sample groups are in the preference of declarative clauses with or without subject in giving Cs. The perspectives of Cs involve speaker, hearer, and object-oriented. In a way, the common patterns of Cs reflect the assertive and positive expressive of Cs. The differences in the C patterns found in the data of the TTs, the TEHs and the TELs. On the one hand, the TTs and the TEHs express their interactiveness through the use of 'question tag' as found in the TTs' use of 'เนอะ' or 'is it?' and of 'huh' at the final position of Cs to draw attention of the hearer in interactions. It does not mean that no interactive Cs are used among Americans since the previous studies of Cs (e.g., Mane and Wolfson 1981) found such use. On the other hand, the TELs exhibit various forms of Cs reflecting the assertive, positive expressive, and interactiveness of Cs. The findings, thus, subscribe to Wierzbicka (2003)'s semantic components of Cs as having all three functions of language:

representative, expressive, and appellative (Bühler, 1934, 1990). Within the C patterns, it is observed that the TELs use the speaker's name in place of the first person pronoun and the hearer's name in place of the second person possessive pronoun as in 'Sandy like Richard's haircut.' rather than 'I like your haircut.'. Such use may sound odd to the native speakers of English of why the speaker does not address the C to the hearer directly but does it as if it is given to the third person by the third person. This evidence could be an example of L1 semantic and pragmatic transfer. The Thais usually identify their closeness in interpersonal relationship through the use of address terms. The speakers and hearers' names alone could be used among acquaintances and intimates. The speakers' names are to replace the use of first person pronoun while those of the hearers are to replace the use of second pronoun 'you' among the more intimate relationships and once they are very close to each other the speakers and hearers' names may be replaced by the in-group names or intimate calling names.

Another deviation of the TELs with in the C patterns involve the use of embedded NP as the subject of the sentence in giving their Cs in English as in (86) below.

(86) 'Your hair that you make today make me like.'

ทรงผมที่เธอทำมาวันนี้ทำให้ฉันชอบ

/song0phom4 thii2 thqq0 tham0 maa0 wan0nii3/

The underlined embedded NP in 86 could be mapped into the Thai translation as indicated in the following line of the examples. This kind of embedded NP is also found in the Thai C data as a foreground of a C. In a way, the use of embedded NP reflects the Thai style of communication in beating around the bush before getting right into the gist of conversation. To the Thais, it may be viewed as to create the conversational space or to prepare the hearer of what to come. However, to the native speakers it may be perceived as redundant and unclear until they hear the whole message.

The closer look at the [H]s reveals that to a certain degree the level of positive value of a C increased or reinforced through the use of strengthening devices within the [H]s. The following section presents these strengthening devices in the internal modification of the [H]s which are evidence of the intensification phenomena among the TEHs and the TELs.

5.1.1.1.1 The Internal Modification in the [H]s of Cs by the TEHs and the TELs

The levels of intensity in positive values in the TEHs and the TELs' Cs were increased or reinforced through the use of strengthening devices. The strengthening devices found in the data are presented below according to the four levels of language descriptions. They include (1) intensification through phonological and orthographical representations; (2) intensification through morphological devices; (3) intensification through lexical representations; (4) intensification through syntactical patterns. Only (4) was found in the TELs' C data.

Based on the four levels of language descriptions, five types of strengthening devices were used as the internal modification as follows:

(1) The intensification through phonological and orthographical
    representations
  (1.1) phonological elongation
  (1.2) prosodic stress through the use of exclamation marks and of capital
        letters
(2) The intensification through morphological devices
  (2.1) the use of comparatives and of superlatives
  (2.2) repetition
(3) The intensification through lexical representations
  (3.1) the use of adverbs of degree
(4) The intensification through syntactical patterns
  (4.1) repetition of syntactical patterns

(1) The intensification through phonological and orthographical representations Cs

      The intensification through phonological and orthographical representations among the TEHs and the TELs involved two types of strengthening devices: (1.1) phonological elongation as in (87); (1.2) prosodic stress through the use of exclamation marks and of capital letters as in (88) and (89). Only (1.1) was found in the TEHs' C data.

(87) **TEHs**

(In an office party, a male subordinate gave a compliment to his female supervisor on her opening dance for the party.)

niceeee

      In the (87), the final vowel /e/ of the positive lexical marker 'nice' was lengthening. The vowel lengthening expresses loudness and intensity of the word its vowel is elongated. The lengthening of the vowel as in (87) stresses the intensity of possessing 'nice' quality. In English, lengthening the vowel of the positive lexical marker 'nice' is usually occurred with the vowel /i/ and realized as 'niiiice' rather than 'niceeee'. Such final vowel lengthening could be another evidence of bidirectional semantic transfer (A. Brown & Gullberg, 2008; Pavlenko & Jarvis, 2002). To elaborate, the Thai C data shows the final consonant lengthening, for example, ว้าววววว /waawwww3/ 'wowwww' which reflects the Thai intensification pattern whereas the English intensification pattern is usually occurred with the vowel. The TEHs' intensification pattern appears to take the directions of transfer from both L1 and L2.

(88) **TEHs**

(In a potluck party at a colleague's house, a younger male colleague gave a compliment to his older male colleague on his new haircut.)

Your hairstyle is so cool!

TELs

(In an office party, a female boss gave a compliment to her male subordinate on his opening dance for the party.)

Superb!

In (88), the use of exclamation mark at the end of the sentence stresses the speakers' excitement towards the new haircut or hairstyle of his female colleague. The use of exclamation mark at the end of the adjective 'superb' also expresses the similar feeling of the female boss towards the dance performance of her male subordinate. The position of the exclamation mark following the word 'cool' could also be viewed as to intensify the quality of being 'cool' with the new haircut or hairstyle. The same position of the exclamation mark after the word 'superb' could be perceived as to strengthen the quality of being 'superb' as well. In written language, especially in the formal writing, it is advised to use exclamation marks sparingly as possible (Translation Bureau, 1997). However, in speech-style writing, such as communication in Facebook, the use of exclamation mark to express and intensify excitement could be widely seen.

(89) **TEHs**

(In a potluck party at a colleague's house, an older male colleague gave a compliment to his younger female colleague on the food she cooked for the party.)

SWEET

Poonlarp (2009: 37) suggests the different degrees of intensification through phonological choices by prosodic stress. According to Poonlarp, the use of exclamation mark as in (88) is viewed as marking more intensity. The use of capital letters even marks the intensity to the far end of the continuum. Thus, (89) could be viewed as the TEHs intensify their Cs to its maximum level. This type of intensification was only found in the TEHs' C data.

(2) The Intensification through Morphological Devices

The intensification through morphological devices included two strengthening devices. They were (1) the use of comparatives and superlatives as shown in (90) and (91); (2) repetition as exemplified in (92). Only (2) was found in the TELs' C data.

(90) **TEHs**

(In a potluck party at a colleague's house, a male close friend gave a compliment to his male close friend of the same age on the dish he made for the party.)

Your cooking skill is alot better than mine.

TELs

(In a potluck party at a colleague's house, a younger male colleague gave a compliment to an older male colleague on his new haircut.)

I think you look so young than before.

(91) **TEHs**

(In a potluck party at a colleague's house, a female close friend gave a compliment to her male close friend of the same age on his new haircut.)

You are the most handsome man tonight.

TELs

(In a potluck party at a colleague's house, a male colleague gave a compliment to a female colleague of same age on the dish she made for the party.)

Oh! It's the best. It's delicious.

Labov (1984, cited in Poonlarp, 2009, p. 38) stated that comparatives and superlatives were among the intensity devices. Thus, examples (90) and (91) are

considered evidence of intensification. The comparative degree of 'good' is marked by the inflected form –er 'better' as shown in (90) which was taken from the TEHs' C data. Although the adjective 'young' in (90) which was taken from the TELs' C data is not correctly marked by the inflected form –er as 'younger', the comparative degree of 'young' is still conveyed by 'than before'.

The superlative degrees of 'handsome' and 'good' are marked by the periphrastic form 'most' and by the superlative adjective 'best' as in (91) which was taken from the TEHs' C data and the TELs' C data, respectively.

(92) **TELs**

(In a potluck party at a colleague's house, a younger male colleague gave a compliment to an older male colleague on his new haircut.)

Your new hair is very very perfect for you.

The collocation of 'very very' in (92) suggests a strong emotive feeling towards the hearer's new haircut. According to Poolarp (2009) stated that the repetition as in the case of 'very very', the second 'very' tends to reinforce the intensity of the first 'very'.

(3) The Intensification through Lexical Representations

The intensification through lexical representations involved the use of adverbs of degree and adverbs which collocate with adjectives to achieve an intensifying effect as exemplified in (93) and (94).

(93) **TEHs**

(In a potluck party at a colleague's house, a younger male colleague gave a compliment to his older male colleague on his new haircut.)

I love your new haircut too much. Would you tell me where you cut your hair?

TELs

(In a potluck party at a colleague's house, a female colleague gave a compliment to a female colleague of same age on the dish she made for the party.)

Anne, I love your special dish too much.

In Thai, the use of 'too much' adds the greatest intensity to the meaning of its predicate in an utterance (Poonlarp 2009). In (93) the use of 'too much' adds the greatest intensity to the meaning of 'to love'. The feeling of the speaker's 'love' was going beyond the edges showing its powerful force when collocating with 'too much'. However, in English 'too much' might be associated with a negative feeling or quality. The two utterances could be said as 'I love your new haircut/ special dish so badly' if the speaker wants to use the negative word 'bad' to convey intensity of 'love' to mean 'very much'. The collocation in (93) perhaps could be viewed as an evidence of L1 semantic transfer or the transfer in word meaning from Thai to English in both groups of learners.

(94) **TEHs**
(In a potluck party at a colleague's house, a male colleague gave a compliment to his male colleague of the same age on the dish he made for the party.)

This is so delicious. I love your special dish very much.

TELs
(In an office party, a female boss gave a compliment to her male subordinate on his opening dance for the party.)

You dance very nice, it's so fun.

In (94), the adverbs of degree, 'so' and 'very' intensify the quality of being 'delicious'. They were also used to maximize the quality of being 'nice' and the degree of 'fun'.

(4) The Intensification through Syntactical Patterns

The intensification through syntactical patterns was the repetition of syntactical structure as exemplified in (95). This type of intensification only occurred in the TELs' C data.

(95)

(In an office party, a female junior gave a compliment to her female senior on the watch she was wearing for the party.)

<u>I like</u> your watch. <u>I like</u>.
NP VP   NP VP

The repetition of structural elements 'NP VP' in the second utterance adds more emphatic to the first one. In addition, the repetition of 'I like I like' appears to be an evidence of L1 transfer. In Thai, when people intensify the emotive feeling of 'like', they also use the repetition of this structural element as 'ฉันชอบ ฉัน ชอบ' /chan4 ch@@p2/ /chan4 ch@@p2/.

Semantically speaking, it is observed that the intensification phenomena through all four levels of language descriptions in both TEHs and TELs' Cs involve concepts of quantity (e.g., very much); of boundary and beyond (e.g., too much); of visual and physical experiences (e.g., badly, well); truth, authenticity, and certainty (e.g., really). Syntactically speaking, these concepts can be seen either in the final position or to precede predicates of C utterances.

Given the presentation of intensification phenomena according to the four levels of language descriptions, it could be said that the strengthening devices in the internal modification of the [H]s function as to reinforce expressive meanings in both TEHs and TELs' Cs.

For the four sample groups, the levels of intensity in positive values of Cs were increased or reinforced through the use of strengthening devices found according to the four levels of language descriptions. They were intensifications

through (1) phonological or representations, (2) morphological devices, (3) lexical representations, (4) syntactical patterns. The findings reveal that all sample groups used similar intensification process, from phonological level, morphological level, to lexical level. The difference among them in intensifying Cs occurred in this study lies in that the TTs and the TELs used intensification process in the syntactical level while the AEs and the TEHs did not.

In the intensification through the phonological process, the use of prosodic stress through the use of exclamation mark (!) was found to be common among the four sample groups. The exclamation mark at the end of the sentence or word expresses and intensifies the degree of excitement in the hearer's appearance or performance, such as 'Those new eyeglasses look great!'. The use of exclamation mark in such function is found in speech-style writing (e. g., Facebook). It is thus not unlikely to find the use of exclamation mark in responses to the WDCT since it could be considered a type of speech-style writing. It is observed that the TTs and the two groups of learners used repeated exclamation marks (!!) while the AEs did not. The difference in the more intensified Cs with the use of repeated exclamation marks may be an example of the Thai culture of intensification through repetition. It may also be considered as a positive pragmatic transfer of the L1 intensification to the intensification in L2 which does not change the meaning in intensifying Cs but the more level of intensification.

For the intensification through morphological devices, the use of comparatives or superlatives and of repetition is common among the four sample groups. The use of suffixes for intensification is marked only in the Thai C data. Although the use of repetition of adverbs of degree is unmarked in all sample groups (i.e., 'very very'), it is striking that the repetition in C data among the TTs and the TELs found negative intensifiers, such as, เว่อร์ เว่อร์ /wqq2 wqq2/ or 'too much too much' as in 'I like your dish too much' The use such negative intensifier of the TEL could be evidence of 'L1 semantic transfer' and of 'L1 pragmatic transfer'. Since the repetition of negative intensifiers is often associated with the concept of 'beyond boundary' which the same English concept is observed to be used at the lexical level as in 'overwhelmingly'. Thus, when used the C receiver

who are native speakers of English may be confused of whether the speaker like it a lot or does not like it.

In the intensification through lexical presentations, the use of adverbs of degree is common across the four sample groups. The most commonly used adverbs of degree among the four groups included 'very', 'so', and 'really'.

For the intensification through syntactical patterns, only the TTs and the TELs used it. The repetition of 'VP ADV', such as 'work excellently' and 'dance beautifully' was found.

The following section will explore the (S)s in the TEHs and the TELs' Cs. More specifically, it will closely examine the devices and markers localized within the (S)s. The following section also reveals the similarities and the differences in the (S)s of Cs among the four sample groups.

5.1.1.2 The (S)s in Cs by the TEHs and the TELs

In both TEHs and TELs' C data, the (S)s involved two types of modifications. They were verbal and non-verbal modifications. The verbal modifications consisted of two main modification devices: (1) external modification; and (2) non-straightforward compliment. The non-verbal modification was non-verbal indicators or opt out.

5.1.1.2.1 The External Modification in the (S)s of Cs by the TEHs and the TELs

The closer look at the external modification in the (S)s of both groups of learners reveals two main types of devices. They were (1) orientation and attitudinal devices as represented through discourse organizing signals; and (2) interactional devices as represented through the other speech acts.

(1) The Orientation and Attitudinal Devices

The orientation and attitudinal devices were represented through the discourse organizing signals. The signals involved (1.1) the use of deictics; (1.2) the use of discourse markers; and (1.3) the combination use of discourse markers

and deictics. They are used to either index affect-involvement or to mark deference.

(1.1) The Use of Deictics

The use of deictics included four main categories (Bühler, 2011; Levinson, 1979): (1.1.1) person deixis; (1.1.2) social deixis; (1.1.3) temporal deixis. Each category of deixis is indicated as follows:

(1.1.1) Person Deixis

In giving Cs, both TEHs and TELs use the following person deixis to point to the hearer:

- The hearers' first names as provided in all situations given in the WDCT (e.g., Sarah, Barbara, Donald). In interactions among intimates or upward interaction in terms of age (younger people talk to older people), it is observed that the TELs often repeated the hearer's first name twice.
- In-group names (e.g., B or Barb for Barbara, Annie for Anne, dude, man, babe)
- Kinship terms (e.g., bro, brother, sister)
- Second person pronoun (i.e., 'you' or 'yo')

The in-group names, and kinship terms were not given in the WDCT. They were provided by the TEH and the TEL respondents when completing the WDCT.

(1.1.2) Social Deixis

Levinson (1979) defined social deixis as aspects of language structure that are anchored to the social identities in speech events, or to relations between them, or to relations between them and other referents. In the (S)s, social deixis used by both TEHs and TELs involved the followings:

- 'Mr.'/'Mrs.'+first name, e.g., Mr. Richard; Mrs. Anne
- Occupational/positional address term, e.g., boss

(1.1.3) Temporal Deixis

Both groups of learners use temporal deixis to point to a time as related to when the hearer appears or performs, i.e., 'today'.

Given the presentation of the use of deictics above, it could be concluded that the use of deictics focuses from the speaker's perspective or as Caffi and Janney (1994, p. 356, cited in Poonlarp, 2009, p. 157) called, the 'proximity phenomena', which is a sort of bridging category between indexicality and emotivity. In this regard, the use of deictics are indexical of the speaker's proximated position with the hearer which help emphasize the positive feeling as well as attitude of the speakers towards the hearers realized in the Cs. The use of deictics among the TEHs and the TELs appears to be similar to what found in the TTs and the AEs' C data.

(1.2) The Use of Discourse Markers

The discourse markers used as discourse organizing signals among the TEHs and the TELs involved two kinds of markers. They were (1.2.1) interjections; and (1.2.2) hedges.

(1.2.1) Interjections

The interjections found in the (S)s of Cs among the TEHs and the TELs included 'wow', 'aw', 'oh', 'omg—oh my god', 'umm'. They usually occurred in the initial position as those found in the AEs' C data. These interjections found were used as to express (1) the speaker's subjective sentiments and (2) communicative intentions of calling other people's attention or of responding. It is observed that the TEHs used similar interjections as did the AEs and as found in the pilot study of interjections used by American characters in contemporary novels, i.e., 'wow', and 'omg'.

(1.2.2) hedges

The hedges found in the (S)s of Cs among the TEHs and the TELs were usually prefaces. For the TEHs, the prefaces included 'I must assume'; 'I'd say';

'well'. For the TELs, the prefaces involved 'I think'; 'I'm think'; 'I would say. These hedges are to show a certain degree of the speaker's commitment by giving a C. It means that the C which follows a preface may be badly received by the hearer but the speaker hopes that he/she will not be offended by it. Thus, the hedges found could be called a mitigating device or as downgrader (e.g., House & Kasper, 1981).

The orientation and attitude devices used in the (S)s of Cs among the two groups of learners tend to be speaker-oriented. They are to stress the speaker's perception of the hearer's affiliation, in-group membership, proximity, time of speaking which is close to the speaker, and to call the hearer's attention. In some contexts, these devices constitute affect and involvement while in the other contexts they indicate deference.

(2) The Interactional Devices

The interactional devices used in the (S)s of Cs among the TEHs and the TELs were represented through eight speech acts. For the TEHs, the devices included greeting; self-introduction; giving comments; asking for information; request; want statement; offer; and thanking. For the TELs, the devices were greeting; self-introduction; asking for information; request; want statement; giving comments; initiating a new turn/small talk; and thanking. Overall, both groups of learners seemed to employ similar speech acts in elaborating their English Cs, except two speech acts. The TEHs appeared to give offers in elaborating their English Cs on performances, i.e., giving presentations (e.g., Your presentation was so great. *I can give you more info as you mentioned on stage.*). The TELs seemed to initiate a new turn of talk, use small talk, or change the topic of conversation in extending their English Cs on the same topic, i.e., dancing and giving presentations (e.g., Great dance. *Do you like to work here?*). Both speech acts are observed to be used among new colleagues in vertical interactions, i.e., older age to younger age or higher status to lower status. The use of such speech acts could be perceived as evidence of transfer of training for the TEHs and strategies in L2 communication for the TELs. When both groups of learners want to extend their English Cs, the TEHs choose to give offers while

the TELs go for another topic of talk. For the TEHs, they might have been taught in their English classes to give offers. It might be easier for the TELs to convey their conversations through the shift in topics when they run out of words in the particular topic of Cs. Although various speech acts used in the (S)s among the TEHs and the TELs were as the interactional devices, all of them shared one function. It is to minimize distance between the hearer and the speaker.

5.1.1.2.2 The Non-Straightforward Compliments in the (S)s of Cs by the TEHs and the TELs

The non-straightforward Cs found in the (S)s among the TEHs and the TELs were in declarative sentences and usually in the hypothetical form—a wish to be like the hearer or for someone close to be like the hearer as exemplified in (96) and (97).

(96) **TEHs**
(In a potluck party at a colleague's house, an older female colleague gave a compliment to her younger female colleague on the dish she made for the party.)

I wish I could cook like you.

TELs
(In the same context of situation.)

Can I cook this same you?

(97) **TEHs**
(In a potluck party at a colleague's house, a male colleague gave a compliment to his female colleague of the same age on the dish she made for the party.)

I wish my wife can cook like you.

Examples (96) and (97) illustrate the use of hypothetical structure 'wish to be like the hearer'. The hypothetical structure found both TEHs and TELs' Cs are similar to that found in the TTs and the AEs' C data. An interesting point here is that when using the hypothetical structure 'wish', all three groups appear to orient the shift towards the hearer. In a way, it could be interpreted as maximizing praise to the hearer or as Leech (1986) called 'approbation maxim' which at the same time is to minimizing praise to self or 'modesty maxim'. What is more, only the TEHs appear to minimize praise not only to themselves but also to their immediate family members, such as wife or mother, suggesting a very high level of politeness not in the form but how they use it.

Apart from giving non-straightforward Cs as a wish to be like the hearer or for someone close to be like the hearer as shown in (96) and (97), the TELs also gave their non-straightforward Cs with two more aspects of meanings. These included (1) the speaker's expression of affective fact, i.e., 'I know you can do it.', and (2) the speaker's wish something good towards the hearer, i.e., 'You should be a chef.'. Although the non-straightforward Cs found in the (S) among the TELs could be viewed as similar to those found in the TEHs' C data in terms of speaker and hearer-oriented perspectives, the forms and the meanings of the TELs' non-straightforward Cs were more varied.

5.1.1.2.3 The Opt Out in the (S)s of Cs by the TEHs and the TELs

The opt out found in the (S)s of both TEHs and TELs' Cs was the writing of the word 'smile' or 'laugh' or 555 which also means 'laugh'. For the TELs, one more opt out in the (S)s of Cs was found through the use of emoticon (i.e., :)). The opt out or the non-verbal indicators found among both groups of learners tend to be used to support solidarity among close friends while those found only in the TELs tend to be used alone to mitigate the force of Cs when they were given upwardly or to the opposite sex.

For the similarities and the differences in the (S)s of Cs among the four sample groups, the percentage of modifications in the (S)s across all sample groups are provided in table 53 below.

Table 53. Percentage of modifications in the (S)s of Cs by the four sample groups

Main Types of Modifications in the (S)s of the Cs	The Verbal and Non-Verbal Modifications in the (S)s of the Cs	Sample Groups			
		Cross-Cultural Study		Interlanguage Study	
		TTs % (N=904)	AEs % (N=1121)	TEHs % (N=724)	TELs % (N=659)
Verbal	External Modification	96.46	93.40	90.19	95.45
	Non-Straightforward C	2.88	6.42	9.67	3.49
Non-Verbal	Opt Out	0.66	0.18	0.14	1.06
	Total	100	100	100	100

Table 53 shows that All four groups give Cs by using two types of modification. They are verbal and non-verbal modifications. The verbal modifications consist of the two main modification devices: (1) non-straightforward compliment; (2) external modification. The non-verbal modification was non-verbal indicators or opt out.

In modifying the Cs, the verbal modifications are preferred across the four sample groups. The external modification illustrates is the most prominent type of modification used among them prior to giving Cs and after so doing, followed by the non-straightforward compliment. For all sample groups, the use of non-verbal modification or the opt out was not preferred. Perhaps, in giving Cs it is more towards the 'verbal gift' (Farenkia, 2014), thus, modifying them with non-verbal indicators (e.g., smile or laugh) which carry implicit meanings are dis-preferred. Although they are dis-preferred, the TELs tend to use the opt out more than the other three groups do. It could be because of their L2 constraint which limits them from verbal elaborating Cs in English, thus, the shift to a non-verbal elaboration instead. The prevalence of external modification across the four sample groups draws an attention to closely examine this type of modification.

The closer investigation at the external modification in the (S)s reveals that two main types of devices in the external modification were used across the four sample groups. They were (1) orientation and attitudinal devices as represented through discourse organizing signals; (2) interactional devices as represented through the other speech acts.

On the one hand, the orientation and attitudinal devices contain discourse organizing signals which either index affect-involvement or deference. The signals involve the use of deictics and of discourse markers. On the other hand,

the interactional devices contain various speech acts which appear to be used to minimize the distance between the hearer and the speaker.

For the orientation and attitudinal devices, the use of deictics and of discourse markers is common in modifying Cs across the four sample groups. Only the TELs exhibit their deviations in terms of repetition of the hearers' names as in 'Richard Richard your haircut is nice!' The name repetition could be viewed as the TELs attempt to create a closer proximity with their interactants by intensifying their names. However, it might sound strange to the native speakers of English's ears since in English the more intimate terms of address are usually expressed through lexical markers, such as honey, dear, babe, and not the repetition of the hearer's name unless both participants are physically far apart.

For interactional devices, various speech acts found across the C data of the four sample groups are quite common. The speech acts found include 'greeting', 'self-introduction', 'request', 'want statement', 'giving comments', 'asking for information', 'joke', 'offer', 'flirting', 'thanking', and 'initiating a new turn of talk or small talk'. Five speech acts are worth discussing here.

Although 'Asking for information' was the most frequently used speech act among the TTs and the AEs (e.g., 'Where did you buy those earrings from? or When did you learn how to cook?), the 'greeting' is more preferred among the two groups of learners, especially the use of *formulaic* greetings, such as 'hi', 'hello', or 'hey'. 'Self-introduction' was found to occur in the C data of the TTs and both groups of learners. It was used among new colleagues who just met at the office seminar and party. 'Thanking' was found in the C data of the AEs and both groups of learners. 'Initiating a new turn of talk or small talk' was found to occur only in the C data of the AEs and the TELs. The similarities and differences in use of various speech acts could be viewed in terms of discourse patterns. In giving Cs which is a highly emotive interpersonal speech act, overall all sample groups tend to move closer to their interactants' space by either greeting or asking for more information on their interactants or the objects of Cs related to their interactants. The difference is that the TTs usually employ the *non-formulaic* greetings in the form of 'yes-no' question. Although both groups of the learners used the *non-formulaic* greetings as the TTs did, the frequencies of this type of

greeting were in a small number when compared to the use of *formulaic* greetings. In interactions among the non-acquaintances, the TTs, the TEHs, and the TELs usually introduced themselves while the AEs just simply greeted each other. This evidence might be an example of the L2 learners' acquisition of pattern in initiating and closing conversations and which are usually the one in the very first topics in every English classroom in Thailand. The Thai learners of English are usually taught to greet and to thank their interactants.

As seen in table 53, the percentage of non-straightforward Cs across the four sample groups is in a small number when compared to the external modification. There was a small gap in percentage of such Cs among the TTs and the TELs (the TTs at 2.88%; the TELs at 3.49%). The gap in percentage of such Cs among the AEs and the TEHs is also quite small (the AEs at 6.42; the TEHs at 9.67%). In this view, the TELs tend to behave more like the TTs and even more than the TTs while the TEHs prone to give non-straightforward Cs as the AEs do and even a slightly more than the AEs. This could be seen as strategies of L2 communication in that they are attempting to communicate to their interactants.

Qualitative speaking, the hypothetical form and negative construction were commonly used across the three sample groups when giving the non-straightforward Cs. Only the TELs used the hypothetical form. The TEHs and the TELs behave similarly to the TTs and the AEs in 'wishing to be like the hearer'. The TEHs, the TTs, and the AEs' uses of negative construction were also alike in giving the range of the degree and interpretation option to the hearer. Overall, the TEHs and the TELs tend to use the non-straightforward Cs in an upward or downward interaction, either in terms of age or of relative social status as well as in giving Cs to acquaintances of opposite sex. The use of the non-straightforward Cs in this view is similar to the ways the TTs and the AEs did. Perhaps, overall there are no problems in giving non-straightforward English Cs among both groups of the learners.

Across the four sample groups, the opt out found in the (S)s of the Cs among the TTs and the TELs involves both the writing of 'smile' and 'laugh' and the drawing of emoticon (i.e., :), > <) while among the AEs and the TEHs the opt out was the writing of 'smile' and 'laugh' including the numbers '555'. To some

extents, the use of more non-verbal indicators in more types among the TTs and the TELs reflects the importance of non-verbal communication embedded in the Thai culture as reported in the study of low and high context cultures (e.g., Hall 1976). Although the variations of opt out were found, these non-verbal indicators across the four sample groups were used to (1) support solidarity, and (2) mitigate the force of Cs.

Given the two main types of devices in the (S)s of Cs as presented, the (S)s could be said to function as mitigation in both TEHs and TELs' Cs. The pragmatic structures and the segmentations of [H]s and (S)s in both groups of learners' C data reveal C strategies the TEHs and the TELs used in giving Cs as compared to those of the TTs and the AEs in the following section.

5.1.1.3 The C Strategies by the TEHs and the TELs

The pragmatic structures and the qualitative discussions of [H]s and (S)s as presented earlier reflect the degrees of overtness and covertness in giving Cs across the four sample groups. Table 54 below illustrates the percentage of main and sub CR strategies among the four sample groups.

Table 54. Percentage of the main and sub CR strategies by the four sample groups

Segmentations of Pragmatic Structures	Main C Strategies	Sub C Strategies	Sample Groups			
			Cross-Cultural Study		Interlanguage Study	
			TTs	AEs	TEHs	TELs
			(N=1986)	(N=2152)	(N=1852)	(N=1843)
H	Explicit	Straightforward C	54.43	47.49	60.91	64.24
		Conventional C	0.10	0.42	0.00	0.00
		Subtotal	54.53	47.91	60.91	64.24
S	Implicit	Non-Straightforward C	1.31	3.35	3.78	1.25
		External Modification	43.86	48.65	35.26	34.13
		Opt Out	0.30	0.09	0.05	0.38
		Subtotal	45.47	52.09	39.09	35.76
		Total	100	100	100	100

For the main C strategies, the percentage of the strategies used across the four sample groups in table 54 shows that all groups gave Cs by using both explicit and implicit strategies. Overall, the degree of overtness in using straightforward C sub strategy in both groups of the learners appears to be from

the 'transfer of training' as previously discussed. The degree of covertness, especially in the use of non-straightforward Cs in the TEHs appears to side to the AEs while the TELs seem to behave along the same line as the TTs. Although in other speech act studies, such as correction making (Modehiran, 2005), the Thais and the Thai learners of English tend to be more covert, in the study of Cs the TTs and both groups of the learners tend to be more overt.

5.1.2 The Politeness Strategies in Cs by the TEHs and the TELs

The strategic choices in giving Cs overtly or covertly as presented earlier are clearly related to politeness phenomena in interaction. Based on Brown and Levinson's (1978) politeness theory, every speech act could potentially threaten an aspect of the speaker and the hearer's face. Thus, possible strategies in performing FTAs are utilized in tiers of politeness. The following section provides the overview of politeness strategies in Cs by the four sample groups.

5.1.2.1 The Overall Politeness Strategies in Cs by the TEHs and the TELs

Table 55 shows percentage of the politeness strategies in Cs by the four sample groups.

Table 55. Percentage of the politeness strategies in Cs by the four sample groups

Politeness Strategies of Cs	The C Strategies as Related to the Politeness Strategies	Sample Groups			
		Cross-Cultural Study		Interlanguage Study	
		TTs (N=1986)	AEs (N=2152)	TEHs (N=1852)	TELs (N=1843)
Positive Politeness (PP)	1. Straightforward C	54.43	47.49	60.91	64.24
	2. Conventional C	0.10	0.42	0.00	0.00
	3. External Modification Indexing Affect-Involvement-Connectedness	39.28	46.09	30.89	30.33
	4. Opt Out Co-occurred with (1), (2), (3)	0.25	0.09	0.05	0.38
Negative Politeness (NP)	5. External Modification Indexing Deference	4.58	2.56	4.37	3.80
Off Record (OR)	6. Non-Straightforward C	1.31	3.35	3.78	1.25
	7. Opt Out	0.05	0.00	0.00	0.00
	Total	100	100	100	100

The percentage of politeness strategies in Cs as shown in table 55 indicates that a wide gap between the PP strategy and the other two strategies: the NP and the OR strategies. It means that the use of positive politeness as redressive acts in giving Cs is prevalent and common across the four sample groups. Thus, it

confirms that for the most part Cs are universally positive politeness acts (Brown and Levinson 1978). The prevalence of the PP strategy also confirms the face concepts the Cs associated with as the interpersonal communicative acts of upgrading individual faces either the hearer or the speaker or as other scholars put 'face-enhancing acts' (Garcia & Terkourafi, 2014), 'face enhancing acts (Sifianou, 1995; Ketbrat-Orecchioni, 1997, cited in Garcia & Terkourafi, 2014, p. 2; Terkourafi, 2005; Leech 2007), 'face supporting acts (Sifianou, 1995), 'face flattering acts' (Kerbrat-Orecchioni, 1997, 2004, cited in Garcia & Terkourafi, 2014, p. 2), 'face boosting acts (Bayraktaroğlu, 1991), and 'anti FTAs (Kerbrat-Orecchioni 1992, cited in Garcia & Terkourafi, 2014, p.2).

Although the PP strategy is prevalent, the NP and the OR strategies are also common across the four sample groups. For the TTs and both groups of the learners, the use of NP strategy as redressive acts to mark deference is higher than that of the AEs while the number of OR strategy to give Cs off record among the AEs is greater than that of the other three sample groups. It means that to a certain degree the PP strategies alone may not be used as redressive acts, there are needs to utilize higher redressive acts or the NP strategies, and off record acts or the OR strategies in giving Cs. Thus, it is interesting to see a clearer picture of which contexts the four sample groups tend to employ the NP or OR strategies in giving Cs.

5.1.2.2 The Politeness Strategies in Cs of Different Weightiness of FTAs by the TEHs and the TELs

Table 56 below illustrates the politeness strategies by the four sample groups when there is a high risk in giving Cs involving the D, P, and R. It means the degree of proximity between both participants is far (high D); the speaker of same sex is older or the speaker of opposite sex but equal in age (high P); and topic of C about appearance ranging from haircut to blouse (high R).

Table 56. The politeness strategies in Cs used by assessing the D, P, R of the four sample groups

Politeness Strategies in Performing FTAs	Different Weightiness in Cs by the Four Groups											
	High D				High P				High R			
	Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study	
	TTs (N=120)	AEs (N=129)	TEHs (n=108)	TELs (N=112)	TTs (N=302)	AEs (N=344)	TEHs (N=294)	TELs (N=292)	TTs (N=253)	AEs (N=288)	TEHs (N=254)	TELs (N=246)
PP	81.66	89.92	91.00	97.32	94.70	93.02	88.44	96.24	99.21	98.96	96.85	98.37
NP	16.67	5.43	4.00	0.89	2.65	4.07	4.42	2.05	0.79	0.35	1.18	1.63
OR	1.67	4.65	5.00	1.79	2.65	2.91	7.14	1.71	0.00	0.69	1.97	0.00
Total	100	100	100	100	100	100	100	100	100	100	100	100

In regard to the high D, the percentage in table 56 indicates that the TTs are more concerned with marking deference through the use of NP strategy while the other three sample groups tend to employ both NP and OR strategies in a slightly different manner. In the high P context, the TEHs tend to use more OR strategies in giving Cs off record while the AEs and the TELs used more NP strategies as redressive acts in giving Cs. The NP and the OR strategies among the TTs remain equal. In the high R context, the AEs and the TEHs behave in a similar manner to use more OR strategies in giving Cs off record while no OR strategy was used among the TTs and the TELs.

It seems that the greater degree of proximity has an influence on the use of more NP strategies, especially the use of /khun0+first name/ among the TTs and the TELs as the polite marker of deference, and the use of hedges among the AEs and the TEHs as to not impose on the hearer' s space. Qualitatively speaking, the TELs tend to behave in the same way the TTs do as to be more concern of the place where one belongs in an interpersonal proximity. The TEHs, on the other hand, tend to consider the negative face of the hearer as wanting to be in his/her space. In a way, it could be seen as the strategies in asking to enter each other's space. The TTs and the TELs are on the side of social realm looking at where the self and the other belong in the social space while the AEs and the TEHs are on the side of individual realm looking at the personal space.

In regards to the sensitive topics of C (i.e., appearance—the blouse), the TTs and the TELs did not use the OR strategy at all. On the other hand, the AEs and the TEHs used it. The finding appears to support Brown and Levinson (1978)'s statement that the ranking of imposition or the R is culturally and situationally specified ranking of imposition, thus, the TTs and the TELs may not

perceive the appearance topic as sensitive while the AEs and the TEHs do. The less sensitive perception towards such topic of C may pose a threat to the TELs when they give Cs in English on such topic.

In giving Cs, it is not only single variable that is taken into accounts, but more complex variables may also be involved and the weightiness or seriousness of the FTAs may be decreased or increased as shown in table 57 and table 58 below.

Table 57. The politeness strategies in Cs used by assessing the low-high D+P+R of the four sample groups

Politeness Strategies in Performing FTAs	Different Weightiness in Cs by the Four Groups							
	Low D+P+R				High D+P+R			
	Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study	
	TTs (N=135)	AEs (N=132)	TEHs (N=124)	TELs (N=112)	TTs (N=60)	AEs (N=58)	TEHs (N=62)	TELs (N=54)
PP	94.82	85.61	94.36	97.32	88.33	94.83	87.10	98.15
NP	2.96	2.27	1.61	0.89	11.67	1.72	11.29	1.85
OR	2.22	12.12	4.03	1.79	0.00	3.45	1.61	0.00
Total	100	100	100	100	100	100	100	100

Table 57 indicates that with the increased degree in proximity, and the decreased degree in power (i.e., equal status, equal age, or same sex interaction) and in raking of imposition (i.e., the topic of performance—presentation) or the low D+P+R, the TTs prefer to maintain their social space by employing more N strategy through the use of /khun0+first name/. The AEs, the TEHs, and the TELs tend to prefer the OR strategy as to give Cs off record. Among the intimates or people of close relationship, shared indexical knowledge or background knowledge is assumed to be on the same level, this may be the reason of the more OR strategies utilized among the three sample groups, especially the AEs. The use of the OR strategies or off record communication among intimates is also evident in other studies of implicit Cs (e.g., Maíz-Arévalo, 2012).

With the decreased degree in proximity, and the increased degree in power (i.e., opposite sex interaction) and in raking of imposition (i.e., the topic of appearance—blouse) or the high D+P+R, the NP strategy was used in a greater number by the TTs and the TEHs than the AEs and the TELs did. Qualitatively speaking, the use of NP strategy among the TTs was through the use of

/khun0+first name/ while among the TEHs was through the use hedges. Only the AEs and the TEHs perceive giving the Cs in this context as potential face threat and thus use the OR strategy to give Cs off record as earlier discussed.

Table 58. The politeness strategies in Cs used by assessing the increased value of D, P, or R of the four sample groups

Politeness Strategies in Doing FTAs	Different Weightiness in Cs by the Four Groups															
	High D+P				High P2				High P+R				High P2+R			
	Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study	
	TTs (N=62)	AEs (N=68)	TEHs (N=54)	TELs (N=59)	TTs (N=382)	AEs (N=391)	TEHs (N=334)	TELs (N=349)	TTs (N=542)	AEs (n=618)	TEHs (N=514)	TELs (N=517)	TTs (N=129)	AEs (N=124)	TEHs (N=116)	TELs (N=111)
PP	87.10	91.18	85.19	91.53	89.27	90.79	87.73	93.12	97.60	96.92	94.94	94.39	98.45	95.96	90.52	90.99
NP	11.29	4.41	3.70	6.78	7.85	4.09	8.38	4.87	1.66	1.46	2.92	4.64	1.55	0.81	6.03	8.11
OR	1.61	4.41	11.11	1.69	2.88	5.12	3.89	2.01	0.74	1.62	2.14	0.97	0.00	3.23	3.45	0.90
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Table 58 shows that in the high D+P context the TTs and the TELs tend to negatively redress their Cs by using NP strategy while the AEs and the TEHs tend to use such strategy in a lower frequency. Both AEs and TEHs appear to use OR strategy or to give Cs off record. However, interestingly the TEHs tend to use more NP strategy than the other three sample groups when there is an increased in P value and in the combination of increased values of P and R.

The greater degree of proximity, high-low social status, old-young age, opposite sex interaction, and topics of Cs in high D+P, high P2, and high P2+R contexts appear to influence the use of NP strategy among the TTs and the TELs as seen in the earlier discussion of social deixis /khun0+first name/ while among the TEHs and the AEs is the use of hedges.

Although the interaction characteristic in giving Cs of the four sample groups orients towards the PP strategy, the pragmatic structures of Cs, the C strategies, and the use of politeness strategies as discussed earlier enable the possibilities of many combinations of the politeness strategies when all sample groups give Cs. It is what Brown and Levinson (1978, p. 235) contended as 'mixture of strategies'. For example, the co-occurrences of the NP and the PP strategies as exemplified in (98) which was taken from the C data of the TELs and of the NPPPNPOR shown in (99) which was taken from the C data of the TEHs.

(98) NPPP

(In a potluck party at a colleague's house, a younger female colleague gave a compliment to her older male colleague on his new haircut.)

Mr. Richard, your new hair cut looks so greats.
    NP   PP

      The co-occurrences of the NP and PP strategies as in (98) are what Brown and Levinson (1978:236) called 'hybridized strategy'. It means that although the two strategies are mixed, the force of the utterance is still a positive politeness strategy.

(99) NPPPNPOR

(In a potluck party at a colleague's house, a younger female colleague gave a compliment to her older male colleague on his new haircut.)

Mr. Richard, your new hair is suit for you.   I think   my husband will like it too.
    NP   PP   NP   OR

      The mixture of strategies as in (99) is what Brown and Levinson (1978, p. 236) suggested as a quality of interactional balance if smoothly integrated in a course of interaction. It is observed that the mixture of strategies in the C data of all four sample groups is to smooth the interaction, especially in vertical relationships and in new relationships.

      The following section presents interlanguage study of CRs by the TEHs and the TELs in comparisons to those CRs found in cross-cultural study of CRs by the TTs and the AEs.

5.2 Interlanguage Study of CRs by the TEHs and the TELs

      The following section compare and contrast the findings from cross-cultural study of CRs as found in the previous chapter with those of interlanguage

study of CRs in order to investigate the hypothetical language problems of the TEHs and the TELs when giving CRs in English and to examine whether or not a cross-linguistic influence or transfer occurs.

5.2.1 The Overall Pragmatic Structures of the CRs by TEHs and TELs

Table 59 below provides frequency distribution and percentage of pragmatic structures of CRs among the TEHs and the TELs in compared to those of the TTs and the AEs.

Table 59. FD and percentage of pragmatic structures of CRs by the four sample groups

Pragmatic Structures of CRs	Sample Groups							
	Cross-Cultural Study				Interlanguage Study			
	TTs		AEs		TEHs		TELs	
	Tokens	%	Tokens	%	Tokens	%	Tokens	%
H Only	385	40.31	143	15.00	300	31.58	422	43.91
Single [H]	373	39.06	132	13.85	279	29.37	400	41.62
Multiple [H]s	12	1.26	11	1.15	21	2.21	22	2.29
[H]+(S)	188	19.69	462	48.48	352	37.05	300	31.22
[H]+(S)+[H]	4	0.42	31	3.25	22	2.32	12	1.25
Subtotal	577	60.42	636	66.73	674	70.95	734	76.38
(S)+[H]	58	6.07	45	4.73	63	6.63	97	10.09
(S)+[H]+(S)	24	2.51	81	8.50	39	4.10	27	2.81
S Only	296	31.00	191	20.04	174	18.32	103	10.72
Single (S)	103	10.79	28	2.94	78	8.21	61	6.35
Multiple (S)s	193	20.21	163	17.10	96	10.11	42	4.37
Subtotal	378	39.58	317	33.27	276	29.05	227	23.62
Total	955	100	953	100	950	100	961	100

The frequency distribution and percentage of the pragmatic structures of CRs in table 59 reveals that on the one hand, in terms of the length of the CR discourse and the degrees of overtness of the CRs, the English CRs produced the TEHs and the TELs tended to be more like those of the Thai CRs, especially those of the TELs. The two groups of learners' CRs were brief and overt as seen from the high frequencies in the use of [H] Only structure. On the other hand, both TEHs and TELs tended to use elaborated and overt-oriented English CRs as the Americans did with the high frequencies in the use of combined structure, the [H]+(S) structure, especially those of the TEHs. Examples of the six pragmatic structures of the TEHs and the TELs' CRs are provided below from (100) to (107).

(100) **TEHs: Single [H]**

(In a potluck party at a colleague's house, an older female colleague gave a compliment to his younger male colleague on the dish he made for the party and the colleague responded.)

[Thanks]

   [H]

TELs: Single [H]

(In the same context of situation.)

[Thank you very much]

      [H]

(101) **TEHs: Multiple [H]s**

(In a potluck party at a colleague's house, a female colleague gave a compliment to her female colleague on the new hairstyle and the colleague replied.)

[Thanks.] [me too.]

  [H]   [H]

TELs: Multiple [H]s

(In the same context of situation.)

[Thank.] [me too.]

  [H]   [H]

(102) **TEHs: [H]+(S)**

(In a potluck party at a colleague's house, an older male colleague gave a compliment to his younger male colleague on the new haircut and the colleague replied.)
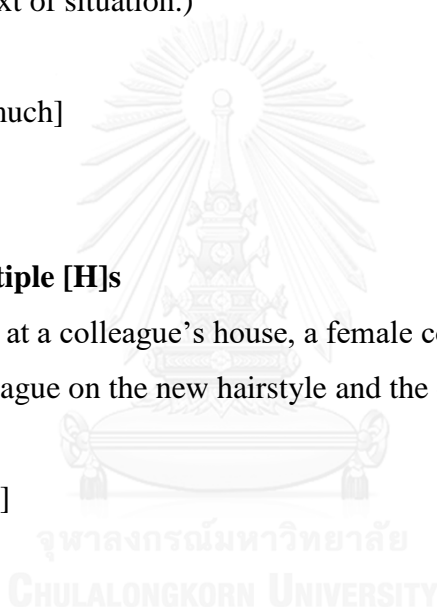
[Thank you,] (sir)

    [H]   (S)

TELs: [H]+(S)

(In a potluck party at a colleague's house, a younger female colleague gave a compliment to her older male colleague on his new haircut and the colleague responded.)

[Thanks] (Sandy)

   [H]   (S)

(103) **TEHs: [H]+(S)+[H]**

(In a potluck party at a colleague's house, an older male colleague gave a compliment to his younger male colleague on the new haircut and the colleague replied.)

[Thank you very much] (Joe) [I'm glad you like it.]

     [H]   (S)   [H]

TELs: [H]+(S)+[H]

(In a potluck party at a colleague's house, an older female colleague gave a compliment to her younger female colleague on the dish she made for the party and the colleague replied.)

[With my pleasure] (Mrs. June.) [I'm really please to hear that.]

    [H]   (S)   [H]

(104) **TEHs: Single (S)**

(In a potluck party at a colleague's house, a younger male colleague gave a compliment to his older female colleague on her new hairstyle and color and the colleague replied.)

(Really?)

   (S)

TELs: Single (S)

(In a potluck party at a colleague's house, a younger female colleague gave a compliment to her older male colleague on his new haircut and he replied.)

(I cut at barber near my office.)

         (S)

(105) **TEHs: Multiple (S)s**

(In a potluck party at a colleague's house, a younger female colleague gave a compliment to his older male colleague on the new haircut and the colleague replied.)

(You can try it) (sis!)

     (S)   (S)

TELs: Multiple (S)s

(In the same context of situation.)

(And you look so cute,) (Sandy.)

       (S)   (S)

(106) **TEHs: (S)+[H]**

(In a potluck party at a colleague's house, a male colleague gave a compliment to his male colleague of the same age on the dish he made for the party and the colleague replied.)

(Really?) [Thanks!]

   (S)   [H]

TELs: (S)+[H]

(In a potluck party at a colleague's house, an older female colleague gave a compliment to her younger female colleague on the dish she made for the party and the colleague replied.)

(wow) [Thanks you]

  (S)   [H]

(107) **TEHs: (S)+[H]+(S)**

(In a potluck party at a colleague's house, an older male colleague gave a compliment to his younger female colleague on the dish she made for the party and the colleague replied.)

(Oh) [Thank you] (Joe)

 (S)   [H]   (S)

TELs: (S)+[H]+(S)

(In a potluck party at a colleague's house, a female colleague gave a compliment to her female colleague of the same age on her new hairstyle and the colleague responded.)

(Really?) [Thanks] (Mary.)

  (S)   [H]   (S)

     The overall pragmatic structures of the TEHs and the TELs' CRs suggest a closer look at the [H]s and (S)s in the following sections. The following sections also present the qualitative similarities and differences in the [H]s and the (S)s in CRs among the TEHs and the TELs as compared to the TTs and the AEs.

5.2.1.1 The [H]s in the CRs by the TEHs and the TELs

Table 60 illustrates the percentage of CR devices in the [H]s of CRs by the four sample groups.

Table 60. Percentage of CR devices in the [H]s of CRs by the four sample groups

| CR Devices in the [H]s | Markers of CRs in the [H]s | Sample Groups | | | |
| | | Cross-Cultural Study | | Interlanguage Study | |
		TTs (N=690)	AEs (N=808)	TEHs (N=818)	TELs (N=902)
Acceptance	Accepting/Agreeing	9.13	2.84	6.36	8.87
	Thanking	89.71	89.36	86.79	86.81
	Appreciation Token	1.02	7.55	6.36	4.21
Rejection	Rejecting	0.14	0.25	0.49	0.11
	Total	100	100	100	100

From the table, the percentages in the use of overt rejection across the four sample groups are clearly very low. Although the TEHs overtly rejected the given Cs more than the TELs did, for both groups of learners, 'no' was used to disagree to the given C among close friends of same age regardless of the same or opposite sex interactions. The use of 'no' among the TEHs and the TELs in such context was similar to that of the AEs and the TTs.

The percentages of the overt acceptance indicate that it is common among the four sample groups to use three types of acceptance markers. They included accepting/agreeing, thanking, and appreciation token. For the TEHs and the TELs, the three types of acceptance markers are exemplified below

- Accepting/agreeing to the given Cs among the TEHs and the TELs was found in a curt agreement through the use of formulaic agreeing tokens (e.g., 'yes'; 'certainly').
- Thanking for the given Cs in both groups of learners was found in a curt form as 'thank you' or 'thanks' and with intensifiers 'very much', 'so much', and 'really'. Only for the TELs, the formal form of thanking as 'I'm grateful.' was used.
- The use of appreciation tokens was found (e.g., for the TEHs—'good to hear that you love it'; 'I'm happy to hear that'; 'I'm overwhelmed'; 'I'm happy that you like it'; 'I love that you like'; 'I appreciate it'; for the

TELs—'I'm nice to listen.; 'I'm please to hear that.'; 'I'm glad/happy that you like/enjoy.'; 'It's a pleasure.').

Of the three kinds, 'thanking' is the most preferred markers of overt CRs across the four sample groups. Many studies on 'thanking' (e.g., Terkourafi, 2011) have stressed that 'thanking' is the American norm and giving thank for the Americans could range from the simple thanking or 'thanks' to an intensified thanking or 'thank you very much'. In a similar vein, the Thais and the two groups of learners use the same form of 'thanking'. The deviation found in 'thanking' occurred in the TELs' CR data in the use of formal thanking 'I'm grateful'. The use of such formal thanking may be an evidence of the 'transfer of training' in English classrooms in Thailand where 'I'm grateful' is ranked at the most formal form of thanking while implying the most polite form of thanking. It could be said that both groups of learners did not show any problem in expressing their gratitude to give CRs in English. However, the politeness of the TELs in using such formal form of thanking may be viewed as over polite. The difference across the four groups is in the use of 'accepting or agreeing' and of 'appreciation token' markers. The Thais and the TELs tend to go along the same line in their preference towards accepting or agreeing to the given Cs.

The CR data across the four sample groups reveals the use of strengthening devices as internal modification of the [H]s in accepting the given Cs among them and only with thanking. The following section presents the internal modification of thanking in the CRs across the four sample groups.

5.2.1.1.1 The Internal Modification of [H]s in the CRs by the TEHs and the TELs: The Case of Thanking

The levels of intensity in thanking for the given Cs were increased or reinforced through the use of strengthening devices within the [H]s of the CRs. The two strengthening devices were found in the CR data of the TEHs while there were four strengthening devices in the CR data of the TELs. The TELs appeared to use more strengthening devices in intensifying their CRs in English just like

the Thais did for their Thai CRs. The strengthening devices are illustrated below according to the three levels of language descriptions as follows:

(1) Intensification through phonological and orthographical representations

(1.1) prosodic stress through the use of exclamation marks

(2) Intensification through lexical representations

(2.1) the use of adverbs of degree and their repetitions

(3) Intensification through syntactical patterns

(3.1) repetition of syntactical patterns

(3.2) the insertion of a phrase after the VP 'thank you'

(1) Intensification through phonological and orthographical representations

The use of prosodic stress through the use of exclamation marks, such as 'thank you!' was found across both groups of the learners. The function of exclamation mark at the end of 'thank you' is to express and intensify thanking with excitement. The similar use of the exclamation marks is also found in giving Cs of both TEHs and TELs.

(2) The Intensification through Lexical Devices

The intensification through lexical representations was found across the two groups of learners through the use of adverbs of degree and their repetitions as in 'thank you very very much'. The use of the adverb of degree 'very' is to intensify the act of thanking. The co-occurrence of 'very' as in the second 'very' helps to maximize the force of the act.

(3) Intensification through syntactical patterns

The repetition of syntactical patterns and the insertion of a phrase after the VP 'thank you' were the two intensification processes found in terms of syntactical patterns and only among the TELs. The repetition of syntactical patterns found in the use of repeated VP 'thank you' as in 'thank you thank you thank you'. Such use may be perceived as being over polite by the native speakers of English but for the TELs it could be viewed as to intensify the quantity of feeling thank you. The insertion of a phrase after the VP 'thank you' as in 'thank

you for compliment' or 'thank you for noticing' was found as to be more specific in giving thank.

5.2.1.2 The (S)s in CRs by the TEHs and the TELs

Both groups of learners' CR data indicate that the (S)s involved two types of modifications. They were verbal and non-verbal modifications. The verbal modifications consisted of two main modification devices: (1) non-straightforward compliment response; and (2) external modification. The non-verbal modification was non-verbal indicators or opt out. The frequency distribution and percentage of modifications used in the (S)s of the CRs by TEHs and TELs as compared to those of the TTs and the AEs are provided in table 61.

Table 61. FD and percentage of modifications used in the (S)s of CRs by the four sample groups

Main Types of Modifications in the (S) of the CRs	The Verbal and Non-Verbal Modifications in the (S)s of the CRs	Sample Groups			
		Cross-Cultural Study		Interlanguage Study	
		TTs (N=910)	AEs (N=1454)	TEHs (N=915)	TELs (N=674)
Verbal	External Modification	76.15	84.73	86.99	83.83
	Non-Straightforward CR	20.22	11.97	12.35	14.54
Non-Verbal	Opt Out	3.63	3.30	0.66	1.63
	Total	100	100	100	100

Table 61 illustrates that all sample groups preferred the use of verbal modification to that of the non-verbal modification or opt out. The opt out was used less than four per cent across all sample groups. The use was even less among the TEHs and TELs. Perhaps, the two groups of the learners put more emphasis on what to express verbally in English rather than non-verbally. With the preference towards a more verbal modification, the external modification was the most prominent modification type all groups used to respond to the given Cs, followed by the use of non-straightforward CR. The high frequency of this type of modification draws an attention to closely investigate it among the TEHs and the TELs as compared to that of the TTs and the AEs.

5.2.1.2.1 The External Modification in the (S)s of CRs by the TEHs and the TELs

The closer examination at the external modification in the (S)s reveals the two main types of devices used by the TEHs and the TELs which were similar to those of the TTs and the AEs. They were (1) orientation and attitudinal devices as represented through discourse organizing signal; and (2) interactional devices as represented through the use of other speech acts.

(1) The Orientation and Attitudinal Devices

The orientation and attitudinal devices were represented through the discourse organizing signals. The signal involved (1.1) the use of deictics; and (1.2) the use of discourse markers. These signals are used either to index affect-involvement-connectedness or to mark deference.

(1.1) The Use of Deictics

Unlike the Cs, the deictics found in the TEHs and the TELs' CRs involved two main categories. They were (1.1.1) person deixis and (1.1.2) social deixis. Each category of deixis is presented as follows:

(1.1.1) Person Deixis

In responding to the given Cs, the hearer uses the following person deixis to point to the speaker:

- The speakers' first names as provided in all situations given in the WDCT (e.g., Richard; Barbara; Sandy)
- The speakers' in-group names (e.g., Rich for Richard; Barb or B for Barbara; Annie for Anne; Joey for Joe; man; dude; baby)
- The speakers' kinship terms (e.g., bro or brother; sis or sister; boy)

The speakers' in-group names and kinship terms were not given in the WDCT. They were provided by the TEH and the TEL respondents when completing the WDCT.

(1.1.2) Social Deixis

In the TEHs and the TELs' CR data, social deixis which the hearer use to signal the speaker's social identity, and the relations between them or other referents are as follows:

- The use of Mr./Mrs./Miss+first name, e.g., Mr. Richard; Mrs Helen.
- The use of occupational/positional address term i.e., 'boss'; 'sir'; 'm'am'.

Overall, the use of deictics was common across the two groups of learners. However, the qualitative difference was that the TELs appeared to use more 'Mr/Mrs/Miss+first name' than the TEHs did. The use was along the same line as the Thais.

(1.2) The Use of Discourse Markers

For the TEHs and the TELs, the use of discourse markers involved two kinds of markers: They were (1.2.1) interjections; and (1.2.2) hedges. The interjections and hedges found in both groups of learners provide evidence that these two types of discourse markers tend to be common in both Thai and English languages.

(1.2.1) Interjections

The interjections found in the (S)s of the TEHs' CRs involved 'oh', 'ah', and 'wow'. Those found in the (S)s of the TELs' CRs included 'gogh', 'oh', and 'wow'. The use of these interjections is to express surprise.

(1.2.2) Hedges

The hedges found in the (S)s of the TEHs were prefaces, such as 'I would say', 'I think', 'to say that' usually occurred in a vertical interactional context where CRs were given either upwardly or downwardly. Those found in the TELs' CR data involved 'well' and 'I think'. These prefaces were found to occur in intimate interactions.

Overall, the use of discourse markers was common in the two groups of learners. The difference was that the TEHs tended have more lexicons of interjections and hedges available in their repertoire. Thus, various interjections and hedges in English were used along the same line as the Americans.

These signals are used either to index affect-involvement-connectedness or to mark deference. There seem to be no problem in the use of these devices among the two groups of learners.

The orientation and attitude devices used in the (S)s among the TEHs and the TELs tend to be both speaker-oriented and hearer-oriented. For the speaker-oriented perspective, the receiver of a C uses the devices to stress his/her perception of the hearer's affiliation, in-group membership, and proximity. For the hearer-oriented perspective, he/she tends to emphasize the C giver as the only listener by stating the C giver's first name/in-group name or occupational/positional address term.

(2) The Interactional Devices

The interactional devices found in the TEHs and the TELs' C data were represented through the nine speech acts. The nine speech acts used among the TEHs involved 'responding to the given non-C utterances', 'elaborating of the responses/small talk', 'giving support', 'offer/invitation', 'expressing awkwardness/shyness', 'expressing gladness', 'returning C', 'promise', and 'thanking for other good deeds of the hearers'. The nine speech acts used by the TELs were 'responding to the given non-C utterances', 'elaborating of the responses/small talk', 'giving support', 'offer/invitation', 'joke', 'expressing awkwardness/shyness', 'expressing gladness', 'returning C', and 'promise'. Overall, both groups of learners seemed to employ similar speech acts in elaborating their English CRs, except two speech acts. The TEHs appeared to thank for other good deeds of the hearers as to elaborate their English CRs on performances, i.e., cooking (e.g., Thank you. *And thanks very much for the party you hold.*). The TELs seemed to give jokes in extending their English CRs on the same topic (e.g., Thank you. *My mom help me do it. If I do alone, you all dead. Ha ha ha.*). Both speech acts are observed to be used among close friends. The

use of such speech acts could be perceived as evidence of strategies in L2 communication for both groups of learners. When they want to extend their English CRs among close friends, the TEHs choose to thank others while the TELs go for giving jokes. Although various speech acts used in the (S)s among the TEHs and the TELs were as the interactional devices, all of them shared one function. It is to minimize distance or to bridge the gap of the interpersonal relationship between the hearer and the speaker or the receiver of C and the C giver.

5.2.1.2.2 The Non-Straightforward CRs in the (S)s of CRs by the TEHs and the TELs

The non-straightforward CRs found in the (S)s among the TEHs and the TELs were speech acts that functioned as to deflect or evade the given Cs. The deflection or evasion could be viewed as to refocus the given Cs in four aspects. They were (1) the C receiver's self-praise, (2) asking for confirmation of the given C from the C giver, (3) downplaying the given C by stating the fact or shifting evaluation away from self to a third entity, (4) giving extra information on how the C receivers obtain the objects or the details of the objects. Both TEHs and TELs were more likely to associate the deflection of the given Cs as signaling the cues that they were attentive to what the hearers uttered in the use of (2). The TEHs and the TELs also used (3) in order to downplay the given Cs by giving stating the fact, such as 'it's normal.' or by giving credits to others, such as 'it's with the help of Sarah.' among the TEHs, and 'just a little thing.' among the TELs.

5.2.1.2.3 The Opt Out in the (S)s of CRs by the TEHs and the TELs

The opt out found in the (S)s of CRs among the TEHs and the TELs were (1) the writing of 'smile' or 'laugh' which includes 'ha ha', '555/555+'; and (2) the drawing of emoticon (e.g., ^-^, ><, .>///<). The opt out or the non-verbal indicators found tend to be used to (1) support solidarity among close friends and (2) mitigate the force of the given Cs, when they were given upwardly or from the opposite sex. In (1) and (2), the non-verbal indicators are usually in the initial or final positions as to co-occur with CRs or follow other speech acts which serve

as interactional devices as discussed earlier. When the non-verbal indicators, the writing of smile or drawing of emoticon as to represent 'smile' in particular, occurred by themselves as to neutralize or mitigate the force of CRs, it is to (2).

Given the two main types of devices in the (S)s of the CRs by the TEHs and the TELs as presented, the (S)s could be said to function as mitigation: 'distance-minimization' or 'imposition-mitigation' (Blum-Kulka 2005).

The pragmatic structures and the segmentations of [H]s and (S)s in the CR data of the TEHs and the TELs as discussed earlier reveal CR strategies used in responding to the given Cs among both groups of learners as compared to the TTs and the AEs in the following section.

5.2.2 The Politeness Strategies in CRs by the TEHs and the TELs

The pragmatic structures and the use of [H]s and (S)s as presented earlier reflect the degrees of overtness and covertness in responding to the given Cs among the TEHs and the TELs. Table 62 below illustrates the percentage of the main and sub CR strategies among the TEHs and the TELs as compared to the TTs and the AEs.

Table 62. Percentage of the main and sub CR strategies by the four sample groups

Segmentations of Pragmatic Structures of CRs and Degree of Overtness-Covertness	Main CR Strategies	Sub CR Strategies	Cross-Cultural Study		Interlanguage Study	
			TTs (N=1600)	AEs (N=2262)	TEHs (N=1733)	TELs (N=1576)
H / Overtness	Acceptance	Accepting/Agreeing	3.94	1.02	3.00	5.08
		Thanking	38.69	31.92	40.97	49.68
		Appreciation Token	0.44	2.70	3.00	2.41
		Subtotal	43.06	35.63	46.97	57.17
	Rejection	Rejecting	0.06	0.09	0.23	0.06
		Subtotal	0.06	0.09	0.23	0.06
S / Covertness	Deflection/Evasion	Non-Straightforward CR	11.50	7.69	6.52	6.22
		External Modification	43.31	55.04	45.24	34.39
		Opt Out	2.06	1.55	1.04	2.16
		Subtotal	56.88	64.28	52.80	42.77
		Total	100	100	100	100

The percentage of the main CR strategies as presented in table 62 reveals that in responding to the given Cs, the TEHs tend to be more covert. They

preferred deflection/evasion to the acceptance and rejection, respectively. On the other hand, the TELs tend to be more overt. They preferred acceptance, deflection/evasion, and rejection respectively. The TEHs behave along the same line as the two groups of native speakers do while the TELs deviate from the L2 native speaker norm. It could be because of the L2 constraint in limiting them to express more. The overt acceptance could be managed more easily by saying 'yes' or 'thank you'. In a way, it could be viewed as the TELs' L2 communication strategy by avoiding involving in a more complex English conversation.

5.2.2.1 The Overall Politeness Strategies in CRs by the TEHs and the TELs

The overt and covert strategic choices in CRs among the TEHs and the TELs as presented earlier could also be related to politeness phenomena in interaction. Based on Brown and Levinson's (1978) politeness theory, every speech act could potentially threaten an aspect of the speaker or the hearer's face, thus, strategies in performing FTAs are operated. Table 63 provides the percentage of politeness strategies in performing FTAs in CRs by the TEHs and the TELs in comparison to those of the TTs and the AEs.

Table 63. Percentage of politeness strategies in CRs by the four sample groups

| | | Sample Groups | | | |
| | | Cross-Cultural Study | | Interlanguage Study | |
Politeness Strategies in the CRs	The CR Strategies	TTs (N=1600)	AEs (N=2262)	TEHs (N=1733)	TELs (N=1576)
BA	1. Overt Acceptance	4.38	3.72	6.00	7.49
BR	2. Overt Rejection	0.06	0.09	0.23	0.06
PP	3. Acceptance with Positive Affective (Thanking)	38.69	31.91	40.97	49.68
	4. Discourse Organizing Signals Indexing Affect-Connectedness	13.88	20.42	19.97	19.61
	5. Other Speech Acts Indexing Affect-Connectedness	23.31	29.31	21.35	11.61
	6. Hybrid Non-Verbal Indicators (co-occurred with other linguistic devices)	1.81	0.57	0.69	1.46
NP	7. Discourse Organizing Signals Indexing Deference	4.31	4.73	3.92	3.17
OR	8. Non-Straightforward Speech Acts	11.50	7.69	6.52	6.22
	9. Only Non-Verbal Indicators (occurred by itself)	2.06	1.55	0.35	0.70
	Total	100	100	100	100

BA: Bald On Record-Acceptance; BR Bald On Record-Rejection; PP: Positive Politeness; NP: Negative Politeness; OR: Off Record

Table 63 indicates that in responding to the given Cs, the TEHs and the TELs redressed their English CRs with positive politeness aspect or the use of PP strategy as frequently as the two groups of native speakers did. In the PP strategy,

the percentages of 'thanking' and of 'other speech acts indexing affect-connectedness' were high among the TEHs which were along the same line as both groups of native speakers. However, the percentage of the use of 'other speech acts indexing affect-connectedness' was lower than that of 'the discourse organizing signals indexing affect-connectedness' among the TELs. It means that although the two groups of learners tend to behave in the same veins as the Americans, the TELs exhibit less competence in extending their English conversation through the use of speech acts. They opt for the use of discourse organizing signal indexing affect-connectedness, such as the kinship term or the hearer's name. The evidence could be viewed both the TEL's L2 constraint and their L2 strategy in communication as to avoid complication in interaction. However, if the goal in giving CRs is reached, that is, they conform to the L2 norm by saying 'thank you', there should not be any problem here. Since the PP strategy is clearly prevalent, the following section illustrates when the other strategies would be used in giving CRs in different weightiness of FTAs.

5.2.2.2 The Politeness Strategies in CRs of Different Weightiness of FTAs by the TEHs and the TELs

Table 64 below provides the percentage of politeness strategies in CRs of different weightiness of FTAs by the four sample groups.

Table 64. Percentage of politeness strategies in CRs by accessing the D, P, R among the four sample groups

Politeness Strategies in Performing FTAs	Different Weightiness in CRs by the Four Groups											
	High D				High P				High R			
	Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study	
	TTs (N=87)	AEs (N=145)	TEHs (N=105)	TELs (N=92)	TTs (N=253)	AEs (N=356)	TEHs (N=277)	TELs (N=236)	TTs (N=208)	AEs (N=287)	TEHs (N=223)	TELs (N=203)
BA	1.15	6.90	4.76	3.26	3.16	5.48	8.30	7.63	5.29	2.79	5.38	8.87
PP	80.46	86.21	82.86	92.40	77.87	81.10	81.59	86.44	72.60	84.32	83.85	78.81
NP	11.49	3.45	3.81	2.17	3.95	3.84	3.97	3.81	1.92	3.14	1.35	1.48
OR	6.90	3.45	8.57	2.17	14.63	9.59	6.14	2.12	20.19	9.76	9.42	10.84
BN	0.00	0.00	0.00	0.00	0.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	100	100	100	100	100	100	100	100	100	100	100	100

Table 64 provides the percentage of the politeness strategies used among the TEHs and the TELs in comparison to the two groups of native speakers when there is a high risk in responding to the given Cs involving the D, P, and R. It means that the degree of proximity between both participants is far (high D); the

C giver of same sex is older or of opposite sex but age equal (high P); and the topic of C about appearance ranging from haircut to blouse (high R).

In regards to the high D, high P, and high R, both groups of learners tend to behave in the same manner as the Americans and the Thais do, using PP, BA, OR, and NP strategies in responding to the given Cs. The degree of overtly accepting the given Cs or the use of BA strategy and the use of NP strategy are more likely to increase when the power factors as relative age and opposite sex come into play. More OR strategy tend to be increased when the topic of C becomes relatively sensitive.

Table 65. Percentage of politeness strategies in CRs by assessing the increased value of D, P, or R by the four sample groups

Politeness Strategies in Performing FTAs	Different Weightiness in CRs by the Four Groups															
	High D+P				High P2				High P+R				High P2+R			
	Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study	
	TTs (N=41)	AEs (N=64)	TEHs (N=48)	TELs (N=48)	TTs (N=299)	AEs (N=432)	TEHs (N=330)	TELs (N=288)	TTs (N=446)	AEs (N=626)	TEHs (N=478)	TELs (N=427)	TTs (N=114)	AEs (N=123)	TEHs (N=107)	TELs (N=92)
BA	0.00	0.00	4.17	4.17	5.02	3.94	6.97	6.25	4.48	2.40	5.86	9.84	5.26	3.25	3.74	7.61
PP	82.93	82.81	83.33	89.58	69.90	76.39	82.72	79.87	77.58	84.03	83.26	77.98	75.44	92.68	87.85	84.78
NP	7.32	1.56	6.25	2.08	8.36	6.94	4.24	7.29	2.24	5.43	3.35	2.58	1.75	1.63	2.80	0.00
OR	9.76	7.81	6.25	4.17	16.72	12.27	5.46	6.59	15.69	8.15	7.11	9.37	17.55	2.44	5.61	7.61
BN	0.00	0.00	0.00	0.00	0.00	0.46	0.61	0.00	0.00	0.00	0.42	0.23	0.00	0.00	0.00	0.00
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Interestingly, when the value of D, P, or R was increased, both groups of learners were more likely to use overtly accept the given Cs by using the BA strategy as shown in table 65. When compared to the Americans, the two groups of learners used more BA strategies than the native speakers of English did.

Table 66. Percentage of politeness strategies in CRs by assessing the low-high D+P+R by the four sample groups

Politeness Strategies in Performing FTAs	Different Weightiness in CRs by the Four Groups							
	Low D+P+R				High D+P+R			
	Cross-Cultural Study		Interlanguage Study		Cross-Cultural Study		Interlanguage Study	
	TTs (N=118)	AEs (N=126)	TEHs (N=108)	TELs (N=110)	TTs (N=42)	AEs (N=56)	TEHs (N=54)	TELs (N=47)
BA	6.78	3.97	5.56	4.55	2.38	0.00	3.70	4.26
PP	72.88	80.16	78.69	83.63	83.33	78.57	88.89	95.74
NP	0.85	2.38	5.56	2.73	4.76	7.14	0.00	0.00
OR	19.49	13.49	10.19	9.09	9.52	14.28	7.41	0.00
BN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	100	100	100	100	100	100	100	100

Table 66 shows that both groups of learners were more likely to overtly accept the CRs in the least FTA context (low D+P+R) and in the greatest FTA

context (high D+P+R) than the Americans did and even more than the Thais in the high D+P+R context. The evidence of the overt acceptance of the TEHs and TELs when the value of D, P, or R is increased or when there is a more complex combination of factor could suggest the sensitivity to the contextual factors in interactions. However, the L2 communication strategy used by the two groups of learners is to go for the most direct CR. Although the strategy may be perceived as the least politeness strategy according to Brown and Levinson's view, it could be viewed according to the speech accommodation theory (SAT) as both groups of learners' attempts to show solidarity or maintain their positions in converging or accommodating their interactants by overtly accept the given Cs.

Although the interaction characteristic in giving CRs of the four sample groups orients towards the PP strategy, the pragmatic structures of Cs, the C strategies, and the use of politeness strategies as discussed earlier enable the possibilities of many combinations of the politeness strategies when all sample groups give Cs. It is what Brown and Levinson (1978, p. 235) contended as 'mixture of strategies'. For example, the co-occurrences of the PP and the NP strategies as exemplified in (108) which was taken from the CR data of the TEHs and of the PPORPP3 shown in (109) which was taken from the CR data of the TELs.

(108) PPNP

(In a potluck party at a colleague's house, a younger male colleague responded to a compliment by his older female colleague on his new haircut.)

Thank you, Madam.
    PP   NP

The co-occurrences of the PP and NP strategies as in (108) are what Brown and Levinson (1978:236) called 'hybridized strategy'. It means that although the two strategies are mixed, the force of the utterance is still a positive politeness strategy.

(109) PPORPP3

(In a potluck party at a colleague's house, a female colleague responded to a compliment by her female colleague of same age on the dish she made for the party.)

Oh really thank you I just learn from youtube. Haha.
PP OR   PP   PP   PP

The mixture of strategies as in (109) is what Brown and Levinson (1978:236) suggested as a quality of interactional balance if smoothly integrated in a course of interaction. It is observed that the mixture of strategies in the CR data of all four sample groups is to smooth the interaction, especially in vertical relationships and in new relationships.

5.3 Summary and Discussion

From the interlanguage research that was reported in details in this chapter, there are many interesting points which will be highlighted as follows.

The comparisons of the findings from the interlanguage compliments and compliment responses by the two groups of the Thai learners of English, the TEHs and the TELs, with those of the TTs and the AEs do not fully support hypothesis 2. The hypothesis states that based on the interlanguage phenomena (Selinker, 1972), TEHs are hypothesized to perform compliments and compliment responses in English close to the AEs, while TELs are more likely to perform compliments and compliment responses in English in the same manners as the TTs do. The problems occur when the TEHs and the TELs give compliments and compliment responses are from L1 transfer (Selinker, 1972).

The findings of this interlanguage part reveal that the productions of Cs and CRs in English by TEHs and the TELs are offshoots of both Thai and American cultures exhibiting the Thai cultural values on age, social status and group involvement, and those of the American on individualism, equity and solidarity. In a big picture, such hybrid characteristics of both TEHs and TELs convey their

productions of Cs and CRs in English to reflect universalities of Cs and CRs as being positive politeness acts and showing the dynamics of bald on record-acceptance, negative politeness, and off record strategic interactions as both Thais and Americans do. Based on Brown and Levinson (1978), an increase in the overall degree of covertness of the utterances (i.e., the increase in the value of D, P, R) is accompanied by an increase in the use of politeness strategies ranging from bald on record to off record strategies. However, clearly in the intimate relations (low D+P+R), the off record strategy prevails across four sample groups. Thus, looking at the Cs and CRs cross-culturally and in the interlanaguage perspective in terms of politeness or the ways in which the Cs and CRs are expressed in strategic manners by both native speakers of the two languages and by the two groups of English learners as evident in this study does not imply a complete binary position, rather, a difference in the relative importance of each pragmatic factors in interpersonal relations which each group holds to constitute, reinforce, protect, upgrade, or balance face. Since the overall productions of Cs and CRs in English by both TEHs and TELs exhibit universalities to the Thai and American production of Cs and CRs, it seems that there is no severe problem when the TEHs and the TELs give Cs and CRs in English. However, a closer look into qualitative mechanisms of their productions of Cs and CRs in English found some problems in lexical choices, semantics, and pragmatics which are seen interwoven. These problems lie in the process of interlanguage phenomena that mainly involve L1 transfer both cross-linguistically and cross-culturally, transfer of training, and strategies of L2 communication as Selinker (1972) proposed in his continuum of interlanguage.

The prevalent problems in their productions of Cs in English involve (1) lexical choices: the use of inappropriate positive adjectives by the TELs and the use of vague positive adjectives by both TEHs and TELs; and (2) the use of the hearer's first name and the speaker's first name to replace the second person pronoun 'you' and the first person pronoun 'I' which are prominent in the TELs.

For (1), the inappropriate lexical choices used among the TELs when giving Cs in English could be perceived as the evidence of L1 sematic transfer and of the transfer of training. The TELs use 'virtue' to mean 'good' as in 'Your dish is

virtue.'or 'eligible' to mean 'to suit', 'to fit', or 'be suitable' as in 'Your new haircut is eligible for you.' Such use could be the case of the TELs attempt to map the word meanings. It could also be seen as the way the TELs have been taught to use a more complex or fancy word as an indicator of having a more English competency. Both TEHs and TELs appear to use positive adjective of vagueness rather than a more specific marker. For instance, the TEHs use a more vague marker 'different' to mean 'to set the hearer's appearance apart in some way' instead of going for a specific positive adjective of 'distinguished'. Or, the TELs use a more vague marker 'ok' to mean that they satisfy with the object of Cs or are approved of what the hearer has performed or how they look. Such use among the two groups of learners may be viewed as the evidence of L1 semantic transfer. Although the two exemplified words are considered vague, in the Thai Cs, 'different' ('แตกต่าง') and 'ok' ('โอ' or 'โอเค') have been used in positive connotations.

The use of 'different' in the TEHs should be with pre-caution since it may either connote positive or negative meanings. Usually, when the Americans use 'different' in Cs, it is as 'You look different today. Your dress makes you look so distinguished. I like it.' It means the use of 'different' to mean positive is usually followed by specific positive adjectives, such as 'distinguished' or specific positive affective verb 'to like'. The findings in the TEHs' C data showed that sometimes the TEHs use 'different' to give a C by itself. This could lead to an uncertainty on the hearer's side of whether or not the speaker gives a C.

For (2), the use of the hearer's first name and the speaker's first name to replace the 2nd person pronoun 'you' and the 1st person pronoun 'I' are prominent in the TELs, especially in intimate interactions. For instance, Patrick thinks Anne's food is delicious.' Although this utterance is grammatically correct, it could be considered odd. It is because Patrick was the speaker himself and Anne was the hearer. The situation provided implied a face-to-face interaction. Thus, the use of the speaker's first name 'Patrick' and the hearer's first name 'Anne' by the TELs rather than the first person pronoun 'I' and the second person pronoun 'you' is evidently odd. Such use, however, could be viewed as L1 pragmatic transfer or negative transfer. In Thai, such use represents a closer proximity where interactants who are intimates or have known each other well call themselves and

the other party by first names or nicknames. Although such use could be perceived as the learners' strategies in L2 communication in trying to maintain or reinforce their interpersonal relations, it may sound strange to the native speakers of English's ears since in English the more intimate terms of address are usually expressed through lexical markers, such as honey, dear, babe, and not in the third person as in the use of such first names.

The prominent problems in their productions of CRs in English mainly deal with pragmatics: (1) the royalty to deferential address terms, especially Mr., Mrs, Miss+ first name which is equivalent to /khun0/ + first name in Thai among the TEHs and the TELs, (2) the repetitions of the hearers' first names in the TELs, and (3) the over use of agreement to the given Cs in both TEHs and TELs.

For (1), both TEHs and TELs are royal to social indexing reflecting their Thai cultural repertoire of age-social status sensitivity, especially in upward and non-intimate interactions. The TELs, however, appear to be more sensitive to such social indexing than the TEHs do. It is true that in American English, the Americans use Mr., Mrs, Miss+ first name. However, it is rather rare for them to use it in upward and non-intimate interactions. They usually subscribe to the use of first name which reflects their cultural value of individualism and equity. Such use among the TEHs and the TELs may be viewed by the native speakers of English as being over polite. Thus, (1) is evident of L1 pragmatic transfer in terms of negative transfer. For (2) the TELs are more likely to repeat the hearers' first names as in 'Richard, Richard, I like your haircut.' The repeated first name 'Richard' may be perceived as the TELs' strategies in English communication in attempting to create a proxemic space between the speaker and the hearer. However, it may sound strange to the hearer since both of them are not physically far apart. For (3), the too frequent use or over use of overt acceptance, agreement (e.g., 'of course', 'certainly', 'sure', 'yes, I agree'), by the TEHs and the TELs could be viewed as the English communication strategy in accommodating the interactants. They exhibit the high degree of accommodation towards the C givers just like the Thais do.

The deviations of both groups of learners tend to be from L1 transfer either semantically or pragmatically. The findings suggest that the L1 transfer is not

only culturally but also linguistically. The more prominent of the transfer was found among the TELs. Other interlanguage causes have also been found as the transfer of training and the L2 communication strategy. It was found that the English constraint among the TELs could limit them from elaborating their Cs and CRs in English just like the TEHs do. Since the Cs and CRs are based on interpersonal relations, the TELs attempt to create proxemic space to maintain or reinforce the speaker-hearer relationships by the repetitions and the use of deferential address terms while the TEHs could exhibit more variations: the use of other speech acts as to show positive politeness (e.g., asking for information, comments, small talks), and hedges (e.g., I must say (that), well) as to show negative politeness more like the Americans do.

In the next chapter, I set to explore how the native speakers of American English (AEs) and the Thai EFL learners perceive and comprehend Cs and CRs in English produced by the TEHs and the TELs.

CHAPTER VI

METALINGUISTIC STUDY

Chapter six consists of two main parts: (6.1) the metalinguistic judgments of compliments or Cs hereafter and of compliment responses or CRs hereafter. The given Cs and CRs provided in the metalinguistic knowledge assessment task (MKAT) were the randomly selected English Cs and CRs produced by the TEHs and the TELs. (6.2) the semi-structured interviews of the AEs, the TEHs, and the TELs. Each main part involves the findings as follows:

1. The metalinguistic judgments of the Cs and CRs

    1.1 The judgments from the four-point Likert scale ranging from 0-3 (very improper to very proper).

    1.2 The comments of the AEs, the TEHs, and the TELs of why they selected 0, 1, 2, or 3 in the four-point Likert scale

2. The Reflections of the AEs, the TEHs, and the TELs

    2.1 Reflections towards proper Cs

    2.2 Reflections towards proper CRs

The chapter begins with the presentations of the AEs' metalinguistic judgments of Cs and CRs, followed by those of the TEHs and the TELs. Then, the comparisons of the three groups' metalinguistic judgments of Cs and CRs will be discussed. Then, the findings from the semi-structured interviews from the three groups' respondents will be addressed. A summary of the metalinguistic knowledge of the AEs, the TEHs, and the TELs when they give Cs and CRs in English is provided.

6.1 The Metalinguistic Judgments of Cs and CRs by the AEs, the TEHs, and the TELs

6.1.1 The Judgments of Cs and CRs by the AEs, the TEHs, and the TELs on the 4-point Likert scale: Properness or Improperness

The Cs and CRs in the MKAT was selected from the TEHs and the TELs' WDCT responses in the Event 1. The Event 1 consisted of twelve situations which

focused on relative age (i.e., higher, equal, lower), equal social status (i.e., colleague) close degree of proximity (i.e., acquaintances and close friends), same/opposite sex (i.e., f-m, m-f, m-m, f-f), and topic of compliment (i.e., appearance—haircut/style/color and performance—cooking skill).

The total responses of the two groups for Event 1 were 720 responses. These included 360 responses from TEHs and 360 responses from TELs. It was not possible to ask the twenty-eight participants in the metalinguistic part to express their attitudes towards the total responses. Therefore, the researcher randomly chose the twelve responses from the TEHs who scored in the top 1 to 5 in the English language exposure questionnaire done in the interlanguage part, and other twelve responses from the TELs who scored in the bottom 1 to 5 from the questionnaire done in the same part. This method was based on the assumption that the TEHs whose scores were in the top 1 to 5 had the more exposure to English language and may give their WDCT responses in a more target like manner while the TELs whose scores were in the bottom 1 to 5 had very less exposure to English language and may give their WDCT responses close to the ways the TTs did.

Based on the above selections of items, the MKAT consisted of twenty-four situations. Cs and CRs from situation 1 to 12 came from the selected WDCT responses of the TEHs. Those from situation 13 to 24 came from the selected WDCT responses of the TELs.

Table 67 below provides the descriptive statistic of metalinguistic judgments of the three sample groups on the Cs and CRs produced by the TEHs and the TELs.

Table 67. The descriptive statistic of metalinguistic judgments of the three sample groups

C and CR Types & Sample Groups	Cs from the TEHs' Responses (n=12)				Cs from the TELs' Responses (n=12)				CRs from the TEHs' Responses (n=12)				CRs from the TELs' Responses (n=12)			
	Min	Max	Mean	SD	Min	Max	Mean	SD	Min	Max	Mean	SD	Min	Max	Mean	SD
AEs (N=8)	1.42	3	2.41	0.44	0.83	3	2.18	0.37	1.58	3	2.38	0.47	1.42	3	2.3	0.32
TEHs (N=10)	1.17	3	2.38	0.48	0.92	3	2.09	0.46	1.42	3	2.44	0.41	1.33	3	2.31	0.37
TELs (N=10)	1.25	3	2.47	0.44	1.25	3	2.45	0.26	1	3	2.43	0.47	1.58	3	2.61	0.33

N: total sample group
n: total selected WDCT responses for the MKAT

Table 67 shows that based on the 4-point Likert scale the eight AEs, the ten TEHs, and the ten TELs agreed on their mean ratings of the metalinguistic judgments on Cs and CRs produced by both the TEHs (the total of twenty-four sets of Cs-CRs) and the TELs (the total of twenty-four sets of Cs-CRs). The mean ratings of all three sample groups both for the Cs and CRs were between 2.01-2.50 or in the mid properness (MP). It means that the Cs and CRs in English produced by the TEHs and the TELs were comprehensible and acceptable by all groups. However, a closer look into each individual judgment of the forty-eight sets of Cs and CRs in each group found some similarities and differences that are worth discussions.

The AEs and the TEHs' judgments on forty-eight sets of Cs and CRs were found to be along the same line. Their judgments could be ranged from 1.01-1.50 to 2.51-3.00 or from LIP to HP as shown in figure 6 below.

Figure 6. The rank of im/properness in Cs and CRs by the AEs and the TEHs
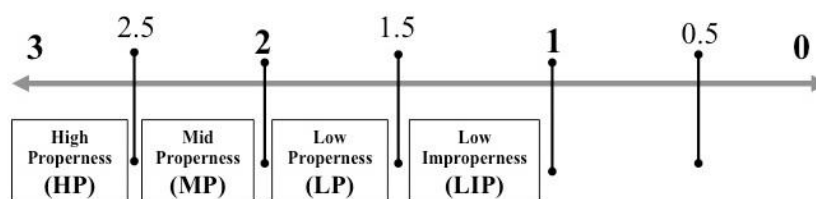
For the TELs, they were more likely to rate the forty-eight sets of the Cs and CRs from 1.51-2.00 to 2.51-3.00 or from LP to HP as shown in figure 7 below.

Figure 7. The rank of im/properness in Cs and CRs by the TELs
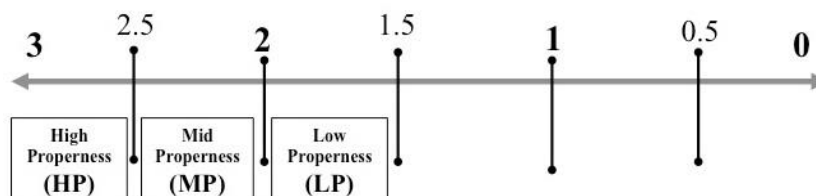
The findings as described earlier and as shown in figures 6 and 7 seem to support many studies on L2 learners where learners with high exposure to English are more likely to behave in the same manner as the native speakers of English

whereas the learners with low exposure to English tend to behave based on the experience of their L1. In this case, the TELs appear to rate the given Cs and CRs in English in the range of properness while the TEHs are more likely to rate the given Cs and CRs as those of the native speakers of English do. It could be that the TELs attempt to avoid contradictory. The avoidance could be viewed as their communication strategy or strategy of learning, according to Selinker (1972), because of their L2 constraints. Thus, the findings suggest the need to look into the comments provided by the participants in their own L1 languages of why they perceived and comprehended the given Cs and CRs as im/proper.

6.1.2 The Metalinguistic Comments of the English Cs and CRs by the AEs, the TEHs, and the TELs

All three sample groups gave their comments towards the given Cs and CRs in English as shown in figure 8 below.

Figure 8. The metalinguistic comments of the English Cs and CRs by AEs, TEHs, and TELs

n=the total of comments given   I=Impressionnistics   R=Redescription   S=Semantics   G=Grammar
P=Pragmatics
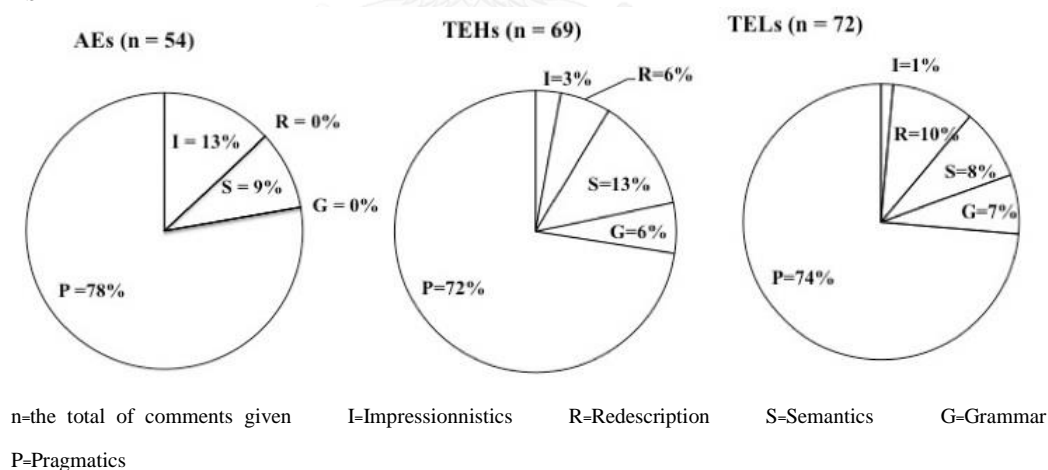
The AEs' comments were oriented towards pragmatics, semantics, and impressionistics, respectively. Those of the TEHs were for pragmatics, semantics, grammar, redescription, and impressionistics. Those of TELs were oriented towards pragmatics, semantics, redesrciption, grammar, and impressionistics. Clearly, the three groups' comments are pragmatically oriented. They appear to

have semantics awareness. While none of the AEs put their comments for grammar, the TEHs and the TELs commented on grammar.

When combining the degree of frequency of occurrences in each categories of comments, the AEs gave 87% explicit comments and 13% non explicit comments. The TEHs gave 91% explicit comments, 6% redescription, and 3% non explicit comments. The TELs gave 89% explicit comments, 10% redescription, and 1% non explicit comments.

The AEs are more likely to give explicit comments for the Cs and CRs in English and their comments are oriented towards pragmatics. It means they put their emphasis on interpersonal relationship between the speaker and the hearer, i.e., differences in age, sex, as well as relative degrees of proximity as important factors determining the given Cs and CRs.

As conformed to hypothesis 3, the TEHs are more likely to give explicit comments as the AEs do. Their comments are pragmatically oriented giving the significant weight to the context of interpersonal relationship as the AEs do. Surprisingly, the TEHs provide their comments towards word meanings or semantics more than the AEs do. It could suggest that in the process of learning and towards the mastering in the language being learned, meaning mapping and comprehension are significant towards the understanding and producing effective L2 communication.

Surprisingly and as opposed to the hypothesis, the TELs are more likely to give explicit comments as the AEs and the TEHs do. Their comments are oriented towards pragmatics emphasizing context of interpersonal relationship, i.e., age, relative degrees of proximity and of social status, as significant factors. The TELs give their fewer comments towards word meanings or semantics as well. By looking at their comments, it is clear that the TELs did not express their rating of the given Cs and CRs without any awareness. They are aware of them. Their problems tend to be the application of the acceptable L2 language in the appropriate contexts.

The detail comments of the AEs, TEHs, and TELs reveal the significance of metalinguistic awareness as shaping another perspective on conceptualization of politeness across cultures and as providing more insights into coping with the

Thai EFL learners' problems giving Cs and CRs in English. Situation 8 below looks at the CR in which there was a significant difference in comments between the TELs and the AEs (mean difference=-.750, p=0.031). The mean rating of the AEs was 2.25. That of the TEHs was 2.60 while that of the TELs was 3. Clearly, the TELs view such response as towards the proper end of the continuum.

Situation 8

June, who is ten years older than Anne, loves Anne's special dishes and says:

> June: Hello Mrs. Ann. I love your special dishes so much.
> Anne: Thank you. Madam.

Although the AEs agreed that the C was acceptable, their comments towards the CR were on the use of the address term 'Madam'. They stressed that it was too formal, too awkward, over polite for the potluck party with colleagues although the age between the speaker and the hearer was 10 years different. Although it is not rude to say, the comments seem to suggest the level of improperness. Whereas the TELs themselves perceived such CR as appropriately fit with the context stressing the importance of the honorific address term 'Madam' and the interpersonal relationship between the older speaker and the younger hearer. Such contrastive perceptions reflect clearly on the cultural value of American as oriented towards solidarity rather than relative age and social status while that of the TEL is vice versa. In communication between the two groups in real life, while the TELs behavior may be perceived to boost the face of the hearer, the over-polite use of address term may be viewed as to threaten the face of the hearer.

In situation 18, there were significant differences in comments between the TELs, the AEs, and the TEHs (mean difference with the AEs=-.800, p=0.048; mean difference with the TEHs=-.900, p=0.020). For the C, the mean rating of the AEs was 2. That of the TEHs was 1.40 while that of the TELs was 2.60. For CR, there was a significant difference in comments between the TELs and the

AEs (mean difference=-.600, p=0.040). The mean ratings of the three groups were 2 for the AEs, 2.30 for the TEHs, and 2.60 for the TELs.

Situation 18

Sandy, who is ten years younger than Richard, loves Richard's new haircut and says:

> Sandy: You so lovely with new haircut.
> Richard: I am glad to hear that.

The comments among the AEs towards the C were mostly the semantic and pragmatic aspects of the positive lexical marker 'lovely'. It was stressed that 'lovely' is a bit flirtatious to be using with someone who is older. It is usually used with dates and only with women. The comments among the TEHs were oriented towards pragmatics in terms of age difference and about 'too direct' and 'not that polite' C to be given to the older person. In addition, they marked the C as not proper because of the grammar. There was no copula 'be' or 'are' before the adjectival phrase 'so lovely with new haircut'. The comments among the TELs were concerned with politeness as there was no address term and the C was too short.

For CR, the AEs mostly commented that Richard should say 'thank you.' In addition, one AE gave a semantic aspect of 'I am glad to hear that.' stressing that the utterance would be a response upon being given good news especially if a situation was bad but later improved. While the TEHs and TELs perceived Richard's utterance as an appropriate response, saying 'there is nothing wrong with it'. The saying was with someone younger, therefore, it was all right to say so.

The detail comments of this situation among the three groups bring our attention to the meanings of words in context, such as the use of 'lovely'. When communicating to each other in English and a positive word is misplaced, it could harm a good interpersonal relationship. For the Thai EFL learners, this tends to be the matter of the duration and intensity of exposing to the L2 language. In

addition, we see that the Thai EFL learners may be too concerned with the grammar in which the native speakers do not think it is interfering with the meaning of the C that was sent across. The comments also emphasize the conceptualization of politeness that saying thank you is very important to the Americans. Despite the fact that the 'I am glad to hear that.' was categorized in the CRs' research studies as 'acceptance' of Cs and was positively received by the American assessors, according to the assessors it is better to say thank you as to be polite. To be polite in the American culture does not require the over-use of honorific address terms, such as 'Madam', but just saying thank you.

The reflections of the AEs, TEHs, and TELs reveal the significance of metalinguistic awareness as shaping another perspective on conceptualization of politeness across cultures and as providing more insights into coping with the Thai EFL learners' problems in giving Cs in English.

6.2 Reflections of the AEs, the TEHs and the TELs in Giving Cs and CRs in English

The quantitative analyses of pragmatic structures and C as well as CR strategies of the AEs, the TEHs, and the TELs reveal their correspondences to politeness phenomena in interactions. The degrees of politeness vary according to the contexts in which different degrees of FTAs exhibit. The quantitative analyses of metalinguistic judgments of the AEs, the TEHs, and the TELs show that all of them attend to pragmatics in giving Cs and CRs in English. The three groups vary their attentions towards semantics and grammars in giving C and CRs in English. To validate the quantitative analyses, the semi-structured interviews were conducted with the eight AEs, the ten TEHs and the ten TELs who completed the MKAT and volunteered to be interviewed at a later stage.

The findings from the three groups' retrospection are presented under the two main aspects: (6.2.1) reflections of the AEs, the TEHs, and the TELs towards giving Cs in English, and (6.2.2) reflections of the AEs, the TEHs, and the TELs towards giving CRs in English.

6.2.1 Reflections of the AEs, the TEHs, and the TELs towards Giving Cs in English

6.2.1.1 Perceptions of Proper Cs in English

Phonologically speaking, most of the AEs and the TEHs recognized tone of voice as a significant factor in giving proper Cs in English. The tone of voice was commented as 'unable to completely be captured' in completing the WDCT which they felt were similar to 'written conversations', 'speech-style writing', or 'Facebook talk'. Morphologically speaking, all three groups shared the perception that positive emotive markers, i.e., positive adjectives were the proper Cs. In terms of syntax, all three groups shared the perception that formulaic syntactic forms, such as, 'I like/love NP' (e.g., 'I like your new haircut.') or 'NP is ADJ' (e.g., This special dish is delicious.) were easily recognized as the proper Cs. In terms of semantics, all three groups stressed the positive values the positive emotive markers and the formulaic syntactical forms carry and thus used them more frequently in giving proper Cs. Although semantically all three groups address the same point of positive values of words or structures which is equivalent to properness in giving Cs in English, before some TEHs and TELs understood the positive values of words or structures, they admitted undergoing translation of the given Cs from English into Thai.

Pragmatically speaking, most of the AEs addressed that although some emotive markers carried negative meanings (e.g., 'to kill' or 'mad'), when using them in giving Cs among acquaintances or intimates, they were totally proper. Apart from the use of negative lexical markers as to mean positive to give Cs, all three groups agreed that in giving proper Cs it was important to know who they were talking to. Overall, the AEs gave an equal weight towards degree of proximity-age-sex, followed by social status-topic of C in giving Cs in general. In a workplace, they stressed that they would weigh towards degree of proximity, followed by an equal weight of sex-status-age-topic. For the TEHs, they revealed that in giving Cs the relative social status-degree of proximity was equally important, followed by relative age, sex, and topic of C. For the TELs, in giving Cs they expressed that the relative age was the most important factor, followed

by an equal weight on relative social status-degree of proximity-sex, and topic of C. The account the TELs gave could very well be an explanation for the high frequency in the use of kinship terms and occupational/positional terms of address among the TELs. Clearly, the context of C situation which involves context of participants or the relationship between the speaker and the hearer is important.

6.2.1.2 Perceptions of Politeness and Sincerity in Giving Cs in English

All three groups agreed that in giving Cs the issues of politeness and sincerity could not be separated from the act. For the AEs, they reported of being polite by saying more than just a C, particularly in interactions with acquaintances and intimates. Thus, 'asking for information', 'giving comments', or 'joke' were seen used to elaborate the giving Cs. The given account of the AEs could validate the findings of more (S)s structures used in giving Cs. Although in other speech acts the AEs prefer a more linear pattern in interactions, in giving Cs the AEs prefer a non-linear pattern in interactions, particularly with their acquaintances and intimates. The degree of proximity is seen clearly here as an influence on elaborating conversations. The perception towards a non-linear pattern in interactions also ties to the degree of sincerity towards the hearer. The use of a non-linear pattern to elaborate the conversations among people with relatively close degree of proximity appears to subscribe to what Blum-Kulka (2005) called, 'consideration in private domain'. Being polite in this context or having a 'consideration in private domain' reiterates the importance of context of situation which involves the context of participant or the relationship between the speaker and the hearer.

For the TEHs and the TELs, the word กาลเทศะ /kaa0la3thee0sa1/ or 'time and place' was reported as an important context determining how to generally give Cs politely or appropriately. Similar to the AEs, in giving Cs towards acquaintances or intimates as family members elaboration of conversation or more (S)s structures used is a must to show politeness, affect, concern, and sincerity. The accounts from the TEHs and the TELs confirm that giving Cs is an act of positive politeness. Interestingly, to the TELs in giving Cs in English they stressed an importance of social deixis (i.e., kinship terms, 'Mr./Mrs./Miss+first name', and

occupational/positional terms of address) as to show their politeness and their perceptions of temporal context which still clearly reflect the Thai culture. To the TEHs in giving Cs in English although they are aware of the use of such social deixis, they tend not to use them. They are more likely to use 'asking for information' or 'giving comments' to show their politeness and their perception of temporal context which seem to be similar to those of the AEs.

6.2.2 Reflections from the AEs, TEHs, and TELs in Giving CRs in English

6.2.2.1 Perceptions of Proper CRs in English

Phonologically speaking, most of the AEs and the TEHs recognized tone of voice as a significant factor in giving proper CRs in English. The tone of voice was commented as 'unable to completely be captured' in completing the WDCT which they felt were similar to 'written conversations', 'speech-style writing', or 'Facebook talk'. Pragmatically speaking, all three groups agreed that in giving proper CRs or responding to CRs appropriately it was important to know who they were talking to. Overall, the AEs gave an equal weight towards degree of proximity-age-sex, followed by social status-topic of C in giving CRs in general. In a workplace, they stressed that they would weigh towards degree of proximity, followed by an equal weight of sex-status-age-topic. For the TEHs, they revealed that in giving CRs the relative social status-degree of proximity was equally important, followed by relative age, sex, and topic of C. For the TELs, in giving Cs they expressed that the relative age was the most important factor, followed by an equal weight on relative social status-degree of proximity-sex, and topic of C. The account the TELs gave could very well be an explanation for the high frequency in the use of kinship terms and occupational/positional terms of address among the TELs. Clearly, the context of CR situation which involves context of participants or the relationship between the C giver and the C receiver is important. Overall, all three groups agree on the use of 'thank you' as a must in accepting CRs. Similar to judging the Cs, before some TEHs and TELs understood the meaning of the CRs provided in the MKAT, they admitted undergoing translation of the given Cs from English into Thai.

6.2.2.2 Perceptions of Politeness in CRs in English

All three groups agreed that in giving CRs the issues of politeness and sincerity could not be separated from the act. For the AEs, they reported of being polite by saying 'thank you', not a curt 'thanks', and elaborate more on their CRs, particularly in interactions with acquaintances. In interactions with intimates, to a certain extent, 'thank you' may not be needed but elaboration of talk. Thus, 'responding to questions', 'elaborating of the responses', and 'asking for information' were used to elaborate CRs. The given account of the AEs could validate the findings of more (S)s structures used in giving Cs. Although in other speech acts the AEs prefer a more linear pattern in interactions, in giving Cs the AEs prefer a non-linear pattern in interactions, particularly with their acquaintances and intimates. The degree of proximity is seen clearly here as an influence on elaborating conversations. The perception towards a non-linear pattern in interactions also ties to the degree of sincerity towards the hearer. The use of a non-linear pattern to elaborate the conversations among people with relatively close degree of proximity appears to subscribe to what Blum-Kulka (2005) called, 'consideration in private domain'. Being polite in this context or having a 'consideration in private domain' reiterates the importance of context of situation which involves the context of participant or the relationship between the speaker and the hearer. All in all, the politeness in this regard reduce the distance between the interactants, maximize level of interactiveness between both party, and smooth interactions.

For the TEHs and the TELs, the word กาลเทศะ /kaa0la3thee0sa1/ or 'time and place' was reported as an important context determining how to generally responding to Cs politely or appropriately. Similar to the AEs, in responding to Cs towards acquaintances or intimates as family members, elaboration of conversation or more (S)s structures used is a must to show politeness, affect, concern, and sincerity. Interestingly, to the TELs in responding to Cs in English they stressed an importance of social deixis (i.e., kinship terms, 'Mr./Mrs./Miss+first name', and occupational/positional terms of address) as to show their politeness and their perceptions of temporal context which still clearly reflect the Thai culture. To the TEHs in giving Cs in English although they were

reported of being aware of the use of such social deixis, they tended not to use them. They were more likely to use 'responding to questions' 'elaborating on the responses' and 'asking for information' to show their politeness and their perception of temporal context which seem to be similar to those of the AEs.

6.3 Summary and Discussion

From the metalinguistics research that was reported in details in this chapter, there are many interesting points which will be highlighted as follows.

The findings emphasized the judgments of the Americans, the TEHs, and the TELs towards the Cs and CRs provided to them in the MKAT as proper Cs and CRs either produced by the TEHs or the TELs. Their reasons of properness of Cs and CRs were prevalently based on the context of interpersonal relationships. The three groups perceive the contextual factors or pragmatic factors of age, sex, social status, degree of proximity, and topics of Cs in interpersonal relationships in relatively important degree although the Americans put more emphasis on the degree of proximity (i.e., the use of hearers' first names), age and sex difference (i.e., the use of hedges), the TEHs are on the social status (i.e., the use of deferential address terms), and degree of proximity (i.e. closer relations— the use of hearers' first names; farther relations—the use of deferential address terms, and the TELs are for the age (i.e., the use of deferential address terms and of age-family oriented terms). Their comments lend support to Kasper and Blum-Kulka (1993)'s statement that the L2 learners have access to the same range of realization of strategies for performing linguistic actions as the native speakers of L2 do. They can demonstrate sensitivity to the contextual constraints in their strategic choices. The demonstration of such sensitivity reflects how language is employed in strategic manner in interpersonal relations or politeness in pragmatic perspective (Kasper, 1994, p. 3206).

In the interview accounts of the AEs, their emphasis on degree of proximity, age, and sex appears to subscribe to what Blum-Kulka (2005) called, 'consideration in private domain'. For the TEHs and the TELs, their emphases on social status-degree of proximity, and age, respectively, tend to relate to their

given comments of กาลเทศะ /kaa0la3thee0sa1/ or 'time and place' which was reported as an important context determining how to generally give Cs and CRs politely or appropriately. Although the perceptions of politeness of the AEs, the TEHs, and the TELs when giving Cs and CRs in English imply that politeness is equivalent to 'consideration', the degree or the level of 'consideration' appears to be different. The AEs tend to orient towards 'private domain' or space between individuals while the TEHs and the TELs tend to orient towards 'time and space' suggesting a larger setting which is not only for individuals but also other group memberships reflecting their own cultural values.

The interview accounts from the three groups also reveal another perspective of sincerity involved in giving Cs and CRs. They perceived that the closer the relationships among the individuals are the more elaboration of conversation or more (S)s structures used as to show politeness, affect, concern, and sincerity.

Thus, the findings do not fully support hypothesis 3. The hypothesis stated that in judging appropriateness of compliments and compliment responses in English, AEs give explicit comments. Their comments are likely to be pragmatically oriented or context-based judgments. TEHs also give explicit comments as those of the AEs whereas TELs give non-explicit comments when judging appropriateness of compliments and compliment responses in English. It means that they do not provide any reasons.

The findings indicate that the TELs are also more likely to give explicit comments or to give more pragmatic-oriented comments as the AEs and the TEHs do. Both TEHs and TELs' comments give the significant weights to the context of interpersonal relationship as the AEs do. What is more, the AEs, the TEHs, and the TELs comment on word meanings of Cs as 'positive words' and of CRs as to reciprocate by saying 'thank you (intensifier)'. The pragmatic and semantic comments suggest that the three groups comprehend the English productions of Cs and CRs through meaning and use.

Surprisingly and as found none among the AEs, the TEHs and the TELs stress importance of grammars when giving Cs and CRs in English in terms of sentence structures. When there is an uncertainty in English comprehension of Cs

and CRs, they stress the importance on the redesription or translation. These comments suggest another level of L2 comprehension of interlanguage learners which set them apart from the native speakers of English. That is to say, in the process of learning and towards the mastering of English in both groups of learners and apart from pragmatic knowledge and L2 meaning, meaning mapping between their own L1 language and the second language being learned or as Jian (2004) called, 'the use of L1 semantization' is strongly important towards their clear understanding and effective English communication.

The findings, thus, support previous studies in the issues of acceptability VS grammaticality (Rabin, 1976, cited in Blum-Kulka and Sheffer, 1993, p. 212). The AEs perceive giving Cs and CRs in their own language in lights of acceptability or the matter of 'acceptable' language use or pragmatics. However, the TEHs and the TELs view such doing through the combination of L2 normative form or grammaticality (i.e., lexical choices, grammar-sentence structures, and semantics), and acceptability or pragmatics.

In the next chapter, the findings will be discussed with regards to the three research hypotheses, the implication of the study, and recommendations for further research.

CHAPTER VII
CONCLUSION AND DISCUSSIONS

This chapter discusses the findings of the study with regard to the three research hypotheses. Section 7.1 provides a summary of the study. Section 7.1.1 answers research question 1 on similarities and differences in giving compliments (Cs) and compliment responses (CRs) of the AEs and the TTs in their own languages. Section 7.1.2 answers research question 2 which explores the similarities and differences in giving Cs and CRs in English of the TEHs and the TELs, then investigates problems the two sample groups have when they give Cs and CRs in English by comparing their productions of Cs and CRs to those of the AEs and the TTs. Section 7.1.3 answers research question 3 which explores the metalinguistic knowledge of the AEs, TEHs, and TELs when they give Cs and CRs in English. Section 7.2 discusses both theoretical and pedagogical implications of the study. It ends by giving the recommendations for further research in section 7.3.

7.1 The Main Findings of the Study

In summary, this empirical research looked at the universalities (similarities) and culture specificities (differences) in giving compliments (Cs) and compliment responses (CRs) of the AEs and the TTs in their own languages. With the universalities and the culture specificities at its base, the research set to explore the similarities and differences in giving Cs and CRs in English of the TEHs and the TELs, then investigates problems the two sample groups have when they give Cs and CRs in English by comparing their productions of Cs and CRs to those of the AEs and the TTs. To assess the TEHs and the TELs' L2 perception and comprehension in giving Cs and CRs in English, the research was taken up to investigate the metalinguistic knowledge of the AEs, TEHs, and TELs when they give Cs and CRs in English. Three research questions were formed accordingly. They are:

1. What are the similarities and the differences in giving compliments and compliment responses of Americans using English (AEs) and Thais using Thai (TTs)?

2. Based on 1, what problems do the Thai learners of English with high exposure to English (TEHs) and the Thai learners of English with low exposure to English (TELs) have when giving compliments and compliment responses in English?

3. Based on 1 and 2, what is the metalinguistic knowledge of the AEs, the TEHs, and the TELs when giving compliments and compliment responses in English?

The hypotheses were laid out as follows:

Hypothesis 1:

As a representative of low-context culture, AEs are more straightforward in interaction, thus prefer overt-oriented compliments. They overtly accept the given compliments. Oppositely, as a representative of high-context culture, TTs are more indirect in interaction, thus prefer covert-oriented compliments. They avoid accepting the given compliments.

Hypothesis 2:

Based on the interlanguage phenomena (Selinker, 1972), TEHs are hypothesized to perform compliments and compliment responses in English close to the AEs, while TELs are more likely to perform compliments and compliment responses in English in the same manners as the TTs do. The problems occur when the TEHs and the TELs give compliments and compliment responses are from L1 transfer (Selinker, 1972).

Hypothesis 3:

In judging appropriateness of compliments and compliment responses in English, AEs give explicit comments. Their comments are likely to be pragmatic-oriented or context-based judgments. TEHs also give explicit comments as those of the AEs whereas TELs give non-explicit comments when judging

appropriateness of compliments and compliment responses in English. It means that they do not provide any reasons.

The main findings are summarized into three areas: 1) cross-cultural studies of Cs and CRs by Thais and Americans, 2) interlanguage studies of Cs and CRs by the Thai learners of English, and 3) metalinguistic knowledge of giving Cs and CRs in English of the Thai learners of English. These topics will be discussed with regard to the hypotheses.

7.1.1 The Cross-Cultural Studies of Cs and CRs by the Thais and the Americans

The similarities and differences found do not fully support hypothesis 1. The hypothesis states that the Americans are more straightforward in interactions, thus prefer overt-oriented Cs and overt acceptance of the given Cs. The Thais are more indirect in interaction, thus prefer covert-oriented Cs and avoiding the acceptance of the given Cs. The findings of pragmatic structures of Cs by Thais and Americans is summarized and illustrated in figure 9 below:

Figure 9. Pragmatic structures of Cs by Thais and Americans

Similar to the cross-cultural pilot study, the findings revealed that in giving Cs both Thais and Americans used head act [H] structures as oriented towards overtness and supportive move (S) structures as oriented towards covertness in a slightly different degree. It means they tend to give either straightforward Cs (e.g., 'cool new hairstyle' ‘ผมทรงใหม่เท่จัง’ or 'Your dish is delicious.' ‘อาหารอร่อยอ่ะ’) or those with *non-straightforward Cs* (e.g., 'I really like your dance show! *I wish I could*

put on a show like yours.' 'ชอบที่คุณแสดงจังเลย *อยากเต้นได้บ้าง*' or those with *external modifications* (e.g., 'You did an excellent job on your presentation, *Richard*' 'คุณเสนองานได้ยอดเยี่ยมเลย คุณวันชนะ' or '*I must say* you did a wonderful job on your presentation' 'ต้องขอบอกเลยว่าเสนองานได้เยี่ยมมาก').

Although the differences in quantitative results of [H]s and (S)s indexing overtness and covertness in giving Cs across cultures are not prominent, there is qualitative difference in the (S)s or in mitigating/softening devices in both cultures which is striking. They are the use of address terms among the Thais and of hedges among the Americans. Although it could be said that both cultures use address terms to create joint attention, the Thais and the Americans use them differently. The Thais use hearers' first names or nicknames, kinship terms, and deferential address terms in higher percentage than the Americans do, especially the use of kinship terms and of deferential address terms. The Americans tend to put more emphasis on the hearers' first names or in-group names.

Among the Thais, in vertical interactions, giving Cs between older and younger people in particluar, the use of age-family oriented address terms, such as พี่ /phii2/ น้อง /n@@ng3/ or 'sibling', was prominently found. In horizontal interactions, giving Cs between people of non-intimates, the use of deferential address terms, such as คุณ /khun0/+first name → คุณธีระ, was more prominent among the Thais. The findings appear to highlight Thai cultural values on age, social status and politeness, (1) showing respect to people who are older, thus confirming the idea of Thai culture as an interpersonal and age-sensitive culture (Modehiran 2005) and (2) having a sense of place where the speaker and the people being complimented belong or 'discernment' (Hill *et al.*, 1986) or as a social status/indexing-sensitive culture which reflect the essence of Thai culture-specific in high-context (Hall, 1976) or collectivist (Hofstede, 1991) culture.

Among the Americans, regardless of vertical or horizontal interactions, the use of affective-connected address terms or the hearers' first names (e.g., Richard, Barbara, or Sarah) is more prominent. In interactions among intimates, the *in-group names* (e.g., *Rich* for Richard, *Barb* for Barbara, *Sar Bear* for Sarah, or endearment terms—babe or sweetie) are frequently found. In vertical interactions,

the use of hedges, especially 'well', 'I think', or 'I must (have to) say (that)', is more prominent. Such use is to mitigate or soften some sorts of confrontation in vertical relationships either older-younger, senior-junior, or boss-subordinate interactions. The findings appear to highlight American cultural values on individualism, equity, and politeness, (1) showing respect to equity of individuals (Herbert, 1989) and (2) having a sense of other people's space or 'volition' (Hill *et al*., 1986) or as not to impose on other individuals' freedom which reflect the essence of American culture-specific in low-context (Hall, 1976) or individualist (Hofstede, 1965) culture.

Thus, unlike the other speech acts, such as speech acts of correction makings (Modehiran, 2005) or those of requests (Wiroonhachaipong, 2000) in which the high percentage of (S)-oriented structures clearly exhibits, the percentage gap of [H]s as oriented towards overtness and (S)s as oriented towards covertness found in speech act of Cs in this study are small. It could be said that for both cultures, giving a C is related to interpersonal relations, thus, marking appropriate social indexing or knowing one's self and others' places, or attempting to reserve the others' face/public image go hand in hand, or using negative politeness in terms of 'imposition-mitigation' (Blum-Kulka, 2005) with giving a C either in a foreground or a background as seen through the different qualitative mechanisms of pragmatic structures of both cultures.

Although the findings in this study exhibit the universality in giving a C which is an assertive, expressive, and positive speech act across the two cultures, in this study giving a C is also as to give 'face-boosting' or face-upgrading, which is used to satisfy the positive face of the hearer or the speaker (Farenkia, 2012) or as 'positive politeness acts' (Brown & Levinson, 1978) together with negative politeness acts and off-record acts depending on situational contexts in which the interpersonal relations play a vital role.

In terms of CRs, the cross-cultural pilot study found that both Thais and Americans were more likely to avoid the given Cs. Unlike the pilot study, the findings in this main study revealed that both Thais and Americans preferred head act [H] structures as oriented towards overtness in giving CRs more than the use of supportive move (S) structures as oriented towards covertness. The difference

in the findings of this main study from those of the pilot study might be from the constant change in language use of the college students in this generation which were selected as sample groups for the main study. The findings of pragmatic structures of CRs by Thais and Americans is summarized and illustrated in figure 10 below:

Figure 10. Pragmatic structures of CRs by the Thais and the Americans
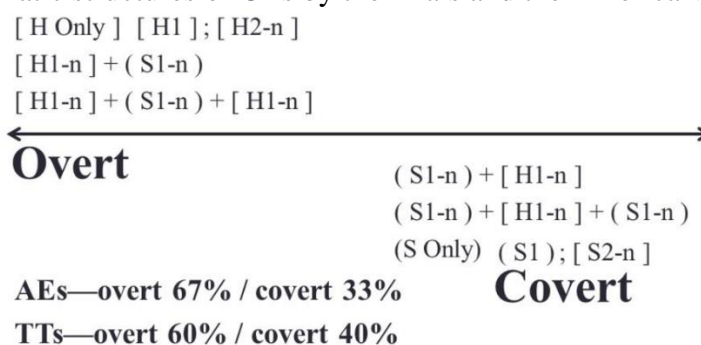
Figure 10 suggests that both Thais and Americans are more likely to employ the [H]-oriented structures in giving their CRs. In orienting towards the [H] structures of both groups, they tend to overtly accept the given Cs by saying 'thank you' or more variations of 'thank you' in Thai: ʻขอบคุณʼ /kh@@p1khun0/; ʻขอบใจʼ /kh@@p1caj0/; ʻใจʼ /caj0/; แต้งกิ้ว /txng3kiw2/). The prominence of thanking or expressing gratitude used across situations in both cultures could be viewed as related to politeness and face. According to Leech (1983, p. 104-105, cited in Terkourafi, 2011, p. 223), thanking is 'convivial act' or the act expressing positive affect which functions to maintain harmony between the speaker and the hearer. It could be said that the use of thanking for both cultures is *face balancing acts*: to maintain positive face between the speaker and the hearer while balancing the smoothness of interactions or positive politeness acts (Brown & Levinson, 1978). For the Thais, the differences between the results of CRs from the pilot study and these found in the main study in the amount of saying 'thank you' appear to relate to the issue of 'language in contact' (Sankoff, 2001). Although the contemporary Thai novels entail contemporary Thai language usage, language is constantly changing, especially lexicons (Wierzbicka, 1986) and the way Thai college

students perform their CRs also change through 'language in contact' at the lexical level as the globalized world wheels and the influx of Western media/culture across metropolitan areas throughout Thailand. Thus, the evidence of the use of 'thanking' which is a more Western culture and of the lexical borrowing (i.e., แต่งกิ้ว /txng3kiw2/) are found a lot more in this main study across situations.

Apart from the universality of thanking across cultures, the differences in overt accepting the given Cs among the Thais and the Americans are that the Thais prefer agreeing to the given Cs or the use of 'agreement' strategy (e.g., ใช่ /chaj2/; แน่นอน /nxx2n@@n0/) while the Americans prefer showing their appreciations to the given Cs or the use of 'appreciation tokens' strategy (e.g., 'I'm glad (happy) to hear that'). Such differences in these bald on record-acceptance strategies could be viewed as to reflect the high level of C givers' accommodation or the hearer-oriented accommodation in the use of 'agreement' strategy among the Thais, especially in the upward interactions (i.e., younger-older age or lower-higher status interactions) and as to mirror the high level of speaker orientation in the use of 'appreciation tokens' strategy, especially in the upward (i.e., younger-older age or lower-higher status) and non-intimate interactions.

In orienting towards the (S) structures, the Americans tend to avoid accepting the given Cs by frequently shifting the given Cs away from self, usually redirecting them towards the objects. They use the strategies of 'C upgrade' (e.g., brand new), and 'scale down' (e.g., it's just very easy to do.). Although the quantitative findings suggest the less preference among the Thais in using the (S) structures, the qualitative results of such structures exhibit the similarity to the Americans in the use of 'scale down' strategy (e.g., นี่เก่าแล้วล่ะ or 'This is old.') and the difference in the more frequent use of 'asking for confirmation' strategy (e.g., จริงเหรอ or 'really?' ล้อเล่นป่าวเนี่ย or 'Are you kidding?' ขนาดนั้นเลยเหรอ or 'Is that so?') rather than that of the 'C upgrade' strategy. Although there are qualitative differences in the use of these off record strategies. In terms of situational-specific, these off record strategies appear to be frequently used in the upward

(i.e., younger-older age or lower-higher status) and intimate interactions for both cultures. The use of off record strategies in the upward interactions is more likely to deal with giving option or leaving room for hearers' interpretations. In the intimate interactions, the use of such strategies is on the assumption that both parties share the same indexical and background knowledge (Boyle, 2000; Maíz-Arévalo, 2012). The similarities and differences in the use of address terms and of the hedges as pointed out in Cs are also important in the CRs as 'imposition-mitigation' (Blum-Kulka, 2005) or negative politeness devices.

All in all, the findings of Cs and CRs across the two cultures appear to reiterate the Thai cultural values on age, social status and group involvement, and those of the American on individualism, equity and solidarity where the universalities of Cs and CRs lie in being positive politeness acts and the culture, language, and situation specificities of Cs and CRs show the dynamics of bald on record-acceptance, negative politeness, and off record strategic interactions. Based on Brown and Levinson (1978), an increase in the overall degree of covertness of the utterances (i.e., the increase in the value of D, P, R) is accompanied by an increase in the use of politeness strategies ranging from bald on record to off record strategies. However, clearly in the intimate relations (low D+P+R), the off record strategy prevails, especially among the Americans. Thus, looking at the Cs and CRs cross-culturally in terms of politeness or the ways in which the Cs and CRs are expressed in strategic manners as evident in this study does not imply a complete binary position, rather, a difference in the relative importance of each pragmatic factors in interpersonal relations which the two cultures hold to constitute, reinforce, protect, upgrade, or balance face. The continua of cross-cultural differences in Cs and CRs and politeness norms in Thai and American cultures is summarized in figure 11 below.

Figure 11. Continua of cross-cultural differences in Cs-CRs and politeness norms in Thai and American cultures

(discernment-volition, Hill *et al.,* 1986)

Figure 11 reveals the continua of cross-cultural differences in Cs and CRs which reflect the politeness norms across the Thai and the American cultures. The continua suggest differences in the degrees of relative importance of each pragmatic factors in interpersonal relations which the two cultures hold to constitute, reinforce, protect, upgrade, or balance face in giving Cs and CRs. Although it is possible for people from the two cultures to perform any of the characteristics shown in figure 11 in giving Cs and CRs, to some extents their cultural repertoires of high-context culture or collectivist culture and low context culture or individualist culture as indicated on each end of the continua still exhibit.

As for the positive politeness strategy or PP in giving Cs and CRs, the Thais more likely to orient towards the groups as seen from the prominent use of kinship terms (e.g., พี่ /phii2/ or น้อง /n@@ng3/ or sibling) whereas the Americans orient towards the individuals as seen from the prominent use of first names (e.g., Richard; Sandy) or endearment terms (e.g., baby; honey). For the negative politeness strategy or NP in giving Cs and CRs, the Thais tend to side to the act of discernment or knowing one's place in communication in giving Cs and CRs. In this case, they often use deferential address terms, such as /khun0/+first name or คุณธีระ /khun0 thii0ra3/, and /phii0/+first name or พี่ธีระ /phii0 thii0ra3/ when interacting with non-intimates and people of older age which reflect their cultural

sensitivity to social status and age. The Americans employ the NP strategy as seen from the use of discourse markers, especially hedges (e.g., well; I think; I must say).

In giving CRs, as for the bald on record-acceptance strategy or BA, the Thais are more likely to orient towards the hearers by accepting/agreeing to the given Cs (e.g., 'ใช่' /chaj2/ or 'yes') while the Americans tend to orient towards the speakers by showing their appreciation towards the given Cs (e.g., I'm glad you liked it.). For the off record strategy or OR, the Thais are more likely to ask for confirmation (e.g., 'จริงเหรอ' /cing0 rqq4/ or 'really?') which could be interpreted as to show their involvement towards their interactants. The Americans tend to give extra information on the objects of Cs or on their own performances which could be interpreted as to exhibit self-presentation.

7.1.2 The Interlanguage Studies of Cs and CRs by the Thai Learners of English

The comparisons of the findings in this chapter with those of the TTs and the AEs do not fully support hypothesis 2. The hypothesis states that based on the interlanguage phenomena (Selinker, 1972), TEHs are hypothesized to perform compliments and compliment responses in English close to the AEs, while TELs are more likely to perform compliments and compliment responses in English in the same manners as the TTs do. The problems occur when the TEHs and the TELs give compliments and compliment responses are from L1 transfer (Selinker, 1972). The findings of this interlanguage part reveal that the productions of Cs and CRs in English by TEHs and the TELs are offshoots of both Thai and American Cs and CRs. The findings of pragmatic structures of Cs and CRs by TEHs and TELs are summarized and illustrated in figures 12and 13 below:

Figure 12. Pragmatic structures of Cs by the TEHs and the TELs

```
[ H Only ]  [ H1 ] ; [ H2-n ]
[ H1-n ] + ( S1-n )
[ H1-n ] + ( S1-n ) + [ H1-n ]
```

Overt ←————————————————→

(S1-n) + [H1-n]
(S1-n) + [H1-n] + (S1-n)
(S Only) (S1) ; [S2-n]

TEHs—overt 64% / covert 36%   **Covert**
TELs—overt 58% / covert 42%
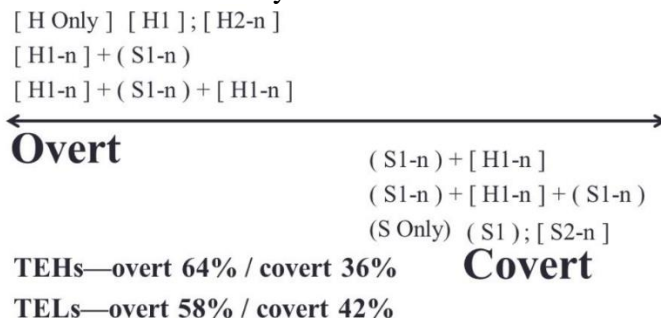
Figure 12 reveals that the TEHs and the TELs prefer more [H]-oriented structures when giving Cs English just like the Americans do. Both groups of learners use even more of the [H] Only structure than the Thais and the Americans do. Perhaps, it is an evidence of the transfer of training and also of the strategies of L2 communication. It could be that they have been taught or experienced giving Cs in English by using overt expressions, such as 'great' or 'I like your haircut.'. In addition, the positive lexical markers used by the learners are recognized by the native speakers of English. Therefore, using them would be easier to get their Cs across effectively.

Figure 13. Pragmatic structures of CRs by the TEHs and the TELs

```
[ H Only ]  [ H1 ] ; [ H2-n ]
[ H1-n ] + ( S1-n )
[ H1-n ] + ( S1-n ) + [ H1-n ]
```

Overt ←————————————————→

(S1-n) + [H1-n]
(S1-n) + [H1-n] + (S1-n)
(S Only) (S1) ; [S2-n]

TEHs—overt 71% / covert 29%   **Covert**
TELs—overt 58% / covert 42%
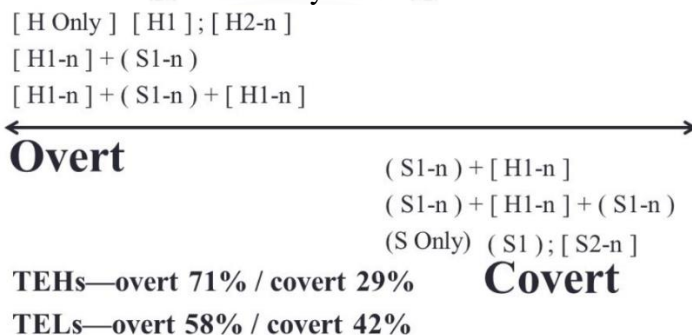
Figure 13 show that the TEHs and the TELs prefer more [H]-oriented structures when giving Cs and CRs in English just like the Americans and the Thais do. However, the TEHs behave more like the Americans in using the combined structure of [H]+(S) in responding to the given Cs. The TELs behave more like the Thais in using the single structure of [H] Only or the preference towards curt acceptance.

In a big picture, such hybrid characteristics of both TEHs and TELs convey their productions of Cs and CRs in English to reflect universalities of Cs and CRs as being positive politeness acts and showing the dynamics of bald on record-acceptance, negative politeness, and off record strategic interactions as both Thais and Americans do. Based on Brown and Levinson (1978), an increase in the overall degree of covertness of the utterances (i.e., the increase in the value of D, P, R) is accompanied by an increase in the use of politeness strategies ranging from bald on record to off record strategies. However, clearly in the intimate relations (low D+P+R), the off record strategy prevails across four sample groups. Thus, looking at the Cs and CRs cross-culturally and in the interlanguage perspective in terms of politeness or the ways in which the Cs and CRs are expressed in strategic manners by both native speakers of the two languages and by the two groups of English learners as evident in this study does not imply a complete binary position, rather, a difference in the relative importance of each pragmatic factors in interpersonal relations which each group holds to constitute, reinforce, protect, upgrade, or balance face. The continua of offshoots of Thai and American cultures in Cs and CRs and politeness norms is summarized in figure 14 below.

Figure 14. Continua of offshoots of Thai and American cultures in Cs and CRs and politeness norms in the TEL and the TEH contexts

Figure 14 reveals the continua of offshoots of Thai and American cultures in Cs and CRs and politeness norms in the TEL and the TEH contexts. The continua suggest differences in the degrees of relative importance of each

pragmatic factors in interpersonal relations which the two cultures hold to constitute, reinforce, protect, upgrade, or balance face in giving Cs and CRs in English by the two groups of learners. Although it is possible for them to perform any of the characteristics shown in figure 14 in giving Cs and CRs in English as offshoots of both Thai and American cultures, to some extents, the TELs still exhibit their cultural repertoires of high-context culture or collectivist culture on one end of the continua. To the other extents, the TEHs subscribe to low context cultural repertoires or individualist culture as indicated on the other end of the continua.

As for the positive politeness strategy or PP in giving Cs and CRs, the TELs are more likely to orient towards the groups as seen from the prominent use of kinship terms (e.g., brother or sister) whereas the TEHs orient towards both groups and individuals as seen from the prominent use of kinship terms (e.g., brother/bro or sister/sis), and of first names (e.g., Richard; Sandy) or endearment terms (e.g., baby; honey). For the negative politeness strategy or NP in giving Cs and CRs, the TELs tend to side to the act of discernment or knowing one's place in communication in giving Cs and CRs. In this case, they often use deferential address terms, such as Mr/Mrs/Miss+first name or Mr. Richard, and sibling+first name or brother Richard when interacting with non-intimates and people of older age which reflect their cultural sensitivity to social status and age. The TEHs employ the NP strategy as seen from the use of both deferential address terms as do the TELs and discourse markers or as the act of volition, especially hedges (e.g., well; I think; I must say).

In giving CRs, as for the bald on record-acceptance strategy or BA, both TELs and TEHs are more likely to orient towards both the hearers and speakers by either accepting/agreeing to the given Cs (e.g., 'yes'; 'certainly'; 'I agree with you') or showing their appreciation towards the given Cs (e.g., 'I'm glad you liked it'; 'I'm nice to listen'). For the off record strategy or OR, both groups of learners are more likely to ask for confirmation (e.g., 'really?') which could be interpreted as to show their involvement towards their interactants as the Thais do.

Since the overall productions of Cs and CRs in English by both TEHs and TELs exhibit universalities to the Thai and American productions of Cs and CRs,

it seems that there is no severe problem but the TEHs and the TELs'
uniqueness/idyosyncracies when they give Cs and CRs in English. A closer look
into qualitative mechanisms of their unique productions of Cs and CRs in English
found some idyosyncracies from syntax, semantics, to pragmatics which are seen
interwoven. These idyosyncracies lie in the process of interlanguage phenomena
that involve L1 transfer both cross-linguistically and cross-culturally which seem
to be more prominent than the other four phenomena, transfer of training,
strategies of L2 learning, strategies of L2 communication, and overgeneralization
as Selinker (1972) proposed in his continuum of interlanguage. These
uniqueness/idyosyncracies could lead to problems in creating or maintaining
prexemic space when the TELs and the TEHs give Cs in English.

The uniqueness/idyosyncracies of the TELs in giving Cs in English range
from syntax, semantics, to pragmatics. In terms of syntax, the TELs exhibit the
use of Thai-like modification which could be evidence of (1) L1 transfer and (2)
overgeneralization in the interlanguage process. For (1), a prime example is that
some TELs use embedded NP as the subject of the sentence in giving their Cs in
English as in (110) and (111) below.

(110) 'Your hair that you make today make me like.'

ทรงผมที่เธอทำมาวันนี้ทำให้ฉันชอบ

/song0phom4 thii2 thqq0 tham0 maa0 wan0nii3/

(111) 'The new hair that you cut today make you look beautiful.'

ทรงผมใหม่ที่ตัดมาวันนี้ทำให้เธอดูสวย

/song0phom4 maj1 thii2 tat1 maa0 wan0nii3/

The two underlined embedded NPs in 110 and 111 could be mapped into the Thai
translations as indicated in the following lines of the examples. This kind of
embedded NP is also found in the Thai C data as a foreground of a C. In a way,
the use of embedded NP reflects the Thai communication characteristic in beating
around the bush before getting into the gist of the message.

Secondly, the TELs also exhibit evidence of overgeneralization of noun modification. A prime example is that some TELs produce their Cs with the use of adverb of degree, very as "I very like your food." A well-form English sentence of "I very like your food." should be "NP VP AdvP" → "I like your food very much.". When the TEL learners apply an English grammatical rule of an adjective modifying a noun (i.e., the adjective proceeds the noun it is modified) and place the adverb 'very' in front of the verb 'like', the learners come to the realization of this example.

In terms of semantics, the TELs show evidence of hybrid meaning mapping which could be evidence of (1) L1 transfer and strategies in L2 learning and (2) L1 transfer, transfer of training, and strategies in L2 learning. For (1), some TELs use vague positive adjectives. The TELs use a more vague marker 'ok' to mean that they satisfy with the object of Cs or with what the hearer has performed or how they look. However, the use of 'ok' is considered vague when it comes to giving Cs in English. Such use could lead to an uncertainty on the hearer's side of whether or not the speaker really gives a C. In the Thai Cs, 'ok' ('โอ' or 'โอเค') has been used in a positive connotation to mean 'good'. Therefore, the use of 'ok' by the TELs could be viewed as the evidence of L1 semantic transfer and could also be the evidence of strategies in L2 learning when the learners attempt to map the L1 meanings of certain words/utterances to the those of the L2. Another prime example in (1) involves the use of adverb of degree 'too much' to mean 'very much or really' in some TELs. They tend to use 'too much' rather than 'very much' or 'really' to intensify their satisfaction or feeling of 'like' or 'love' towards the hearers' appearances or performances. For instance, the TELs use 'I like your food too much.' instead of 'I like your food very much.' or 'I really like your food.' Such use could be viewed as to derive from the use negative intensifier 'เว่อร์ เว่อร์ /wqq2 wqq2/ in Thai as translated into 'too much' in English. The use of 'too much' could create an uncertainty on the hearer's side of whether or not the speaker likes or dislikes his/her appearance or performance. For (2), the TELs use fancy positive adjectives which lead to inappropriate lexical choices when giving their Cs in English. The TELs use 'virtue' to mean 'good' as in 'Your dish is

virtue.' or 'eligible' to mean 'to suit', 'to fit', or 'be suitable' as in 'Your new haircut is eligible for you.' Such use could be the case of the TELs attempt to map the L1 meanings of certain words/utterances to the those of the L2. It could also be seen as the way the TELs have been taught to use a more complex or fancy word as an indicator of a more English competence, and thus, the evidence of L1 sematic transfer, of strategies of L2 learning, and of the transfer of training.

In terms of pragmatics, the TELs show evidence of hybrid communication strategy which could be evidence of L1 transfer. Two prime examples include (1) speaker-hearer's names to replace the first and the second person pronouns; and (2) topicalization and repetition. For (1), the use of the speaker's first name and the hearer's first name to replace the first person pronoun 'I' and the second person pronoun 'you' is prominent among the TELs, especially in intimate interactions. For instance, Patrick thinks Anne's food is delicious.' Although this utterance is grammatically correct, it could be considered odd. It is because Patrick was the speaker himself and Anne was the hearer. The situation provided implied a face-to-face interaction. Thus, the use of the speaker's first name 'Patrick' and the hearer's first name 'Anne' by the TELs rather than the first person pronoun 'I' and the second person pronoun 'you' is evidently odd. Such use, however, could be viewed as L1 pragmatic transfer or negative transfer. In Thai, such use represents a closer proximity where interactants who are intimates or have known each other well call themselves and the other party by first names or nicknames. Although such use could be perceived as the learners' strategies in L2 communication in trying to maintain or reinforce their interpersonal relations, it may sound strange to the native speakers of English's ears since in English the more intimate terms of address are usually expressed through lexical markers, such as honey, dear, babe, and not in the third person as in the use of such first names. For (2), topicalization and repetition of syntactic structure, such as VP ADV is prominent in the TELs when they give Cs in English as in (112) below.

(112) work   excellently   dance   beautiful

ทำงาน   (ก็)   เยี่ยม   เต้น   (ก็) สวย

/tham0 ngaan0/ /jiiam2/   /ten2/   /suuj4/

VP   ADV   VP   ADV

    The topicalization and repletion of such syntactic structure as in 112 is found common in the Thai C data.

    The uniqueness/idyosyncracies of the TEHs in giving Cs in English involve semantics and pragmatics. In terms of semantics, the TEHs show evidence of hybrid meaning mapping which could be evidence of L1 transfer. The two prime examples of the L1 transfer and strategies in L2 learning include (1) the use of vague adjective; and (2) the use of adverb of degree 'too much' to mean 'very much or really' in some TEHs. For (1), the TEHs use a more vague marker 'different' to mean 'to set the hearer's appearance apart in some way' instead of going for a specific positive adjective of 'distinguished'. Such use by the TEHs may be viewed as the evidence of L1 semantic transfer. Although the exemplified word is considered vague, in the Thai Cs, 'different' (แตกต่าง) has been used in a positive connotation to mean 'change in a good/productive/positive way'. The use of 'different' in the TEHs should be with pre-caution since it may either connote positive or negative meanings. Usually, when the Americans use 'different' in Cs, it is as 'You look different today. Your dress makes you look so distinguished. I like it.' It means the use of 'different' to mean positive is usually followed by specific positive adjectives, such as 'distinguished' or specific positive affective verb 'to like'. The findings in the TEHs' C data showed that sometimes the TEHs use 'different' to give a C by itself. This could lead to an uncertainty on the hearer's side of whether or not the speaker gives a C. For (2), similar to the TELs, some TEHs use 'too much' rather than 'very much' or 'really' to intensify their satisfaction or feeling of 'like' or 'love' towards the hearers' appearances or performances. For instance, the TEHs use 'I like your earrings too much.' instead of 'I like your earrings very much.' or 'I really like your earrings.' Such use could be viewed as to derive from the use negative intensifier 'เว่อร์ เว่อร์ /wqq2 wqq2/ in

Thai as translated into 'too much' in English. The use of 'too much' could create an uncertainty on the hearer's side of whether or not the speaker likes or dislikes his/her appearance or performance.

In terms of pragmatics, the TEHs show evidence of hybrid communication strategy which could be evidence of L1 transfer or L1 pragmatic transfer in terms of negative transfer. A prime example involves overuse of deferential address terms in upward interactions, i.e., younger-older age interaction or lower-higher status interaction. In many younger-older interactions, the TEHs are more likely to use Mr/Mrs/Miss+first name as Mr. Richard in a situation where a younger colleague of well acquaintance gives a C to the older colleague named Richard. Although it is true that in American English, the Americans also use Mr., Mrs, Miss+ first name, it is rather rare for them to use it in upward and non-intimate interactions. In many lower-higher status interactions, the TEHs tend to use 'boss' at the end of each C utterance in a situation where a subordinate of well acquaintance gives a C to his/her boss. The Americans rarely do so. They might address 'boss' one time after a C utterance. Such use of the address terms among the TEHs reflects the Thai cultural repertoire of age-social status sensitivity and politeness in upward interactions. However, to the Americans such use among the TEHs may be viewed by the native speakers of English as being overly polite since they put more emphasis on individualism and equality of all people.

The prominent uniqueness/idyosyncracies in the TELs and the TEHs' productions of CRs in English mainly deal with pragmatics. Although the uniqueness lies in one language dimension of pragmatics, the TELs reveal more idiosyncratic categories. These uniqueness/idyosyncracies could lead to problems in maintaining or reinforcing prexemic space when the TELs and the TEHs give CRs in English.

The uniqueness/idyosyncracies of the TELs in giving CRs in English involve hybrid communication strategy. Three prime examples are (1) repetition; (2) overuse of overt agreement which could be evidence of L1 transfer or L1 pragmatic transfer in terms of negative transfer together with strategies in L2 communication; and (3) speaker-oriented perspective of communication which

could be evidence of L1 transfer or L1 pragmatic transfer in terms of negative transfer together with transfer of training.

For (1), in giving CRs in English some TELs repeat the word 'thank you' up to three times as 'thank you thank you' and 'thank you thank you thank you'. To some extents, the repeated thanking among the TELs could be viewed as evidence of L1 pragmatic transfer in terms of negative transfer as the use of repetition to intensify the expressive meaning in Cs and CRs among the Thais is prominent. Thus, it is not unlikely to see the use of repetition in the similar function among the TELs. However, such use may sound odd to the native speakers' ears of why the repetition is needed since to them variation of adverbs of degree replaces such repetition, such as 'very much' as in 'thank you very much', or 'so much' as in 'thank you so much'. To the other extents, the repeated thanking among the TELs could be seen as the evidence of strategies in L2 communication. It may be difficult for the TELs to come up with the right adverbs of degree at the moment they want to say 'thank you'. Thus, they use the repeated thanking to strongly intensify their thanking.

For (2), when giving CRs in English in non-intimate interactions, the overuse of overt agreement (e.g., 'yes'; 'I think the same'; 'I agree'; 'certainly') is prominent among the TELs. This could be viewed as the use of L2 communication strategy in accommodating the interactants. They exhibit the high degree of accommodation towards the C givers just like the Thais do.

For (3), some TELs use speaker-oriented perspective of communication in giving CRs in English. For instance, in thanking some TELs employ 'I'm grateful' which is considered a speaker-oriented CR rather than 'thank you' as a hearer-oriented CR as the Americans and the TEHs use. The use of such formal thanking may be an evidence of the transfer of training in English classrooms in Thailand where 'I'm grateful' is ranked at the most formal form of thanking implying the most polite form of thanking. Such use may be viewed as over polite.

The uniqueness/idyosyncracies of the TEHs in giving CRs in English involve hybrid communication strategy in the overuse of overt agreement which could be evidence of L1 transfer or L1 pragmatic transfer in terms of negative

transfer together with strategies in L2 communication as it is the case for the TELs.

The deviations of both groups of learners tend to be from L1 transfer either semantically or pragmatically. The findings suggest that the L1 transfer is not only culturally but also linguistically. The more prominent of the transfer was found among the TELs. Other interlanguage causes have also been found as the transfer of training, strategies in L2 learning, strategies of L2 communication, and overgeneralization. It was found that the English constraint among the TELs could limit them from elaborating their Cs and CRs in English just like the TEHs do. Since the Cs and CRs are based on interpersonal relations, the TELs attempt to create proxemic space to maintain or reinforce the speaker-hearer relationships by the repetitions and the use of deferential address terms while the TEHs could exhibit more variations: the use of other speech acts as to show positive politeness (e.g., asking for information, comments, small talks), and hedges (e.g., I must say (that), well) as to show negative politeness more like the Americans do.

7.1.3 The Metalinguistic Knowledge of Cs and CRs in English of the Americans and the Thai Learners of English

The findings for this part of the study emphasized the judgments of the Americans, the TEHs, and the TELs towards the Cs and CRs provided to them in the MKAT as proper Cs and CRs either produced by the TEHs or the TELs. The summary of the findings is illustrated in figure 15 below.

Figure 15. Metalinguistic judgments of English Cs and CRs by the AEs, the TEHs, and the TELs
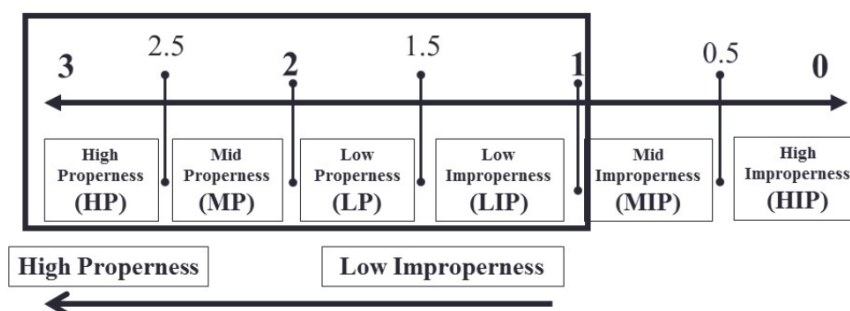
Figure 15 shows that although the three sample groups' metalinguistic judgments of English Cs and CRs range from low improperness to high properness, their judgments of Cs and CRs were prevalently towards the properness end. Figure 16 below illustrates the reasons why all three sample groups provide their judgments as such.

Figure 16. Metalinguistic comments of English Cs and CRs by the AEs, the TEHs, and the TELs

AEs (n = 54)   TEHs (n = 69)   TELs (n = 72)

n=the total of comments given   I=Impressionnistics   R=Redescription   S=Semantics   G=Grammar
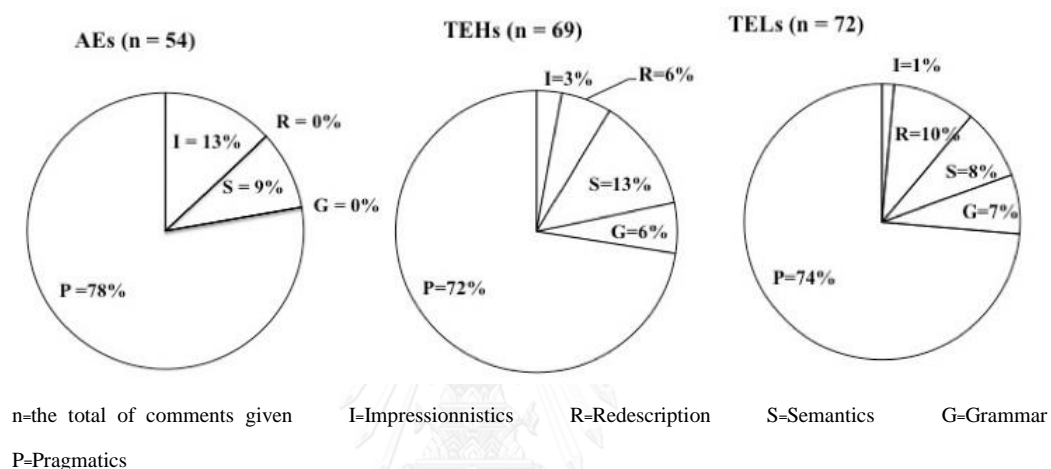
P=Pragmatics

Figure 16 indicates that the AEs, the TEHs, and the TELs are more likely to give explicit comments or to give more pragmatic-oriented comments. The interview accounts reveal that both TEHs and TELs' comments give the significant weights to the context of interpersonal relationship as the AEs do. What is more, the AEs, the TEHs, and the TELs comment on word meanings of Cs as 'positive words' and of CRs as to reciprocate by saying 'thank you (intensifiers)'. The pragmatic and semantic comments suggest that the three groups comprehend the English productions of Cs and CRs through meaning and use.

Surprisingly and as found none among the AEs, the TEHs and the TELs stress importance of grammars when giving Cs and CRs in English in terms of grammar rules for the TEHs (e.g., I like not I likes) and sentence structures for the TELs (e.g., a good sentence should begin with subject and followed by verb). Thus, it is not surprising that for the TELs they are more likely to give Cs in English with 'I like or I love' as found frequently in their C data. Clearly, the

findings support previous studies in the issues of acceptability VS grammaticality (Rabin, 1976, cited in Blum-Kulka & Sheffer, 1993, p. 212). The AEs perceive giving Cs and CRs in their own language in lights of acceptability or the matter of 'acceptable' language use or pragmatics. However, the TEHs and the TELs view such doing through the combination of L2 normative form or grammaticality (i.e., lexical choices, grammar-sentence structures, and semantics), and acceptability or pragmatics.

When there is an uncertainty in English comprehension of Cs and CRs, they stress the importance on the reformulation or translation from English into Thai. These comments suggest another level of L2 comprehension of interlanguage learners which set them apart from the native speakers of English. That is to say, in the process of learning and towards the mastering of English in both groups of learners and apart from pragmatic knowledge and L2 meaning, meaning mapping between their own L1 language and the second language being learned or as Jian (2004) called, 'the use of L1 semantization' is strongly important towards their clear understanding and effective English communication.

Thus, the findings do not fully support hypothesis 3. The hypothesis stated that in judging appropriateness of compliments and compliment responses in English, AEs give explicit comments. Their comments are likely to be pragmatically oriented or context-based judgments. TEHs also give explicit comments as those of the AEs whereas TELs give non-explicit comments when judging appropriateness of compliments and compliment responses in English. It means that they do not provide any reasons. All three groups give explicit or pragmatically-oriented comments.

The interview accounts confirm that the judgments of properness of Cs and CRs among the AEs, the TEHs, and the TELs are prevalently based on the contexts of situations and of experiences of participants or interpersonal relationships. Overall, the three groups perceive the contextual factors or pragmatic factors of age, sex, social status, degree of proximity, and topics of Cs in interpersonal relationships in relatively important degree although the Americans put more emphasis on the degree of proximity (i.e., the use of hearers' first names), age and sex differences (i.e., the use of hedges), the TEHs are on the

social status (i.e., the use of deferential address terms), and degree of proximity (i.e. closer relations—the use of hearers' first names; farther relations—the use of deferential address terms), and the TELs are for the age (i.e., the use of deferential address terms and of age-family oriented address terms). Their comments lend support to Kasper and Blum-Kulka (1993)'s statement that the L2 learners have access to the same range of realization of strategies for performing linguistic actions as the native speakers of L2 do. They can demonstrate sensitivity to the contextual constraints in their strategic choices. The demonstration of such sensitivity reflects how language is employed in strategic manner in interpersonal relations or politeness in pragmatic perspective (Kasper, 1994, p. 3206).

The interview accounts reveal the conceptualization of sincerity. The AEs stated that the longer the utterances the more sincerity their Cs and CRs exhibit. Thus, it is now clear of why in the findings of the main study the AEs prefer the combined pragmatic structures of [H]+(S) and (S)+[H] both for Cs and CRs. The TEHs and the TELs also addressed the similar views. They perceived that the closer the individuals are, the more elaboration of conversation or more (S)s structures are used as to show politeness, affect, concern, and sincerity. The differences are that the TEHs and the TELs place more important on more [H]s in the CRs or more 'thanking'. In addition, the TELs put more emphasis on the importance of address terms when giving both Cs and CRs.

The interview accounts reiterate the conceptualization of politeness. The AEs put their emphasis on degree of proximity, age, and sex appears to subscribe to what Blum-Kulka (2005) called, 'consideration in private domain'. For the TEHs and the TELs, their emphases on social status-degree of proximity, and age, respectively, tend to relate to their given comments of กาลเทศะ /kaa0la3thee0sa1/ or 'time and place' which was reported as an important context determining how to generally give Cs and CRs politely or appropriately. Although the perceptions of politeness of the AEs, the TEHs, and the TELs when giving Cs and CRs in English imply that politeness is equivalent to 'consideration', the degree or the level of 'consideration' appears to be different. The AEs tend to orient towards 'private domain' or personal space while the TEHs and the TELs tend to orient towards 'time and space' suggesting a larger setting which is not only for

individuals but also other group memberships reflecting their own cultural values and the ways they employ positive as well as negative politeness strategies in giving Cs and CRs.

7.2 Implications of the Study

The present study has both theoretical and pedagogical contributions, which will be discussed as follows.

7.2.1 Theoretical Implications

The present study contributes to the body of knowledge in pragmatics both cross-cultural and interlanguage studies of Cs and CRs. The research provides concrete evidence on the importance of context of situations and of experience of participants which play crucial roles in interpersonal acts of Cs and CRs in both studies. The characterizations of Cs and CRs in relation to politeness as having aspects of face threatening acts (FTAs), *face upgrading acts*, and *face balancing acts* should not imply a complete dichotomy as the high and low-context cultures prescribing covert and overt-oriented communications and an equivalence of more indirect interactions and more indirect strategies as proposed by previous scholars (e.g., Hall, 1976, Brown & Levinson, 1978). Rather, it should be projected as a difference in relative layers and frequency that each culture presents in establishing, confirming, or maintaining interpersonal relationships in each course of interaction.

7.2.2 Pedagogical Implications

The present study has two pedagogical implications. First, the contexts of communication which involve context of culture and context of experiences of participants or interpersonal relationships between the speaker and the hearer should be used to teach Thai EFL learners as to raise their awareness of various linguistic possibilities and politeness in giving Cs and CRs in English. Through awareness-raising and discussion activities, some issues could be included in the activities. For instance, what functions Cs and CRs have in both Thai and

American cultures; what important pragmatic factors or contextual factors are when giving Cs and CRs both in Thai and in American English; what appropriate topics for Cs should be for both cultures; what linguistic possibilities and politeness in Cs and CRs should be given and received across the two cultures; or what the (possible) meanings of the Cs and CRs given and received are. The learners could observe particular pragmatic features or factors (e.g., social status or degree of proximity) in various sources of oral data of authentic interactions (e.g., native speakers' classroom guests or video clips of authentic interactions from youtube) and of speech style writing data fictional and non-fictional sources. The discussion parts could be in the forms of small groups and then of the whole class format as to point out significant aspects of Cs and CRs or new perspectives of Cs and CRs that the learners bring to the class activities.

Second, the findings from the study can be used to implement communicative activities for the learners in giving Cs and CRs in English. The activities could include role plays or simulations which engage the learners in different social roles. As to sound authentic as spoken English, the activities can be done effectively through practices of spoken grammar, for instance, through the uses of ellipsis (e.g., 'look nice'); and of head (e.g., 'nice', 'good') as found in this study. Since the overtness in giving Cs and CRs could be understood as a feature in most of the TELs which appear to exhibit more idyosyncracies than the TEHs in the interlanguage process, it is highly recommended that they be exposed to explicit teaching of Cs and CRs as hybrid or combined structures where a set of predictable semantic-syntactic structures or C formulae, such as [NP is/looks (really) ADJ], [I (really) like/love NP], and [PRO is (really) an ADJ NOUN] is taught together with the (S) structures, such as the use of non-straightforward Cs/CRs, and the non-formulaic greetings in contexts as exemplified in (113) and (114) which were taken from the current study's corpora.

At a potluck party, a female colleague gave a C to a colleague of the same sex about her shoes. Both of them were at the same age.

(113)   C: Your shoes are nice. Where did you buy 'em?

CR: Thanks. Bought it from Paragon last week. They were on sale.

At a potluck party, a female colleague gave a C to a male colleague on his new haircut. Both of them were at the same age.

(114)   C: Did you get a new haircut? Look great!

CR: Yeah! Thanks. I liked your dish too.

The hybrid structures as in 113 and 114 could provide examples of a new perspective on teaching discourse interaction in contexts as well as spoken grammar or the top-down process rather than the bottom-up one for the L2 learners. Although it could be considered a challenge area to a language teaching practice, it could be worth an effort.

The two proposed pedagogical implications should be able to assist the learners in noticing and making connections between linguistic forms and functions or the connections between grammaticality and acceptability as well as the similarities and differences of social contexts and meanings across cultures more or less.

7.3 Recommendation for Further Research

The limitations of the study should be noted. The WDCT designed for the main study was based on the selected contemporary novels to mainly deal with lives of colleague students and of their families/friends/people in their study or work circle. The selections were to reflect how Cs and CRs were given in real lives in such particular contexts. The selections of fictions to be explored in future research could be expanded to various genres, such as comedy-drama or fantasy fiction. How Cs and CRs are given in such genres are interesting.

While this research looked at Cs and CRs from the use of WDCT, it did not account for their intonations which could possibly capture a more precise meaning in terms of interjections, hedges, backchannels, and how the speakers

and the hearers authentically express their Cs and CRs in their own or L2 languages. Therefore, future research may account for this issue.

Based on the contemporary novels in the pilot study, the topics of Cs in the WDCT in this study were designed to deal mainly with common appearances (i.e., haircut, hair color, hair style, necktie, blouse, eyeglasses, watch, mobile phone, earrings, and shoes) and performances (i.e., cooking, opening dance and presentation) in general. It may be more interesting to include high achievement/accomplishment topics, e.g., receiving scholarship/funding or being promoted to see how people give Cs and CRs on such high level of Cs. Would they be more overt or covert in giving Cs and CRs? Would they use more positive clauses in giving Cs among non-intimates? Would such topics encourage the use of negative markers in giving Cs among intimates? These questions await to be explored.

While this research investigates Cs and CRs in Thai and in American English, the researcher is well aware of the variety of American English based on the regions, such as the West or Pacific Northwest, Midwest, or East Coast. This study was conducted with the participation of sample groups from the Pacific Northwest. It is suggested that the issue of regional variation is taken into consideration in further research, as they are likely to yield interesting insights into overt and covert Cs and CRs in English in different regions across the United States.

This study investigated metalinguistic knowledge of the native speakers of American English with that of the two groups of the Thai learners of English when they gave Cs and CRs in English. The research did not account for metalinguistic knowledge of the native speakers of Thai when they gave Cs and CRs in Thai. Thus, it is suggested that the judgments of native speakers of L1 are taken into consideration in further research. Other forms of research instruments, such as group interview, are encouraged to employ for more in-depth accounts of the metalinguistic comments.

For further research, it is interesting to look deeper into non-straightforward Cs and CRs. In further development of metalinguistic tasks, such C and CR types may be included in assessment tasks to clarify how people perceive and

comprehend the non-formulaic Cs and CRs which were accounted in this study
as (S)s structures and as related to the issue of politeness.

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APPENDIX A

The Thai Transcription Used in this Present Study

The present study used the Thai transcription which was developed by the Linguistics Research Unit (LRU) of Chulalongkorn University or the LRU system (Schoknecht, 2000). For this system, the standard computer keyboard characters are used to represent the consonants, vowels, tones, and accents of Thai words. Thus, the system suits this study because it eases the process of transcribing Thai phonetic transcription to computer input. The LRU system deviates from IPA: four changes in the consonants, i.e., ng =/ŋ/; c = /tɕ/; ch = /tɕʰ/; ? = /ʔ/, four changes in the vowels, i.e., v = /ɯ/; q = /ɤ/; x = /ɛ/; @ = /ɔ/, and double letters represent length of vowels. Number 0 to 4 are used to mark the five tones, i.e., 0 = mid, 1 = low, 2 = falling, 3 = high, 4 = rising confirming to the traditional names of Thai tones. The LRU system of transcription in Thai as used in this present study is provided in the following table.

The LRU system of transcription in Thai (Schoknecht, 2000)

Thai initial consonants	LRU
ป	p
ต, ฏ	t
จ	c
ก	k
อ	?
พ, ภ, ผ	ph
ท, ธ, ฒ, ฑ, ถ, ฐ	th
ช, ฌ, ฉ	ch
ค, ฆ, ข	kh

บ	b
ด, ฎ	d
ม	m
น, ณ	n
ง	ng
ฟ, ฝ	f
ซ, ศ, ษ, ส	s
ฮ, ห	h
ร	r
ล, ฬ	l
ว	w
ย, ญ	j
Thai final consonants	**LRU**
บ, ป, พ, ภ, ฟ	p
ด, ฎ, ต, ฏ, ท, ธ, ฒ, ฑ, ถ, ฐ, จ, ช, ฌ, ศ, ส, ษ	t
ก, ค, ข, ฆ	k
ม	m
น, ณ, ร, ล, ฬ, ญ	n
ง	ng
ว	w

ย	j
Thai vowels	**LRU**
ิ	i
ี	ii
ึ	v
ื	vv
ุ	u
ู	uu
เ-ะ	e
เ็	e
เ-	ee
เ็อะ	q
เ-อ	qq
โ-ะ	o
โ-	oo
แ-ะ	x
แ็	x
แ-	xx
-ะ	a
ั	a

-า	aa
เ-าะ	@
-อ	@@
Thai dipthongs	**LRU**
เ◌ียะ	ia
เ◌ีย	iia
เ◌ือะ	va
เ◌ือ	vva
◌ัวะ	ua
◌ัว	uua
◌ิว	iw
เ◌็ว	ew
เ-ว	eew
แ◌็ว	xw
แ-ว	xxw
เ-า	aw
-าว	aaw
เ◌ียว	iiaw
ไ◌-	aj
ใ◌-	aj

-าย	aaj
เ-็อย	@j
-อย	@@j
◌ุย	uj
เ-ย	qqj
เ-ือย	vvaj
โ-ย	ooy
Other	**LRU**
◌ํา	am
-ร	@@n
-รร	an
Thai tones	**LRU**
mid	0
low	1
fall	2
high	3
rise	4

APPENDIX B

ENGLISH LANGUAGE EXPOSURE QUESTIONNAIRE

Questionnaire No.........
Your CU-TEP Score_____

Guidance Information

The questionnaire consisted of 3 parts: 1) Information about English language experience and the amount of its exposure at home and school, including English language proficiency from past till present 2) Information about the amount of time spent on all kinds of learning methods: formal education, extra curriculum and English self-practice activities and 3) Intensive English language exposure

Part I: Information about English language experience and the amount of its exposure at home and school, including English language proficiency from past till present
Direction: Please answer by placing a checkmark (✓) or writing down your answer *according to your true experiences.*

1. Name_____ Surname_____Undergraduate year of study _____

2. Faculty _____ Major _____ University _____ Student code _____

3. Your high school _____

    ☐ Public school   ☐ Private school   ☐ International School   ☐ Bilingual School

4. Mobile phone No. _____ E-mail _____

5. You were born in   ☐ Thailand   ☐ other countries (please specify) _____

    If you were born in other countries, you live there for _____ month/year. (please specify

6. The language (s) I usually speak at home (Check all that apply)
    ☐ Thai language
    ☐ Dialect (s), i.e., Northeastern Dialect, Southern Dialect (please specify) _____
    ☐ Foreign Language (please specify) _____

7. The language (s) I usually speak with my family member is ___ (Check all that apply)

    (Ex: I usually speak English language with my father.)

    ☐ Thai language you speak with _____

    ☐ Dialect (s) (please specify) _____ speak with_____

    ☐ Foreign Language (please specify) _____ speak with_____

8. Except Thai language, the language (s) I comfortably use is/are

    8.1. Listening and speaking 1) _____ 2) _____ 3) _____

    8.2. Reading and writing 1) _____ 2) _____ 3) _____

9. I have studied English since I was ___
    ☐ Home school (at home)   ☐ Preschool   ☐ Kindergarten
    ☐ Lower Primary (year 1 to 3)   ☐ Upper primary (year 4 to 6)

B) Please place a checkmark (✔) to indicate your true experiences at school and university

1. On average, my grade in English courses at school and university is:

Grades / Level	Grade 0 (F)	Grade 1 to 1.5 (D to D+)	Grade 2 to 2.5 (C to C+)	Grade 3 to 3.5 (B to B+)	Grade 4 (A)
At School — Primary					
At School — Secondary					
At University					

2. On average, my English teachers at school and university **speak English to me in English courses**:

Marks / Level	Never	Seldom (mostly Thai)	Sometimes (alternatively with Thai)	Often (Mostly English)	Always
At School — primary					
At School — secondary					
At University					

Part II: In this section, the English language experience questionnaire used for investigating amount of time spent on all kinds of learning methods: formal education, extra curriculum and English self-practice activities.

Direction: Please place a checkmark (✔) to indicate the extent to which you think you had/have opportunities to expose to English language in each of the following situations.

Never = 0%   Seldom = 1-25%   Sometimes = 26–50%   Often = 51–75%   Extremely often = 76–100%

Situation	Never	Seldom	Sometimes	Often	Extremely often
1. Have you ever studied English with any foreign teacher at school or university?					
2. Have you ever studied other subjects in English? (except English)					
3. Have you ever studied in English lab?					
4. Have you ever presented any report in English language?					
5. Have you ever read some textbooks, written in English?					
6. Have you ever listened to English self-practice teaching CD or tape?					
7. Have you ever used English-English Dictionary?					
8. Have you ever written a diary or some essays in English?					

Situation	Marks				
	Never	Seldom	Sometimes	Often	Extremely often
9. Have you ever translated Thai documents into English?					
10. Have you ever summarize or take notes in English?					
11. Have you ever taken any courses in which English is the medium of communication with some friends who are native speakers of English?					
12. Have you ever listened to any English songs?					
13. Have you ever joined any extra curriculum activity using English language, i.e., debating, English club etc.?					
14. Have you ever watched any TV programs, news, TV series, documentary etc. in English language?					
15. Have you ever watched international films, dubbed or spoken in English?					
16. Have you ever had any correspondence or communication with the others in English language?					
17. Have you ever had any online communication such as MSN or Skype in English language?					
18. Have you ever read any English medias such as magazine or newspaper?					
19. Have you ever read any novels, comic books in English language?					
20. Have you ever read or accessed any internet-based documents, information or homepages in English language?					
21. Have you ever sent any short massages, i.e., SMS, BBM via mobile phone, using English language?					
22. Have you ever had any correspondence with the others, sending e-mails in English language?					
23. Have you ever used English language for connecting yourself with the others on any social network, i.e., Facebook, Line, Twitter?					
24. Have you ever played any online games using English language?					
25. Have you ever played any game using English language such as scrabbles or crosswords?					

Part III: Intensive English language exposure

Direction: Please answer by placing a checkmark (✓) or writing down your answer *according to your true experiences.*

1. During a regular semester, have you ever taken intensive course (s) of English language?
   ☐ Yes (answer further in question no. 1.1 – 1.2)
   ☐ No (skip to question no.2)

   1.1 Approximately, how many hours did you study English per week?
   ☐ 1.3 hours per week   ☐ 3 – 6 hours per week   ☐ more than 6 hours per week

1.2 Your teacher (s) is/are ___
☐ Thai (answer further in question no. 1.2.1)
☐ Foreigner (answer further in question no. 1.2.2)

1.2.1 While studying intensive English class, how much does your **Thai teacher use English to communicate with you**?

Never	Seldom (mostly Thai)	Sometimes (alternatively with Thai)	Often (Mostly English)	Always

1.2.2 While studying intensive English class, how much does your **foreign teacher use English to communicate with you**?

Never	Seldom (mostly Thai)	Sometimes (alternatively with Thai)	Often (Mostly English)	Always

2. Have you ever been abroad in some English - speaking countries?
☐ No (skip to question no. 3)
☐ Yes (please specify) 1) _____ 2) _____ 3) _____

2.1 How long did you stay there in each country?

Country No.1   ☐ less than 1 week to 1 month   ☐ 1 - 3 month (s)
                 ☐ more than 3 months   ☐ more than 1 year
Country No.2   ☐ less than 1 week to 1 month   ☐ 1 - 3 month (s)
                 ☐ more than 3 months   ☐ more than 1 year
Country No.3   ☐ less than 1 week to 1 month   ☐ 1 - 3 month (s)
                 ☐ more than 3 months   ☐ more than 1 year

2.2 During the stay (s) in the place (s) you reported above, which choice can indicate the average extent that you think you used English.

Country \ Marks	Never	Seldom (mostly Thai)	Sometimes (alternatively with Thai)	Often (Mostly English)	Always
1					
2					
3					

3. Have you ever done some part-time jobs using English?
☐ No (skip to question no. 3)
☐ Yes (please specify) 1) _____ 2) _____ 3) _____

4. Have you ever taken some English course (s) abroad or English summer camp (s) in English - speaking country?
☐ No (End of the questionnaire)
☐ Yes (please specify) 1) _____ 2) _____ 3) _____

4.1 How long did you stay there in each country?

Country No.1   ☐ less than 1 week to 1 month   ☐ 1 - 3 month (s)
                      ☐ more than 3 months   ☐ more than 1 year

Country No.2   ☐ less than 1 week to 1 month   ☐ 1 - 3 month (s)
                      ☐ more than 3 months   ☐ more than 1 year

Country No.3   ☐ less than 1 week to 1 month   ☐ 1 - 3 month (s)
                      ☐ more than 3 months   ☐ more than 1 year

4.2 During the stay (s) in the place (s) you reported above, which choice can indicate the average extent that you think you used English.

Country \ Marks	Never	Seldom (mostly Thai)	Sometimes (alternatively with Thai)	Often (Mostly English)	Always
1					
2					
3					

Thank you very much for your kind operation

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

APPENDIX C

ENGLISH DISCOURSE COMPLETION TASK

You are ___ Male   ___ Female

Guidance Information

The task consists of three events. If you were the person in each situation given, what would you say? Please write down your possible responses to each situation below.

Event 1: At a Potluck Party

Richard and Anne (husband and wife) invited their colleagues to join a potluck party at their house. All of them had been working together on a big project for a few months. Before the day of the party, Richard got a new haircut. Anne changed her hairstyle and hair color. Both Richard and Anne prepared their special dishes for the party. All the guests also brought their food to the party. Everyone noticed Richard's new haircut and Anne's new hair color and hairstyle. All the guests tried each another's dishes.

Situation 1:

Mary, who is about the same age as Richard, likes Richard's new haircut and says:

Mary:_____

Richard:_____

Situation 2:

June, who is ten years older than Richard, loves Richard's cooking and says:

June:_____

Richard:_____

Situation 3:

Jeff, who is a lot younger than Richard, really likes Richard's new haircut and says:

Jeff:_____

Richard:_____

Situation 4:

Patrick, who is about the same age as Richard, loves Richard's special dish and says:

Patrick:_____

Richard:_____

Situation 5:

Joe, who is a lot older than Richard, likes the dish Richard cooked and says:

Joe:_____

Richard:_____

Situation 6:

Sandy, who is ten years younger than Richard, loves the new haircut of Richard and says:

Sandy:_____

Richard:_____

Situation 7:

Mary, who is about the same age as Anne, likes Anne's new hairstyle and says:

Mary:_____

Anne:_____

Situation 8:

June, who is ten years older than Anne, loves Anne's special dishes and says:

June:_____

Anne:_____

Situation 9:

Sandy, who is ten years younger than Anne, really likes Anne's new hair color and says:

Sandy:_____

Anne:_____

Situation 10:

Patrick, who is about the same age as Anne, has tasted the food Anne cooked and says:

Patrick:_____

Anne:_____

Situation 11:

Joe, who is a lot older than Anne, has tasted Anne's special dishes and says:

Joe:_____

Anne:_____

Situation 12:

Jeff, who is a lot younger than Anne, loves Anne's new hairstyle and color, and says:

Jeff:_____

Anne:_____

Event 2: A 2-day Seminar

At a lunch party, Donald and Sarah sat at their colleagues' table. All of them were at the same age, and involved in the same project as data analysts. Donald and Sarah dressed up for their presentations. Everyone had noticed their outfits when attending their presentations before the lunch party.

Situation 1:

Jane, who is Donald's close friend, loves Donald's suit and says:

Jane:_____

Donald:_____

Situation 2:

Pam, who has just started working in the data analysts' team, likes Donald's presentation and says:

Pam:_____

Donald:_____

Situation 3:

Joe, who is Donald's close friend, really likes Donald's tie and says:

Joe:_____

Donald:_____

Situation 4:

Rob, who has just started working in the data analysts' team, likes Donald's presentation and says
Rob:_____

Donald:_____

Situation 5:

Jane, who is a close friend of Sarah, likes Sarah's shoes and says:

Jane:_____

Sarah:_____

Situation 6:

Pam, who has just started working with Sarah, loves Sarah's presentation and says:

Pam:_____

Sarah:_____

Situation 7:

Joe, who is Sarah's close friend, really likes Sarah's presentation and says:

Joe:_____

Sarah:_____

Situation 8:

Rob, who has just started working with Sarah, loves Sarah's blouse and says:

Rob:_____

Sarah:_____

Event 3: A 3-Day 2-Night Seminar

A dinner party was provided after the company seminar. Ryan and Barbara, who were project managers and colleagues of the same age, were asked to open the dancing. Ryan was wearing his new eyeglasses. Barbara had her new earrings on. Everyone had fun watching them dance and noticed their colleagues' new accessories. After the dance, Ryan and Barbara were asked to join their boss' s table with some of their colleagues. Both juniors and subordinates were sitting together at the same table. All of them were of the same age. Ryan and Barbara noticed that some people at the table carried new smart phones, and others also had new eyeglasses, earrings, and watches.

Situation 1:

Julia, who is Ryan's colleague, likes Ryan's new eyeglasses and says:

Julia:_____

Ryan:_____

Situation 2:

Helen, who is Ryan's boss, loves Ryan's dance show and says:

Helen:_____

Ryan:_____

Situation 3:

Tammy, who is Ryan's subordinate, really likes Ryan's dance show and says:

Tammy:_____

Ryan:_____

Situation 4:

Paul, who is Ryan's colleague, likes Ryan's dance show and says:

Paul:_____

Ryan:_____

Situation 5:

John, who is Ryan's project supervisor, loves Ryan's smart phone and says:

John:_____

Ryan:_____

Situation 6:

Chris, who is Ryan's junior in the department, likes Ryan's watch and says:

Chris:_____

Ryan:_____

Situation 7:

Julia, who is Barbara's colleague, really likes Barbara's new earrings and says:

Julia:_____

Barbara:_____

Situation 8:

Helen, who is Barbara's boss, loves Barbara's smart phone and says:

Helen:_____

Barbara:_____

Situation 9:

Tammy, who is Barbara's junior in the department, really likes Barbara's watch and says:

Tammy:_____

Barbara:_____

Situation 10:

Paul, who is Barbara's colleague, likes Barbara's dance show and says:

Paul:_____

Barbara:_____

Situation 11:

John, who is Barbara's project supervisor, loves Barbara's dance show and says:

John:_____

Barbara:_____

Situation 12:

Chris, who is Barbara's subordinate, likes Barbara's dance show and says:

Chris:_____

Barbara:_____

Thank you very much

APPENDIX D

ENGLISH DISCOURSE COMPLETION TASK (THAI TRANSLATION)

แบบสอบถาม

คุณเป็น ___ เพศชาย ___ เพศหญิง

<u>คำอธิบาย</u>
แบบสอบถามนี้ประกอบด้วย 3 เหตุการณ์หลัก ลองสมมติว่าท่านเป็นตัวละครในเหตุการณ์ ท่านจะ
พูดว่าอะไร กรุณาเขียนคำตอบของท่านลงในช่องว่างด้านล่าง

<u>เหตุการณ์ที่ 1</u>: ที่งานสังสรรค์ระหว่างเพื่อนฝูง
ธีระและมัทนาสองสามีภรรยาเชิญเพื่อนร่วมงานมาร่วมงานสังสรรค์ที่บ้าน เพื่อน ๆ กลุ่มนี้ทำ
โครงการใหญ่ที่บริษัทด้วยกันมาเป็นเวลา 2-3 เดือนแล้ว ก่อนหน้างานสังสรรค์ ธีระไปตัดผมมาใหม่
มัทนาเปลี่ยนทรงผมพร้อมย้อมสีผมใหม่ ทั้งธีระและมัทนาทำเมนูเด็ดของตนเองไว้ต้อนรับเพื่อน ๆ
ส่วนเพื่อน ๆ กลุ่มนี้ก็ถืออาหารติดไม้ติดมือมาร่วมงานด้วย ทุก ๆ คนในงานสังเกตเห็นผมทรงใหม่
ของทั้งธีระและมัทนา และต่างได้ลองชิมอาหารของกันและกัน

สถานการณ์ 1:
สำอางซึ่งอายุเท่า ๆ กับธีระ ชอบที่ธีระตัดผมทรงใหม่ จึงพูดขึ้นว่า
สำอาง:_____

ธีระ:_____

สถานการณ์ 2:
วิริยาซึ่งมีอายุมากกว่าธีระประมาณ 10 ปี ถูกใจอาหารที่ธีระทำ จึงพูดขึ้นว่า
วิริยา:_____

ธีระ:_____

สถานการณ์ 3:
ยิ่งยศซึ่งมีอายุน้อยกว่าธีระประมาณ 8-9 ปี ชอบที่ธีระตัดผมทรงใหม่มาก และพูดว่า
ยิ่งยศ:_____

ธีระ:_____

สถานการณ์ 4:
วิวัฒน์ซึ่งอายุเท่ากันกับธีระชอบอาหารที่ธีระทำ จึงพูดขึ้นว่า

วิวัฒน์:_____

ธีระ:_____

สถานการณ์ 5:
ศิริชาติซึ่งมีอายุมากกว่าธีระประมาณ 10 ปี ชอบอาหารของธีระมาก และพูดว่า

ศิริชาติ:_____

ธีระ:_____

สถานการณ์ 6:
ศศิธรซึ่งอายุน้อยกว่าธีระประมาณ 8-9 ปี ชอบที่ธีระตัดผมทรงใหม่มาก ๆ พูดออกมาว่า

ศศิธร:_____

ธีระ:_____

สถานการณ์ 7:
สำอางซึ่งอายุเท่ากันกับมัทนา ชอบผมทรงใหม่ของมัทนามาก พูดขึ้นว่า

สำอาง:_____

มัทนา:_____

สถานการณ์ 8:
วิริยาซึ่งอายุมากกว่ามัทนาประมาณ 10 ปี ชอบอาหารที่มัทนาทำมาก พูดขึ้นว่า

วิริยา:_____

มัทนา:_____

สถานการณ์ 9:
ศศิธรซึ่งอายุน้อยกว่ามัทนาประมาณ 8-9 ปี ติดใจสีผม ใหม่ของมัทนา พูดขึ้นว่า

ศศิธร:_____

มัทนา:_____

สถานการณ์ 10:
วิวัฒน์ซึ่งอายุเท่ากับมัทนา ชิมอาหารที่มัทนาทำแล้วชอบใจ พูดขึ้นว่า

วิวัฒน์:_____

มัทนา:_____

สถานการณ์ 11:
ศิริชาติซึ่งอายุมากกว่ามัทนาประมาณ 10 ปี ชิมอาหารที่มัทนาทำแล้วติดใจ พูดขึ้นว่า

ศิริชาติ:_____

มัทนา:_____

สถานการณ์ 12:
ยิ่งยศซึ่งอายุน้อยกว่ามัทนาประมาณ 8-9 ปี ชอบทรงผมและสีผมใหม่ของมัทนา พูดขึ้นว่า

ยิ่งยศ:_____

มัทนา:_____

เหตุการณ์ที่ 2: ที่งานสัมมนาเป็นเวลา 3 วัน 2 คืน ของบริษัทแห่งหนึ่ง
ที่งานเลี้ยงอาหารกลางวันแก่พนักงานของบริษัท วันชนะกับพราวนั่งร่วมโต๊ะกับเพื่อนร่วม
งาน ทุกคนที่ร่วมโต๊ะกันอยู่มีอายุเท่ากัน และทำงานเป็นนักวิเคราะห์โครงการเดียวกันอยู่
วันชนะและพราวแต่งตัวมาเพื่อรายงานความก้าวหน้าในโครงการต่อที่ประชุมในช่วงเช้า
ทุกคนที่โต๊ะเข้าฟังการรายงานนั้นและเห็นว่าวันนี้ ทั้งวันชนะและพราวแต่งตัวต่างจากวัน
ทำงานทั่วไป

สถานการณ์ 1:
มัลลิกาเพื่อนสนิทของวันชนะ ชอบชุดสูทที่วันชนะใส่ พูดขึ้นว่า

มัลลิกา:_____

วันชนะ:_____

สถานการณ์ 2:
ญาดาซึ่งเพิ่งจะเข้ามาทำงานในทีมนักวิเคราะห์และเพิ่งรู้จักวันชนะ ชอบตอนที่วันชนะเสนอรายงาน พูดขึ้นว่า

ญาดา:_____

วันชนะ:_____

สถานการณ์ 3:
พิติเพื่อนสนิทของวันชนะ ชอบเนคไทที่วันชนะใส่ พูดขึ้นว่า

พิติ:_____

วันชนะ:_____

สถานการณ์ 4:
อภิชัยซึ่งเพิ่งจะเข้ามาทำงานในทีมนักวิเคราะห์และเพิ่งรู้จักวันชนะ ชอบตอนที่วันชนะเสนอรายงาน พูดขึ้นว่า

อภิชัย:_____

วันชนะ:_____

สถานการณ์ 5:
มัลลิกาเพื่อนสนิทของพราว ชอบรองเท้าที่พราวใส่ พูดขึ้นว่า

มัลลิกา:_____

พราว:_____

สถานการณ์ 6:
ญาดาซึ่งเพิ่งจะเริ่มทำงานร่วมกับพราว ชอบตอนที่พราวเสนอรายงาน จึงพูดขึ้นว่า

ญาดา:_____

พราว:_____

สถานการณ์ 7:
พิติเพื่อนสนิทของพราว ชอบตอนที่พราวเสนอรายงาน จึงพูดขึ้นว่า

พิติ:_____

พราว:_____

สถานการณ์ 8:
อภิชัยซึ่งเพิ่งจะเริ่มทำงานร่วมกับพราว ชอบเสื้อที่พราวใส่ จึงพูดขึ้นว่า

อภิชัย:_____

พราว:_____

เหตุการณ์ที่ 3: ที่งานสัมมนาเป็นเวลา 3 วัน 2 คืน ของบริษัทแห่งหนึ่ง
ที่งานเลี้ยงอาหารค่ำของบริษัท อภิวัฒน์และรินซึ่งเป็นผู้จัดการโครงการและเพื่อนร่วมงานที่อายุรุ่น
ราวคราวเดียวกันได้รับการขอร้องให้เต้นโชว์ คืนนี้อภิวัฒน์ใส่แว่นตาใหม่มา ส่วนรินใส่ต่างหูคู่ใหม่
ทุก ๆ คนในงานสนุกไปกับการเต้นโชว์ของทั้งคู่ และสังเกตเห็นแว่นตาใหม่ของอภิวัฒน์กับต่างหู
ใหม่ของริน หลังจากทั้งคู่แสดงเสร็จ ได้นั่งร่วมโต๊ะกับหัวหน้า ซึ่งที่โต๊ะมีเพื่อนร่วมงานซึ่งเป็นผู้
จัดการโครงการเหมือนกัน รุ่นน้องและลูกน้องในแผนกนั่งคุยกันอยู่ก่อนแล้ว ทุกคนนี้มีอายุไล่เลี่ย

กัน พอนั่งลง ทั้งอภิวัฒน์และรินต่างสังเกตเห็นผู้ร่วมโต๊ะบางคน มีมือถือสมาร์ทโฟนใหม่ บางคน สวมแว่นตาใหม่ บางคนใส่ต่างหูคู่ใหม่ และสวมนาฬิกาเรือนใหม่

สถานการณ์ 1:
ลลิตาเพื่อนร่วมงานของอภิวัฒน์ ชอบแว่นตาใหม่ที่อภิวัฒน์ใส่ พูดขึ้นว่า

ลลิตา:_____

อภิวัฒน์:_____

สถานการณ์ 2:
วนิดาเจ้านายของอภิวัฒน์ ชอบตอนที่อภิวัฒน์เต้นโชว์ จึงพูดว่า

วนิดา:_____

อภิวัฒน์:_____

สถานการณ์ 3:
สุชาดาลูกน้องของอภิวัฒน์ ชอบตอนที่อภิวัฒน์เต้นโชว์ จึงพูดว่า

สุชาดา:_____

อภิวัฒน์:_____

สถานการณ์ 4:
กิตติเพื่อนร่วมงานของอภิวัฒน์ ชอบตอนที่อภิวัฒน์เต้นโชว์ จึงพูดว่า

กิตติ:_____

อภิวัฒน์:_____

สถานการณ์ 5:
วิทยาหัวหน้าโครงการที่อภิวัฒน์ร่วมทำอยู่ ถูกใจสมาร์ทโฟนที่อภิวัฒน์ใช้ พูดขึ้นว่า

วิทยา:_____

อภิวัฒน์:_____

สถานการณ์ 6:
ภาษิตลูกน้องในแผนกของอภิวัฒน์ชอบนาฬิกาที่อภิวัฒน์ใส่ พูดขึ้นว่า

ภาษิต:_____

อภิวัฒน์:_____

สถานการณ์ 7:
ลลิตาเพื่อนร่วมงานของริน ชอบต่างหูใหม่ของริน จึงพูดว่า

ลลิตา:_____

ริน:_____

สถานการณ์ 8:
วนิดาเจ้านายของริน ชอบสมาร์ทโฟนของริน จึงพูดว่า

วนิดา:_____

ริน:_____

สถานการณ์ 9:
สุชาดาลูกน้องของริน ชอบนาฬิกาที่รินใส่ จึงพูดว่า

สุชาดา:_____

ริน:_____

สถานการณ์ 10:
กิตติเพื่อนร่วมงานของริน ชอบตอนที่รินเต้น โชว์ พูดขึ้นว่า

กิตติ:_____

ริน:_____

สถานการณ์ 11:
วิทยาหัวหน้าโครงการที่รินร่วมทำอยู่ ชอบตอนที่รินเต้นโชว์ พูดขึ้นว่า

วิทยา:_____

ริน:_____

สถานการณ์ 12:
ภาษิตลูกน้องของริน ชอบตอนที่รินเต้น โชว์ พูดขึ้นว่า

ภาษิต:_____

ริน:_____

ขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม

APPENDIX E

METALINGUISTIC KNOWLEDGE ASSESSMENT TASK
FOR NATIVE SPEAKERS OF ENGLISH (AMERICANS)

QUESTIONNAIRE NO____

METALINGUISTIC KNOWLEDGE ASSESSMENT TASK

You are ___ **MALE** ___ **FEMALE**

<u>Guidance Info</u>: **Please read the following 24 situations. Then, express your thoughts or feeling towards those situations by 1) giving them scores from 0 (Very improper) – 3 (Very proper); 2) provide your reasons for the given score. For example, it is somewhat improper because the speaker talked to the person of older age or of younger age. Or, it is very proper because it sounds very polite, etc.**

<u>**At a Potluck Party**</u>
Richard and Anne (husband and wife) invited their colleagues to join a potluck party at their house. All of them have known each other for a few months. Before the day of the party, Richard got a new haircut. Anne changed her hairstyle and hair color. Both Richard and Anne prepared their special dishes for the party. All the guests also brought their food to the party. Everyone noticed Richard's new haircut and Anne's new hair color and hairstyle. All the guests tried each other's dishes.

<u>**Situation 1:**</u>

Mary, who is about the **same age as Richard**, likes Richard's new haircut and says:

> **Mary: That haircut looks good on you.**
> **Richard: Thanks.**

What Mary said is		What Richard said is	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 2:

June, who is **ten years older than Richard**, loves Richard's cooking and says:

June: Your cooking is amazing!

Richard: Thanks, June. I'm glad you like it.

What June said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

What Richard said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

Situation 3:

Jeff, who is **a lot younger than Richard**, really likes Richard's new haircut and says:

Jeff: I really like you haircut sir, Could you please tell me where is the barbershop?

Richard: Thank you. I will show you tomorrow.

What Jeff said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

What Richard said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

Situation 4:

Patrick, who is about the **same age as Richard,** loves Richard's special dish and says:

> **Patrick: Damn dude your cooking skill is alot better than mine.**
> **Richard: Hahaha Looser**

What Patrick said is		**What Richard said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 5:

Joe, who is **a lot older than Richard,** likes the dish Richard cooked and says:

> **Joe: Wow, I didn't know that you can cook. This is delicious.**
> **Richard: Thanks.**

What Joe said is		**What Richard said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 6:

Sandy, who is **ten years younger than Richard**, loves Richard's new haircut and says

Sandy: Wow! Your new haircut is awesome.
Richard: Thanks.

What Sandy said is

0
Very improper

1
Somewhat improper

2
Somewhat proper

3
Very proper

Reason:

What Richard said is

0
Very improper

1
Somewhat improper

2
Somewhat proper

3
Very proper

Reason:

Situation 7:

Mary, who is about the **same age as Anne**, likes Anne's new hairstyle and says:

Mary: You look gorgeous in your new hairstyle.
Anne: Thanks Mary.

What Mary said is

0
Very improper

1
Somewhat improper

2
Somewhat proper

3
Very proper

Reason:

What Anne said is

0
Very improper

1
Somewhat improper

2
Somewhat proper

3
Very proper

Reason:

Situation 8:

June, who is **ten years older than Anne**, loves Anne's special dishes and says:

> **June: Hello Mrs. Ann. I love your special dishes so much.**
> **Anne: Thank you. Madam.**

What June said is		**What Anne said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 9:

Sandy, who is **ten years younger than Anne**, loves Anne's new hair color and says:

> **Sandy: I wish I could get a new hair color like yours. I love it.**
> **Anne: Oh! Thanks! I bet you look good in this color too.**

What Sandy said is		**What Anne said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 10:
Patrick, who is about the **same age as Anne**, has tasted the food Anne cooked and says:

Patrick: I like your cooking so much.
Anne: Thanks Patrick.

What Patrick said is		**What Anne said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 11:

Joe, who is **a lot older than Anne**, has tasted Anne's special dishes and says:

Joe: Your special dishes are so good.
Anne: Thank you Joe.

What Joe said is		**What Anne said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 12:

Jeff, who is **a lot younger than Anne**, loves Anne's new hairstyle and color, and says:

Jeff: Your hairstyle is cute.

Anne: Thank you, sweetie.

<table>
<tr><td align="center">What Jeff said is</td><td align="center">What Anne said is</td></tr>
</table>

0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Very proper	Somewhat proper

Reason: **Reason:**

Situation 13:

Mary, who is about the **same age as Richard**, likes Richard's new haircut and says:

Mary: Hey Richard Do you have your hair cut? That's look pretty good and fit to you.

Richard: Oh really? Thank. You make me more confident haha. What about Anne's hair?

<table>
<tr><td align="center">What Mary said is</td><td align="center">What Richard said is</td></tr>
</table>

0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 14:

June, who is **ten years older than Richard**, loves Richard's cooking and says:

June: You is good cook.

Richard: Thank you very much.

What June said is		**What Richard said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 15:

Jeff, who is **a lot younger than Richard**, really likes Richard's new haircut and says:

Jeff: Hello! Richard your new haircut are proper with you.

Richard: Thank you Jeff.

What Jeff said is		**What Richard said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 16:
Patrick, who is about the **same age as Richard**, loves Richard's special dish and says:

Patrick: How long time you are cooking? it yummy!

Richard: Thank you. Thank you. Thank you.

What Patrick said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

What Richard said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

Situation 17:
Joe, who is **a lot older than Richard**, likes the dish Richard cooked and says:

Joe: Richard I like your cook.
Richard: Oh Thank you a lot.

What Joe said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

What Richard said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

Situation 18:

Sandy, who is **ten years younger than Richard**, loves Richard's new haircut and says:

Sandy: You so lovely with new haircut.
Richard: I am glad to hear that.

What Sandy said is	
0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

What Richard said is	
0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

Situation 19:

Mary, who is about the **same age as Anne**, likes Anne's new hairstyle and says:

Mary: What is salon you get new hairstyle? I like it.
Anne: It is Somjai salon.

What Mary said is	
0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

What Anne said is	
0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

Situation 20:

June, who is **ten years older than Anne**, loves Anne's special dishes and says:

June: Thank you for special dishes.

Anne: You well come.

What June said is		**What Anne said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 21:

Sandy, who is **ten years younger than Anne**, loves Anne's new hair color and says:

Sandy: Anne's new hair color is very beatiful.

Anne: Thank you.

What Sandy said is		**What Anne said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 22:

Patrick, who is about the **same age as Anne**, has tasted the food Anne cooked and says:

Patrick: I think Anne's taste food is tastiness.
Anne: OH. thank you.

What Patrick said is		**What Anne said is**	
0	1	0	1
Very Improper	Somewhat Improper	Very Improper	Somewhat Improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 23:

Joe, who is **a lot older than Anne**, has tasted Anne's special dishes and says:

Joe: OH! It's very dilicious. I love its.
Anne: Thank you. I'm glad that make you like it.

What Joe said is		**What Anne said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 24:

Jeff, who is **a lot younger than Anne**, loves Anne's new hairstyle and color, and says:

Jeff: I love your new hairstyle and color. I think so young than before.
Anne: Really. thankyou

<table>
<tr><td colspan="2" align="center">**What Jeff said is**</td><td colspan="2" align="center">**What Anne said is**</td></tr>
<tr><td align="center">0
Very improper</td><td align="center">1
Somewhat improper</td><td align="center">0
Very improper</td><td align="center">1
Somewhat improper</td></tr>
<tr><td align="center">2
Somewhat proper</td><td align="center">3
Very proper</td><td align="center">2
Somewhat proper</td><td align="center">3
Very proper</td></tr>
</table>

Reason: **Reason:**

APPENDIX F

METALINGUISTIC KNOWLEDGE ASSESSMENT TASK
FOR THAI LEARNERS OF ENGLISH

แบบสอบถามที่____

แบบวัดผลความรู้อภิภาษาศาสตร์
(METALINGUISTIC KNOWLEDGE ASSESSMENT TASK)

คุณเป็น ___ เพศชาย ___ เพศหญิง

คำสั่ง: กรุณาอ่านสถานการณ์ด้านล่างทั้งหมด 24 สถานการณ์ แล้วแสดงความคิดเห็น หรือความรู้สึกที่มีต่อ
สถานการณ์นั้น ๆ โดยให้คะแนนความเหมาะสมตามความคิดเห็นของท่าน
จาก 0 (ไม่เหมาะสมอย่างยิ่ง) – 3 (เหมาะสมมาก) ทั้งนี้กรุณาเขียนความคิดเห็นของท่านเป็นภาษาไทย
ประกอบการให้คะแนนด้วยว่าไม่เหมาะสมเพราะอะไร เช่น เพราะพูดกับผู้ใหญ่ หรือเพราะพูดกับคนที่เด็กกว่า
หรือเพราะเป็นภาษาไม่เป็นทางการ หรือเหมาะสมเพราะอะไร เช่นเพราะสุภาพแล้ว เป็นต้น

At a Potluck Party
Richard and Anne (husband and wife) invited their colleagues to join a potluck party at their house. All of them have known each other for a few months. Before the day of the party, Richard got a new haircut. Anne changed her hairstyle and hair color. Both Richard and Anne prepared their special dishes for the party. All the guests also brought their food to the party. Everyone noticed Richard's new haircut and Anne's new hair color and hairstyle. All the guests tried each other's dishes.

Situation 1:

Mary, who is about the **same age as Richard**, likes Richard's new haircut and says:

> **Mary: That haircut looks good on you.**
> **Richard: Thanks.**

What Mary said is		**What Richard said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason:

Reason:

Situation 2:

June, who is **ten years older than Richard**, loves Richard's cooking and says:

June: Your cooking is amazing!

Richard: Thanks, June. I'm glad you like it.

What June said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

What Richard said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

Situation 3:

Jeff, who is **a lot younger than Richard**, really likes Richard's new haircut and says:

Jeff: I really like you haircut sir, Could you please tell me where is the barbershop?
Richard: Thank you. I will show you tomorrow.

What Jeff said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

What Richard said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

Situation 4:

Patrick, who is about the **same age as Richard**, loves Richard's special dish and says:

> **Patrick: Damn dude your cooking skill is alot better than mine.**
> **Richard: Hahaha Looser**

What Patrick said is		**What Richard said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 5:

Joe, who is **a lot older than Richard**, likes the dish Richard cooked and says:

> **Joe: Wow, I didn't know that you can cook. This is delicious.**
> **Richard: Thanks.**

What Joe said is		**What Richard said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 6:

Sandy, who is **ten years younger than Richard**, loves Richard's new haircut and says

> **Sandy: Wow! Your new haircut is awesome.**
> **Richard: Thanks.**

What Sandy said is		**What Richard said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 7:

Mary, who is about the **same age as Anne**, likes Anne's new hairstyle and says:

> **Mary: You look gorgeous in your new hairstyle.**
> **Anne: Thanks Mary.**

What Mary said is		**What Anne said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 8:

June, who is **ten years older than Anne**, loves Anne's special dishes and says:

June: Hello Mrs. Ann. I love your special dishes so much.
Anne: Thank you. Madam.

What June said is

0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

What Anne said is

0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

Situation 9:

Sandy, who is **ten years younger than Anne**, loves Anne's new hair color and says:

Sandy: I wish I could get a new hair color like yours. I love it.
Anne: Oh! Thanks! I bet you look good in this color too.

What Sandy said is

0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

What Anne said is

0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

Situation 10:
Patrick, who is about the **same age as Anne**, has tasted the food Anne cooked and says:

Patrick: I like your cooking so much.

Anne: Thanks Patrick.

What Patrick said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

What Anne said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

Situation 11:

Joe, who is **a lot older than Anne**, has tasted Anne's special dishes and says:

Joe: Your special dishes are so good.

Anne: Thank you Joe.

What Joe said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

What Anne said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

Situation 12:

Jeff, who is **a lot younger than Anne**, loves Anne's new hairstyle and color, and says:

Jeff: Your hairstyle is cute.

Anne: Thank you, sweetie.

What Jeff said is		**What Anne said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Very proper	Somewhat proper

Reason: **Reason:**

Situation 13:

Mary, who is about the **same age as Richard**, likes Richard's new haircut and says:

Mary: Hey Richard Do you have your hair cut? That's look pretty good and fit to you.

Richard: Oh really? Thank. You make me more confident haha.

What about Anne's hair?

What Mary said is		**What Richard said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 14:

June, who is **ten years older than Richard**, loves Richard's cooking and says:

June: You is good cook.

Richard: Thank you very much.

What June said is		What Richard said is	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 15:

Jeff, who is **a lot younger than Richard**, really likes Richard's new haircut and says:

Jeff: Hello! Richard your new haircut are proper with you.

Richard: Thank you Jeff.

What Jeff said is		What Richard said is	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 16:
Patrick, who is about the **same age as Richard**, loves Richard's special dish and says:

Patrick: How long time you are cooking? it yummy!

Richard: Thank you. Thank you. Thank you.

What Patrick said is

0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

What Richard said is

0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

Situation 17:
Joe, who is **a lot older than Richard**, likes the dish Richard cooked and says:

Joe: Richard I like your cook.
Richard: Oh Thank you a lot.

What Joe said is

0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

What Richard said is

0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

Situation 18:

Sandy, who is **ten years younger than Richard**, loves Richard's new haircut and says:

Sandy: You so lovely with new haircut.
Richard: I am glad to hear that.

What Sandy said is	
0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

What Richard said is	
0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

Situation 19:

Mary, who is about the **same age as Anne**, likes Anne's new hairstyle and says:

Mary: What is salon you get new hairstyle? I like it.
Anne: It is Somjai salon.

What Mary said is	
0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

What Anne said is	
0	1
Very improper	Somewhat improper
2	3
Somewhat proper	Very proper

Reason:

Situation 20:

June, who is **ten years older than Anne**, loves Anne's special dishes and says:

June: Thank you for special dishes.

Anne: You well come.

What June said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

What Anne said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

Situation 21:

Sandy, who is **ten years younger than Anne**, loves Anne's new hair color and says:

Sandy: Anne's new hair color is very beatiful.

Anne: Thank you.

What Sandy said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

What Anne said is

0	1
Very improper	Somewhat improper

2	3
Somewhat proper	Very proper

Reason:

Situation 22:

Patrick, who is about the **same age as Anne**, has tasted the food Anne cooked and says:

Patrick: I think Anne's taste food is tastiness.
Anne: OH. thank you.

What Patrick said is		**What Anne said is**	
0	1	0	1
Very Improper	Somewhat Improper	Very Improper	Somewhat Improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 23:

Joe, who is **a lot older than Anne**, has tasted Anne's special dishes and says:

Joe: OH! It's very dilicious. I love its.
Anne: Thank you. I'm glad that make you like it.

What Joe said is		**What Anne said is**	
0	1	0	1
Very improper	Somewhat improper	Very improper	Somewhat improper
2	3	2	3
Somewhat proper	Very proper	Somewhat proper	Very proper

Reason: **Reason:**

Situation 24:

Jeff, who is **a lot younger than Anne**, loves Anne's new hairstyle and color, and says:

Jeff: I love your new hairstyle and color. I think so young than before.
Anne: Really. thankyou

<table>
<tr><td colspan="2" align="center">What Jeff said is</td><td colspan="2" align="center">What Anne said is</td></tr>
<tr><td align="center">0</td><td align="center">1</td><td align="center">0</td><td align="center">1</td></tr>
<tr><td align="center">Very improper</td><td align="center">Somewhat improper</td><td align="center">Very improper</td><td align="center">Somewhat improper</td></tr>
<tr><td align="center">2</td><td align="center">3</td><td align="center">2</td><td align="center">3</td></tr>
<tr><td align="center">Somewhat proper</td><td align="center">Very proper</td><td align="center">Somewhat proper</td><td align="center">Very proper</td></tr>
</table>

Reason: **Reason:**

VITA

Sakulrat Worathumrong graduated with a Bachelor of Arts degree majoring in Dramatic Arts from the Faculty of Arts, Chulalongkorn University, in Bangkok, Thailand in 1999. In 2004, she graduated with a Master of Arts degree in Communication Studies from the College of Liberal Arts, Portland State University, Oregon, USA. In 2011, she received her Master of Arts degree in the English as an International Language program of the Graduate School at Chulalongkorn University. During the study, her research interests have been on cross-cultural and interlanguage pragmatic studies. With these interests, in 2011, she continued on her doctoral study in the same program.