

การวัดความสามารถทางวินปฏิบัติศาสตร์ของนักศึกษาการบริหารการโรงแรมและการท่องเที่ยว
ในบริบทของแผนกการบริการส่วนหน้า



นางสาว สรรพร ศิริขันธุ์

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต

สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ (สหสาขาวิชา)

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2553

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

530312

**ASSESSING PRAGMATIC ABILITY OF THAI HOTEL MANAGEMENT
AND TOURISM STUDENTS IN THE CONTEXT OF
HOTEL FRONT OFFICE DEPARTMENT**

Ms. Sonporn Sirikhan

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

**A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy Program in English as an International Language
(Interdisciplinary Program)
Graduate School
Chulalongkorn University
Academic Year 2010
Copyright of Chulalongkorn University**



4 9 8 9 6 9 9 4 2 0

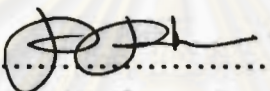
Thesis Title **ASSESSING PRAGMATIC ABILITY OF THAI
HOTEL MANAGEMENT AND TOURISM
STUDENTS IN THE CONTEXT OF HOTEL
FRONT OFFICE DEPARTMENT**

By **Miss Sonporn Sirikhan**

Field of Study **English as an International Language**

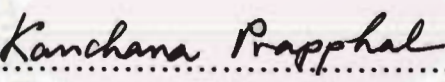
Thesis Advisor **Professor Kanchana Prapphal, Ph.D.**


Accepted by the Graduate School, Chulalongkorn University in
Partial Fulfillment of the Requirements for the Doctoral Degree

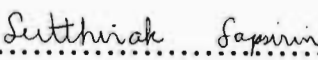
.......... Dean of the Graduate School
(Associate Professor Pornpote Piumsomboon, Ph.D.)


THESIS COMMITTEE

.......... Chairperson
(Assistant Professor Kulaporn Hiranburana, Ph.D.)

.......... Thesis Advisor
(Professor Kanchana Prapphal, Ph.D.)

.......... Examiner
(Assistant Professor Suda Rangkupan, Ph.D.)

.......... Examiner
(Ajarn Sutthirak Sapsirin, Ph.D.)

.......... External Examiner
(Ajarn Wannana Soontornnaruerangsee, Ph.D.)

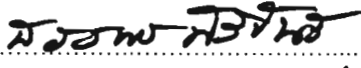

สรรพศิริพันธ์: การวัดความสามารถทางวัจนปฏิบัติศาสตร์ของนักศึกษาการบริการ
การโรงแรมและการท่องเที่ยวในบริบทของแผนกการบริการส่วนหน้า. (ASSESSING
PRAGMATIC ABILITY OF THAI HOTEL MANAGEMENT AND TOURISM STUDENTS IN
THE CONTEXT OF HOTEL FRONT OFFICE DEPARTMENT)

อ. ที่ปรึกษาวิทยานิพนธ์หลัก: ศ. ดร. กาญจนา ปราบพาล, 208 หน้า.

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) วัดความสามารถทางวัจนปฏิบัติศาสตร์ในบริบทของแผนกการบริการ
ส่วนหน้าของโรงแรม (2) ศึกษาผลกระทบของระดับความสามารถทางภาษาอังกฤษที่มีต่อความสามารถ
ทางวัจนปฏิบัติศาสตร์ รวมถึงศึกษาความเหมือนและความต่างของรูปแบบการใช้ภาษาเชิงวัจนปฏิบัติศาสตร์
ของนักศึกษาที่มีสามารถทางภาษาอังกฤษในระดับที่ต่างกัน (3) ศึกษาข้อผิดพลาดที่มีผลต่อความรู้ด้าน
วัจนปฏิบัติศาสตร์ กลุ่มตัวอย่างในการวิจัยนี้เป็นนักศึกษาการบริการการโรงแรมและการท่องเที่ยว ชั้นปีที่ 4
จากมหาวิทยาลัยของรัฐบาลและเอกชนในกรุงเทพมหานครจำนวน 90 คน ที่ได้จากการสุ่มแบบช่วงชั้น โดยแบ่งออกเป็น
3 กลุ่มตามระดับความสามารถทางภาษาอังกฤษเป็นกลุ่มสูง กลาง และต่ำ กลุ่มละเท่า ๆ กัน เครื่องมือที่ใช้ใน
การวิจัยประกอบด้วย แบบประเมินสำรวจความต้องการ แบบทดสอบความสามารถทางวัจนปฏิบัติศาสตร์
ในบริบทของแผนกการบริการส่วนหน้าของโรงแรม และแบบสอบถามด้านวัจนปฏิบัติศาสตร์ ผู้วิจัยใช้สถิติ
พรรณนาในการวิเคราะห์ผลคะแนนของความสามารถทางวัจนปฏิบัติศาสตร์ และแบบสอบถามด้าน
วัจนปฏิบัติศาสตร์ สำหรับการวิเคราะห์ผลกระทบของความสามารถทางภาษาอังกฤษที่มีต่อความสามารถ
ทางวัจนปฏิบัติศาสตร์ ผู้วิจัยใช้การวิเคราะห์ความแปรปรวนแบบทางเดียว (One-way ANOVA) นอกจากนี้
ผู้วิจัยใช้การวิเคราะห์เนื้อหาและการแจกแจงความถี่เพื่อศึกษารูปแบบการใช้ภาษาและข้อผิดพลาดเชิง
วัจนปฏิบัติศาสตร์ของนักศึกษา

ผลการศึกษาพบว่า (1) แบบทดสอบความสามารถทางวัจนปฏิบัติศาสตร์ในบริบทของแผนกการ
บริการส่วนหน้าของโรงแรมสามารถแยกความสามารถทางวัจนปฏิบัติศาสตร์ได้เป็นระดับสูง กลาง และต่ำ
(2) ระดับความสามารถทางภาษาอังกฤษมีผลต่อความสามารถทางวัจนปฏิบัติศาสตร์อย่างมีนัยสำคัญทาง
สถิติ นอกจากนี้ยังพบว่ารูปแบบการใช้ภาษาเชิงวัจนปฏิบัติศาสตร์ของนักศึกษาทั้งสามกลุ่มมีความต่างกัน
ในการใช้คำแสดงความสุภาพ (Politeness markers) และคำเรียกขาน (Address forms) ส่วนรูปแบบการใช้
ภาษาที่คล้ายกัน คือการใช้สำนวนตายตัว (Routine patterns) การใช้พจนานุกรมในการแสดงความเสียใจ
(Formulaic expressions of regret) การใช้คำวิเศษณ์ (Adverbials) การใช้คำแสดงการยืนยัน (Affirmation
markers) และการใช้สรรพนามรูปพหูพจน์ (we) และ (3) ระดับความสามารถทางภาษาอังกฤษไม่มีผลต่อการ
สังเกตทางวัจนปฏิบัติศาสตร์ ผลการศึกษายังพบว่านักศึกษามีข้อผิดพลาดทั้งทางด้านภาษาศาสตร์วัจนปฏิบัติ
(Pragmalinguistics) และด้านวัจนปฏิบัติศาสตร์สังคม (Sociopragmatics) ในการสื่อสารในบริบทของแผนก
การบริการส่วนหน้า ผลการวิเคราะห์ของงานวิจัยนี้สามารถนำไปประยุกต์ใช้ในการเรียนการสอนและการวัดผล
ภาษาอังกฤษเฉพาะกิจ (ESP) และภาษาอังกฤษสำหรับอาชีพ (EOP) โดยเฉพาะภาษาอังกฤษเพื่อธุรกิจการ
โรงแรม

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา 2553

ลายมือชื่อผู้วิจัย 
ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก 

4989699420 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
 KEYWORDS : PRAGMATIC ABILITY/ PRAGMATIC KNOWLEDGE/
 THE FRONT OFFICE PRAGMATIC TEST /HOTEL FRONT OFFICE
 DEPARTMENT

SONPORN SIRIKHAN: ASSESSING PRAGMATIC ABILITY OF THAI
 HOTEL MANAGEMENT AND TOURISM STUDENTS IN THE
 CONTEXT OF HOTEL FRONT OFFICE DEPARTMENT . THESIS
 ADVISOR : PROF. KANCHANA PRAPPHAL, Ph.D. 208 pp.

The objectives of this study were: (1) to assess the students' pragmatic ability in the context of hotel front office department; (2) to study whether the levels of English proficiency have a significant effect on the students' pragmatic ability and investigate similarities and differences of linguistic forms related to pragmatic ability produced by the students with different levels of English proficiency; and (3) to investigate the errors that interfere with the students' pragmatic knowledge. The subjects were 90 fourth year Thai university students related to hospitality services from private and public universities in Bangkok. Stratified random technique was applied to obtain the sample size of the students in each language ability group according to their GPA in English courses. The research instruments included a needs assessment questionnaire, the Front Office Pragmatic-Test (FOP-Test), and a pragmatic questionnaire. Descriptive statistics was carried out to assess the students' pragmatic ability and the recognition of pragmatic knowledge. One-way ANOVA was employed to observe the effect of English proficiency on the students' pragmatic ability. Content analysis and frequency counts were conducted to reveal linguistic forms and pragmatic failures.

The findings of the study were as follows. First, the FOP-Test could distinguish the students' pragmatic ability into high, average, and low levels. Second, there was a significant main effect of the levels of English proficiency on pragmatic ability. In addition, the use of politeness markers and the address forms were distinctive linguistic features that differentiated the students' pragmatic abilities while the routine patterns, formulaic expressions of regret, adverbials, affirmation markers, and the use of the "we" were performed similarly in all groups. Finally, the students' levels of English proficiency did not affect the degrees of recognition in pragmatics. Besides, the students in all groups performed pragmatic errors in both pragmalinguistics and sociolinguistics. These errors were perceived as ineffectiveness and inappropriateness in the hotel staff-guest interactions. The findings provided more insights in pragmatic production of Thai students in hospitality services. The study also contributed pedagogical and assessment implications related to ESP/EOP teaching in specialized contexts, particularly hotel industry English.

Field of Study: English as an International Language
 Academic Year: 2010

Student's signature 
 Advisor's signature 

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation and gratitude to my advisor: Professor Dr. Kanchana Prapphal, who wholeheartedly gave me endless encouragement and illuminating guidance all the way through my research. My gratitude also goes to all committee members: Assistant Professor Dr. Kulaporn Hiranburann, Assistant Professor Dr. Suda Rangkupan, Ajarn Dr. Sutthirak Sapsirin, and Ajarn Dr. Wannana Soontornnaruerangsee-for their supervision and valuable feedback.

I am deeply indebted to Assistant Professor Nuchnard Ratnanasuwongchai and Ajarn Piyanuch Sittikorn at the Department of Tourism and Hospitality Studies of Kasetsart University; Ajarn Nattakit Akwannang, the Head of Hospitality and Tourism Department at Dhurakit Pundit University; and Assistant Professor Dr. Somyot Wattakamolchai, Chairperson at Tourism Management Department of Bangkok University-for their strong cooperation in data collection, and insightful suggestions, on the test of this study. I also thank Ajarn Onuma Lakarnchua and Ajarn Michael Spangler from Chulalongkorn University Language Institute for their assistance in developing the test of this study. Besides, special thanks also to Ajarn Rodney Hermsmeier from Assumption Samutprakarn School and Mr. Paul Mahoney for their insightful suggestions in rating scale, and reviewing the test content, respectively. I also would like to thank all the hoteliers who gave insightful information relating to hotel Front Office services and the students who participated in this study. I also particularly acknowledge the funding from the 90th Anniversary of Chulalongkorn University Fund (Ratchadaphiseksomphot Endowment Fund).

My sincere thanks go to all of the EIL instructors and EIL friends. Above all, many thanks go to my family members, who waited for my accomplishment patiently; especially my dear sister, Pakinai Sirikhan, who supported me in every possible way throughout the time of my long journey. Last but not least, my most special and deepest appreciation goes to my beloved mother, my first school teacher, Surapee Sirikhan, for her endless patience and encouragement during the completion of this study; I dedicate this work to her.

CONTENTS

	Page
Abstract (Thai).....	iv
Abstract (English)	v
Acknowledgements	vi
Contents	vii
Lists of tables	x
List of figures.....	xii
Chapter I Introduction	1
1.1 Background of the study	1
1.2 Objectives of the study.....	4
1.3 Research questions.....	5
1.4 Statement of hypotheses.....	5
1.5 Scope of the study.....	5
1.6 Limitation of the study.....	6
1.7 Definition of terms	6
1.8 Significance of the study.....	8
Overview.....	8
Chapter II Literature review	9
2.1 Definitions of pragmatics.....	9
2.2 Pragmatic competence	11
2.3 Theories of speech acts.....	13
2.4 Theories of politeness	18
2.4.1 Conversation principle.....	18
2.4.2 Face-saving.....	20
2.4.3 Politeness strategies in the hotel encounters	23

	Page
2.5	The selection of speech acts 26
2.6	Methods of testing pragmatics..... 27
2.7	The studies in pragmatic competence and assessment of pragmatic ability..... 34
2.8	Linguistic speech acts and politeness strategies in the hotel communication 40
	Summary..... 45
Chapter III	Research methodology 46
3.1	Population and sample..... 46
3.2	Research instruments 47
3.2.1	The Front Office Pragmatic-Test (FOP-Test)..... 47
3.2.2	The FOP-Test rating scale..... 63
3.2.3	Pragmatic questionnaire 67
3.3	Data collection 67
3.4	Rating for test scores 68
3.5	Data analysis 69
	Summary 70
Chapter IV	Results and discussions..... 71
4.1	Test takers' demographic data..... 71
4.2	Results and discussions 73
	Research question 1..... 73
	Discussion for the first research question..... 76
	Research question 2..... 77
	Discussion for the first sub-question of research question 2..... 81
	Discussion for the second sub-question of research question 2... 102
	Research question 3..... 109
	Discussion for research question 3..... 122
	Summary..... 127

	Page
Chapter V	
Conclusions and recommendations.....	128
5.1 Research summary.....	128
5.2 Summary of the findings.....	129
5.3 Conclusions	132
5.4 Implications of the study.....	136
5.4.1 Methodological implications	136
5.4.2 Theoretical implications	136
5.4.3 Pedagogical implications	137
5.5 Recommendations for future research	138
References	141
Appendices	150
Appendix A: Hotel Front Office speech acts questionnaire.....	151
Appendix B: The congruence agreement	157
Appendix C: The test specifications	167
Appendix D: The qualifications of experts related to hotel and services.....	170
Appendix E: The Front Office Pragmatic-Test (FOP-Test).....	171
Appendix F: Pragmatic questionnaire	183
Appendix G: The consent form.....	189
Appendix H: Instructions for the test administration	190
Appendix I: Transcription conventions.....	191
Appendix J: The rater's qualifications	192
Appendix K: The rater reminder and grading form.....	193
Appendix L: Sample of responses	198
Biography	208

LIST OF TABLES

Table	Page
2.1 A summary of politeness strategies	24
2.2 Practical considerations for the six types of pragmatic tests.....	33
2.3 The commercial arrival-departure hospitality cycle	41
2.4 The English benchmarks for Thai hotel Front Desk.....	44
3.1 Summary of demographic information of the hotel Front Office staff	49
3.2 The results of possible situations occurring in the hotel Front Office Department.....	51
3.3 Possible situations occurring in the hotel Front Office operation.....	55
3.4 Hotel Front Office employees' opinions toward difficulty in performing speech acts	58
3.5 The given situations in the FOP-Test.....	60
3.6 Analytical rating scale for the FOP-Test	63
3.7 Correlations of the two raters' scores for the FOP-Test	69
4.1 Demographic data of the test takers.....	71
4.2 Descriptive statistics of the FOP-Test total scores	73
4.3 Descriptive statistics for the correct speech acts scores.....	74
4.4 Descriptive statistics of the expressions and vocabulary scores.....	74
4.5 Descriptive statistics of the amount of information scores	75
4.6 Descriptive statistics of the degree of appropriateness score.....	75
4.7 One-way ANOVA test of group differences.....	78
4.8 Results of Scheffé post-hoc tests in all groups.....	79
4.9 Results of Scheffé post-hoc comparison tests of each component.....	80
4.10 Frequency of linguistic features found in promising	83
4.11 Frequency of linguistic features found in informing.....	86
4.12 Frequency of linguistic features found in requesting.....	89
4.13 Frequency of linguistic features found in handling complaints.....	93
4.14 Frequency of linguistic features found in apologizing	97
4.15 Descriptive statistics of the responses from the pragmatic Questionnaire.....	110

Table	Page
4.16	Descriptive statistics of the responses of all test takers111
4.17	Results of one-way ANOVA test from the questionnaire answered by the test takers of three language ability groups111



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

LIST OF FIGURES

Figure

2.1	Components of language competence	12
2.2	Possible strategies for performing FTAs	23
2.3	A typical hotel guest cycle	41
3.1	The mean scores relating to the degree of difficulty in performing the speech acts in English from the most difficulty to the easiest	59
4.1	The differentiations of linguistic features collected from the five speech acts assessed by the FOP-Test	103
4.2	Minor linguistic features produced by the test takers	106
4.3	Strategies used in handling complaints and apologizing	108
4.4	Pragmatic errors produced by the test takers in the hotel Front Office context	113


 ศูนย์วิทยทรัพยากร
 จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER I

INTRODUCTION

1.1 Background of the study

Hospitality industry, one of the most important tourism industries in Thailand, has contributed significantly to the growth of the country's income. The hotel business is very competitive in both the country and on the international stage. Currently about 20 percent of hotel rooms in Thailand are operated by international chains in order to increase their competitive advantages (Maysa Chanikornpradit and Sukanya Sirikeratikul, 2005). This fact supports the report of Diethelm Travel's Thailand Tourism Review (2008) in that 80% of Thailand five-star hotels have manipulated by foreign investors. However, Thai hotel development has not met international standards even though its development has been expanded rapidly (Wangpaichitr, 2007). This view corresponds to the concern of the Tourism Authority of Thailand (TAT) who has urged the Thai Hotel Association (THA) to raise the "Thailand Hotel Standard" in order to achieve the international benchmark and compete with the world-class hotels properties (TAT, 2005). The major criteria in considering the Thailand Hotel Standard are physical aspects, construction aspects, service quality and the ability to maintain quality, and the maintenance of the hotel and facilities (TAT, 2005). Apparently, the concern of service quality and quality maintenance are directly related to the hotel staff at the operational level. Besides, the need to raise the quality of service, Blue and Harun (2003) emphasize that there is also a growing worldwide need for the front-line staff who are able to communicate with the guests effectively in the hospitality industry. Diethelm Travel affirms that Thai tourism industry, including hotel business, still needs qualified hospitality and tourism workers who have better English skills (Diethelm Travel's Thailand Tourism Review, 2008). This concern is relevant to Wangpaichi's (2007) point of view that developing Thai educational institutions to serve for the front-line staff is a very important factor contributing to the high quality in hotel business. So,

there is a call for education across the country to prepare students for further productive careers in hospitality industry.

Many Thai universities, both in the public and private sectors have produced qualified graduates for hotel and tourism industries. According to the record of Office of Tourism Development (2007), currently 89 institutes including universities and colleges in Thailand offer courses and curricula related to hospitality and tourism management. Thus, it is essential that the government and universities should concentrate on English skills on the hospitality oriented program in order to meet the increasing demand of hospitality industry and improve the overall service quality. To put this into action, the Thai government has established the English Language Development Center (ELDC, 2005) in order to encourage people in different career paths to be well equipped with skills, knowledge, and competencies in English in order to compete with the world economy. Initially, English benchmarks for 25 occupations have been proposed and the standard of English for hotel Front Desk is one of them (ELDC, 2005).

In hotel business, English is used as a lingua franca and the most commonly used in the hotel industry worldwide (Blue & Harun, 2003; Ruiz-Garrido & Iborra, 2006). Thai hotel staff use English as a major medium to communicate with foreign guests. Moreover, English skills are regarded as a prerequisite for economic success (Vandermeeren, 2005). It is known that English communication skills are essential for hotel Front Office staff since they have the highest frequency of interactions with guests and they are centrally concerned with guests' satisfaction. However, Ruiz-Garrido and Iborra (2006) and Vandermeeren (2005) stress that those professional staff in hospitality industry need not only communicative competence, but also pragmatic competence. This claim agrees with Blum-Kulka (1982) who concludes that effective communication in any given language requires more than linguistic knowledge, but it also includes the ability to appropriately produce and understand utterances in that language. More importantly, Vandermeeren (2005) states that business interaction is often affected by limited sociolinguistic and pragmatic knowledge. In terms of the corporate world, Vande Berg (1997) points out that communication breakdown either at the linguistic or pragmatic level in any business could damage customer relations or lose a contact. Thus, an effective and appropriate communication in hotel business does not depend only on grammatical competence, but also on the awareness of pragmatic knowledge.

In addition, politeness, a part of pragmatic competence, plays a very crucial role in the hotel staff-guest communication. Blue and Harun (2003) emphasize that hospitality in hotel business is 'commercial' hospitality. The interaction between the hotel employees and guests is business transaction which aims for costs and benefits. Thus, the relationship between the hotel staff and guests cannot be mutual or friendly as it occurs in the private life. Social distance, power, and the rank of imposition, reflected at the level of politeness, have to be considered seriously in the hotel staff-guest interaction. Accordingly, the hotel employees have to use politeness strategies in their communicative acts or speech acts in order to maintain positive relationships with the guests and enhance the prospect of repeating business. Consequently, the loss of business opportunity can happen if the hotel employees fail to convey the appropriate level of politeness.

Since appropriate language use to meet the clients' needs in a certain business can decisively optimize the profits, the hotel personnel's English communication skills cannot be overlooked. Apparently, some Thai hotels use their own in-house English tests to examine their employees' communication skills in order to offer special training courses to develop their hotel personnel's English skills while many consider the scores of the Test of English for International Communication (TOEIC) reliable for an application process or for placing employees in language classes. However, the TOEIC result is an indirect measure of speaking and writing skills. The scores cannot tell specific actions or behaviors the candidates can perform in real situations. Moreover, Lui (2006) states that the scores from other large-scale proficiency tests like TOEFL and IELTS do not correlate with pragmatic ability. Those who have higher scores do not seem to have correspondingly high pragmatic ability. A number of studies also point out that learners of English as a second or foreign language who have excellent grammatical and lexical competence of the target language still fail to convey their message or communicate effectively (Beebe & Commings, 1996; Cohen & Olshtain, 1981; Kasper & Rose, 2002; Trosborg, A, 1987; Wolfson et al., 1989). This is because of the lack of social appropriateness rules as well as necessary pragmatic or functional communication rules to communicate their intent. Above all, those proficiency tests do not reveal the level of an examinee's pragmatic ability and the appropriateness of language use in the politeness aspect which are essential in business communication.

To date, only a small number of studies have examined pragmatic competence for English for Occupational Purposes (EOP) or pragmatic ability at the workplace. Most available studies in pragmatics are cross-sectional studies which compare pragmatic competence between English native speakers and nonnative English speakers (Rose, 2000). For foreign language learners, the assessment of pragmatic ability is generally assumed to be investigated under the communicative competence. Liu (2006) and Roever (2006) point out there may be a lack of pragmatic issues in language testing and constructing valid pragmatic tests is not an easy process. To our knowledge, there are not many studies that assess pragmatic ability in the context of hotel Front Office Department. As mentioned above, the need to design a test to assess Thai students' pragmatic ability in business communication particularly in hotel business is urgent. The English proficiency test alone may not be sufficient to indicate one's pragmatic knowledge. Serious misunderstanding generally occurs at the pragmatic level (Thomas, 1983). In addition, it is necessary to shift from the test of language functions for all purposes to focus on the pragmatic ability of English for Occupational Purposes for Thai students in hospitality oriented programs. Moreover, in order to provide qualified hospitality workers who have better English skills in the hotel staff-guest communication, there is an urgent need to concentrate on the awareness in pragmatic ability of Thai students who are likely to be hotel employees to produce pragmatically appropriate utterances in English in their future career.

1.2 Objectives of the study

1. To assess pragmatic ability of Thai students in hospitality oriented programs by using the Front Office Pragmatic Test based on the speech acts and politeness.

2. To study whether the levels of English proficiency have a significant effect on the students' pragmatic ability and investigate similarities and differences of linguistic features related to pragmatic ability produced by the students with different levels of English proficiency.

3. To investigate the errors that interfere with the students' pragmatic knowledge.

1.3 Research questions

1. Can the Front Office Pragmatic Test (FOP-Test) differentiate the students' pragmatic ability into different levels?
2. Do levels of English proficiency affect the students' pragmatic ability and what are the similarities and differences of linguistic features produced by the students with different levels of English proficiency?
3. What are the errors that interfere with the students' pragmatic knowledge?

1.4 Statement of hypotheses

1. The Front Office Pragmatic Test (FOP-Test) can significantly differentiate the students' pragmatic ability related to hotel Front Office Department context into different levels.
2. The students' pragmatic ability of the high, average, and low levels of English proficiency differ significantly.

1.5 Scope of the study

1. The samples of the study are the fourth-year Thai students majoring in the hotel and tourism management from Bangkok University, Dhurakit Pundit University, and Kasetsart University.
2. The Front Office Pragmatic-Test (FOP-Test) is developed to test the students' pragmatic ability based on the five speech acts which have been considered problematic for Thai hotel staff of four and five starred hotels in Bangkok. Therefore, the other speech acts that are not considered problematic are beyond the scope of the study.
3. The hotels selected in the needs analysis are four and five starred hotels classified by the criteria of Thailand Hotel Standard (TAT, 2005). The key factor considering only four and five starred hotels in this study, apart from the criteria of their luxuries and quality of services defined in the Thailand Hotel Standard, is positions offered in those hotels that employ specific personnel to perform different services in the Front Office Department. Besides, those are only hotels in Bangkok. The respondents' answers cannot therefore be generalized to the hotels that are ranked below four starred hotels inspected by the Thailand Hotel Standard and the hotels in other regions.

4. The test items focus only on the situations in which the in-service staff of the Front Office Department have the high number of interactions with the guests. Thus, the situations which generally occur in other major departments like Housekeeping or Food and Beverage Department are not included in this study.

5. Due to the major concern of speech production in the effectiveness and appropriateness in language use, grammaticality and nonlinguistic components like pause, tone of voice, pitch, and intonation are not examined in this study.

6. Cross-cultural aspects in communications are not included in this study. The study is based on the dimensions of speech acts and politeness only.

1.6 Limitation of the study

The test method of the Front Office Pragmatic-Test (FOP-Test) is typically an oral discourse completion test (ODCT). This elicitation test has a limitation in collecting elaborated behaviors found in oral speech. Thus, the FOP-Test is considered as a semi-direct speaking test, not a direct interactive speaking test.

1.7 Definition of terms

1. **Thai hotel management and tourism students** : They are the fourth-year Thai students from Bangkok University, Dhurakit Pundit University, and Kasetsart University from the faculties related to hotel management and tourism. The students have to complete all English courses required from their curriculum and have internship programs with hospitality business which is a requirement of being graduated. The determined number of 30 students of each university is selected by the stratified random sampling technique. Therefore, there are 90 students divided equally into three language ability groups of the high, average, and low based on their English achievement in English language courses (GPA) taken from both fundamental and elective courses.

2. **Hotel Front Office Department**: The hotel sector in a large hotel where public contacts between the hotel staff and guests and face-to-face communication occur. The operational staff in this sector involves those who perform routine front office duties such as handling check-in and check-out procedures, assigning rooms, providing information about hotel facilities and policies, handling incoming and outgoing mails or messages, and handling complaints or guest requests. The positions in this sector include front office receptionists, guest relation officers,

concierges, bell staff, and front cashiers. Those operational staff who generally have no personal contact with the guests such as reservation staff and telephone operators are not included in this study.

3. **Pragmatic ability:** In this study, “pragmatic ability” is the ability of Thai students in hospitality oriented programs who are expected to produce appropriate speech acts given in the Front Office Pragmatic-Test (FOP-Test) and select linguistic forms to respond to a simulated hotel guest to the given specific situations happened in the hotel front office context appropriately and effectively. In terms of testing, pragmatic ability in this study therefore refers to scores based on the analytical scale of rating adapted from Hudson et al. (1995) which consists of four components: 1) correct speech acts; 2) expressions and vocabulary; 3) amount of information; and 4) degree of appropriateness concerning formality, directness and politeness with five level bands of the effectiveness in language use.

4. **The Front Office Pragmatic Test (FOP-Test):** The Front Office Pragmatic Test (FOP-Test) is an oral production elicitation test to assess the pragmatic ability of English of Thai students in hospitality oriented programs, focusing on problematic speech acts reflected from Thai hotel front office staff from four and five starred hotels in Bangkok, and on the politeness dimension in the context of hotel Front Office Department. The test was designed by the presentation computer program called Adobe Captivate which can facilitate the test face with audio-visual simulation. Each test item appears with a slide consisting of three captures: 1) prompted scenarios; 2) the speech of a simulated hotel guest; and 3) a slot provided for the test takers’ speech to a simulated hotel guest. The test takers listen to the audio narration of a prompted scenario and the speech of a simulated hotel guest along with the written script. They say aloud what they would respond to a simulated hotel guest related to the given specific situation and content. The test takers’ speeches are recorded, transcribed and finally rated.

5. **Pragmatic knowledge:** It is the test takers’ recognition in pragmatics reflected from a questionnaire which examines the test takers’ pragmatic background knowledge in general and observes how Thai students in hospitality oriented programs interpret the hotel guests’ utterances and select appropriate linguistic forms to respond to the given specific situations in the context of hotel Front Office Department.

1.8 Significance of the study

1. In terms of theoretical contributions, the FOP-Test can initiate the test development for English for Occupational Purposes (EOP) assessment in hotel Front Office Department. The pragmatic test method used in the test can be applied to other occupational areas. The test constructs can yield more insightful information about the EOP assessment, especially in the hotel Front Office Department.

2. In terms of practical contributions, the FOP-Test can be used to accompany other standardized tests in recruiting hotel Front Office personnel. It also can be used in in-service training to help Thai hotel personnel to be aware of aspects in pragmatics when communicating with the foreign guests. More importantly, the FOP-Test can help English teachers in the hospitality field to prepare their students to be pragmatically competent and be qualified hotel staff in language use in their future career.

Overview

Chapter one provides the background of the study. It includes the objectives of the study, research questions, hypotheses, scope, limitation, definition of terms and significance of the study.

Chapter two presents a review of related literature in eight major concerns which are: 1) definitions of pragmatics; 2) pragmatic competence; 3) theories of speech acts; 4) theories of politeness; 5) the selection of speech acts; 6) methods of testing pragmatics; 7) the studies in pragmatic competence and assessment of pragmatic ability; and 8) linguistic speech acts and politeness strategies in hotel communication.

Chapter three focuses on research methodology. The population and sample of the study are presented. The procedures employed in constructing the research instruments are also described. Finally, data collection and data analysis are included in this chapter.

Chapter four reveals the findings of the study, which are presented according to the research questions. A discussion of each research question is presented, based on the literature review and theoretical background.

Chapter five provides a summary of the research and conclusions from the findings. The implications from the study as well as recommendations for future research are also included.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature from which the underlying concepts of this study were drawn. It covers the definitions and perspectives of pragmatics and pragmatic competence, theories of speech acts and politeness, the selection of speech acts, methods of testing pragmatics, a review of studies in pragmatic competence and assessment of pragmatic ability, and linguistic speech acts and politeness strategies in hotel communication.

2.1 Definitions of pragmatics

Pragmatics has been defined differently by many researchers. The term “pragmatics” is interchangeably referred to as interlanguage pragmatics because it is one of inquiries in second language acquisition.

According to Leech (1983), pragmatics is the study of people’s comprehension and production of linguistic action in context. He classifies pragmatics into two sub-areas: sociopragmatics and pragmalinguistics. Sociopragmatics is related to relations of social behavior and the appropriateness of linguistic forms which depends on a given context or culture. It focuses on the rules of what is acceptable and appropriate language use. While pragmalinguistics is related to linguistic forms and is concerned with the linguistic strategies for expressing speaker’s intention.

Yule (1996: 3) defines pragmatics as “the study of meaning as communicated by a speaker (or a writer) and interpreted by a listener (or reader). It has been concerned with the analysis of what people mean by their utterances more than what the words or phrases in those utterances might mean by themselves”. In this sense, pragmatics is the study of the relationship between linguistic forms and their users. It essentially focuses on language in use and the users’ interpersonal meaning of their utterances.

Kasper and Rose (2001: 2) define pragmatics as “the study of communicative action in its sociocultural context. Communicative action includes not only speech

acts, but also participation in conversation, engaging in different types of discourse, and participating in speech events of varying length and complexity”.

Regarding pragmatic competence, Bachman (1990) defines it as the knowledge that learners use to perform a speech act successfully when communicating with native speakers of the target language. It is also important to note that the term “competence” in pragmatics is different from the term “actual performance”. It does not only depend on the abilities of understanding and producing speech acts and knowledge of different dialects or register, but also the ability to select appropriate linguistic forms to realize a certain speech act.

Thomas (1995) states that pragmatic competence is the ability to produce meaning in a socially appropriate manner and to interpret meaning explicitly or implicitly stated while Taguchi (2007) views that pragmatic competence has been analyzed mainly from production skills, especially production of speech acts.

As for interlanguage pragmatics (ILP), Kasper and Dahl (1991) and Kasper and Blum-Kulka, (1993) refer to this term as nonnative speakers’ comprehension and production of speech acts, and acquisition of their L2 related to speech acts. It includes rules of discourse and the focus on illocutionary and politeness dimensions of speech act performance. Kasper (1998: 184) lately defines the term “ILP” in a narrow sense as “the study of nonnative speakers’ comprehension, production, and acquisition of linguistic action in L2, or put briefly, ILP investigates how to do things with words in a second language”.

According to Roever (2006), interlanguage pragmatics (ILP) investigates second language learners’ development knowledge and ability for use of the pragmatics rules, conventions, and practices of the target language.

From the aforementioned definitions of pragmatics and interpragmatics, the term pragmatics in this study is narrowly referred to Thai students’ knowledge of pragmatic rules and knowledge of its appropriate use in English. Since the context of hotel Front Office Department is the frame of this study, pragmatics means the appropriateness to select linguistic forms to respond to the simulated hotel guests related to given situations performed in hotel Front Office Department.

2.2 Pragmatic competence

Since many studies discuss the importance of pragmatic competence as an integral and indispensable component of communicative competence, the theoretical framework of pragmatic competence in this study is based on Bachman's (1990) framework of "communicative language ability" because this framework relates directly to the studies of L2 learners' comprehension of the production of speech acts and acquisition of their L2 related speech acts.

Traditionally, communicative language ability comprises a number of specific competences, such as grammatical, textual, illocutionary, and sociolinguistic competence. According to Bachman (1990), the term "communicative competence" is defined as "communicative language ability" and he classifies communicative language ability into three aspects: (a) strategic competence; (b) psycho-physiological mechanisms; and (c) language competence. Firstly, strategic competence is the ability to relate knowledge of language to the knowledge of structures of language users and also the features of the context in which communication takes place. This competence is used to perform assessment, planning, and execution function in order to meet communicative goals effectively. Secondly, psycho-physiological mechanisms are used to control the channel and the mode through which they are implemented. Lastly, language competence is broken down into two discrete components, namely organizational competence and pragmatic competence. Bachman's (1990) organizational competence consists of grammatical competence and textual competence. Grammatical competence involves the knowledge of vocabulary, morphology, syntax, and phonology/graphology while textual competence is knowledge of cohesion and rhetorical or conversational organization to form a text. Pragmatic competence includes illocutionary competence and sociolinguistic competence. The former enables the speakers to use language to express a wide range of functions while the latter is the ability to perform appropriate language functions in a given context with the correct knowledge of sociolinguistic conventions. Illocutionary competence can be grouped into four macro-functions: (a) knowledge of ideational functions; (b) knowledge of manipulative functions; (c) knowledge of heuristic functions (use commonsense); and (d) knowledge of imaginative functions (figurative language). For sociolinguistic competence, Bachman (1990) defines it as the ability to perform language functions in ways that are appropriate to the context. Lately, Bachman and

Palmer (1996) locate knowledge of sociocultural rules within L2 “ability for use” framework as follows:

Sociolinguistic knowledge enables us to create or interpret language that is appropriate to a particular language use setting. This includes knowledge of the conventions that determine the appropriate use of dialects or varieties, registers, natural or idiomatic expressions, cultural reference and figures of speech. When we use different register ... sociolinguistic knowledge is involved.

(Bachman and Palmer, 1996: 70)

Figure 2.1 below illustrates Bachman’s (1990) components of language competence affecting language learner performance.

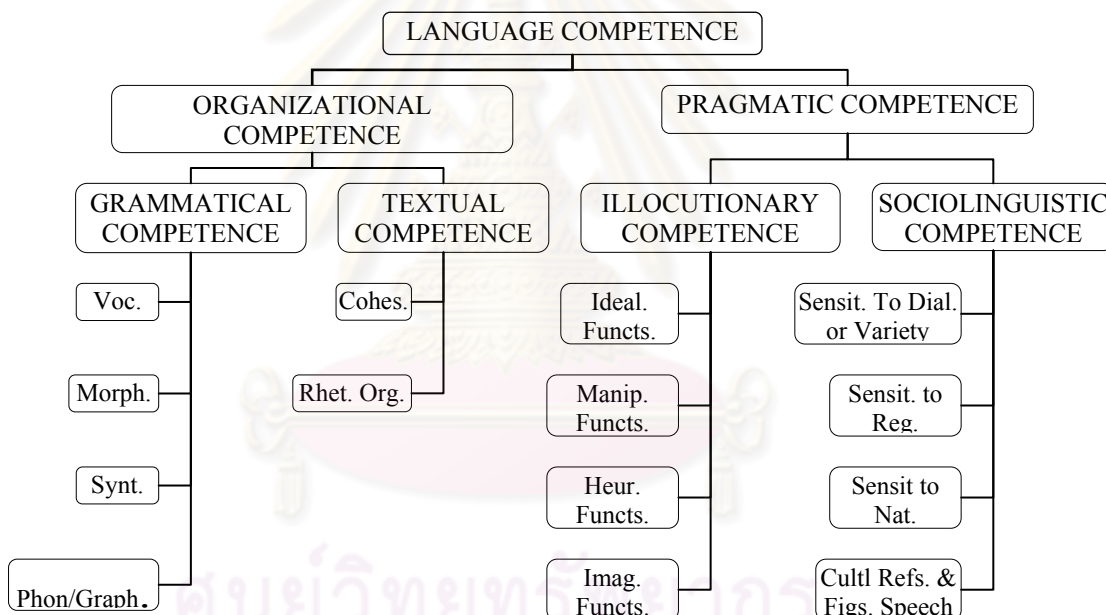


Figure 2.1 Components of language competence (Bachman, 1990: 87)

Overall, all three components of communicative language ability: strategic, psycho-physiological mechanisms and language competence are theoretical concepts of the test construct; however, Bachman’s (1990) components in language competence, particularly in pragmatic competence, have the direct implication for the test of this study. It is also important to point out that, for communicate competence, there has been a trend to focus on sociocultural factors that affect L2 rather than focusing purely on linguistic aspects (Folse & Vitanova, 2006). This

affirms the concept of speech acts (illocutionary) that the basic units of human communication are not linguistic expression, but rather the performance of certain “speech acts” (Austin, 1962).

In testing, based on Bachman’s (1990) model of language competence which is related to testing, pragmatic competence is defined as follows:

“The knowledge necessary, in addition to organizational competence, for appropriately producing or comprehending discourse. Specifically, it includes illocutionary competence, or the knowledge of how to perform speech acts, and sociolinguistic competence, or the knowledge of the sociolinguistic conventions which govern language use.”

(Bachman, 1990: 42)

In conclusion, pragmatics is the production and understanding of speech acts and their appropriateness in given situations. Thus, this study applies Bachman’s (1990) notion of pragmatic competence to assess Thai hotel students’ pragmatic ability in performing language functions occurring in the speech acts performed in hotel Front Office Department. The theories of speech acts are reviewed in the next section.

2.3 Theories of speech acts

Speech acts are the most commonly studies in the area of interlanguage pragmatic research so far (Roever, 2006). Austin (1962) and Searle (1975) have been regarded as the pioneers of speech acts. Austin (cited in Blum-Kulka, 1997: 42) provides the shift from “basic insight about the capacity of certain linguistic expression to perform communicative acts to a general theory of communicative actions”. According to Austin’s (1962) influential book named *How to Do Things with Words*, he makes an interesting point that when people talk, they not only say things, but also do things. Austin believes that each utterance contains three acts which have different specific force. According to Austin, the three kinds of acts are as follows (cited in Levinson, 1983):

1. *A locutionary act* is the act of saying something that has a literal meaning conveyed by the particular words and structures.

2. *An illocutionary act* is the speaker's intention in using the utterance to perform a particular language function such as offering, questioning, promising, etc. It is the act of saying something that has a certain force either explicitly or implicitly.

3. *A perlocutionary act* is the act that the speaker wants his/her speech to have the result or future effects on the addressee. In other words, it is an achievement of certain effects by saying something.

These three kinds of speech acts mentioned above can be illustrated by the utterance of a bartender to the customers, "*The bar will be closed in five minutes*" as follows (Batch, 2004: 466):

	Locutionary acts	To inform the customers of the bar will be closed in five minutes from the time of utterance.
<i>"The bar will be closed in five minutes."</i>	Illocutionary acts	To urge the customers to order a last drink
	Perlocutionary acts	To make the customs believe that the bar is about to close and to make them order one last drink

Regarding the three types of speech acts, the illocutionary act is regarded as the most important because the speaker normally performs implicit speech acts or an illocutionary force to achieve his purpose in mind. For example, the arrival guest speaks to the porter who shows the room "*I think this room is too stuffy*" can be performed implicitly either to complain or request for a new room.

Austin (1962: 99-100) explains that an illocutionary act is "the performance of an act *in* saying something as opposed to a performance of an act *of* saying something". This term is used to determine what kind of acts will make a successful communication. In addition, the utterance will be successful if there are certain actions from what people say. According to Austin (1962), he believes that an utterance is meaningful when the speaker performs certain actions in making such an utterance. Moreover, the utterance is meaningful if it happens in the right "circumstance" and is "appropriate" because it is necessary for either the speaker or the hearer to perform certain action either "physical" or "mental" (Austin, 1962: 8-9). Austin (1962) classifies illocutionary acts into five major categories below:

(a) Verdictives are acts that perform the action of making a judgment, e.g. *pronounce (guilty), estimate, judge, rule that*, etc.

(b) Exercitives are acts of giving a decision for or against a course of action, e.g., *appoint, dismiss, order, sentence, vote, warn*, etc.

(c) Commissivees are acts that commit the speaker to do something, e.g., *contract, give one's word, plan, agree, promise*, etc.

(d) Behabitives are expressions associated with social behaviors, e.g., *apologize, thank, congratulate, welcome*, etc.

(e) Expositives are acts of expounding of views, conducting of arguments, and clarifying, e.g., *deny, inform, assume, refer, affirm, state*, etc.

Austin's speech act theory has been expanded in Searle's (1975). Searle agrees with Austin that illocutionary act is an important part of speech act theory. Searle (1975) defines the notion of illocutionary as "the production of sentence taken under certain conditions". So, speech acts are the production of linguistic communication. According to Searle (1975), he groups illocutionary acts into the following five main types.

1. *Representatives*: an utterance that commits the speaker to the truth of the proposition expressed, e.g. stating, suggesting, complaining, arguing, informing, reporting, and claiming, for example, "*Check-out time is at noon.*" (front desk receptionist informs the hotel guest.)

2. *Directives*: an utterance to get the hearer to do something by acts like ordering, commanding, begging, requesting, instructing, advising, and recommending, for example, "*You can leave your luggage with the bell captain and collect it later.*" (front cashier recommends the check-out guest.)

3. *Commissives*: an utterance that commits the speaker to some future actions like promising, vowing, and offering, for example, "*I will check with the housekeeping and call you immediately.*" (front office manager promises to the hotel guest.)

4. *Expressives*: the expression of attitude or feelings, such as thanking, apologizing, congratulating, and condoling, for example, "*I'm so sorry to hear that.*" (front desk receptionist consoles to the hotel guest.)

5. *Declaratives*: the statement which brings about reality and has no psychological state, such as declaring peace and firing an employee.

In addition, Searle (cited in Schiffrin, 1994: 59) also proposes the notion of indirectness in speech acts and he defines it as "an utterance in which one illocutionary act (a "primary act") is performed by way of the performance of

another act (a “literal act”). This means the illocutionary force is not derived from its surface structure or the structure of sentence. For example, with the utterance in this statement structure “*This room smells very stuffy*”, this may be interpreted as a request to the porter who shows the room to the new arrival guest in order to inform the front desk receptionist to assign a new room for him or her. It also could be perceived as a complaint if it were said unsatisfactorily.

For Searle (cited in Blum-Kulka, 1997: 46), the interpretation of indirect speech act is governed by Grice’s (1975) Cooperative Principles that call upon the speaker and the hearer to cooperate in order to make interaction effective and efficient. It also depends on the context given which includes the hearer’s interpretation ability and sociocultural context as well. The Gricean principles are reviewed in the next section.

Another important contribution made by Searle (1975) is his attempt to use Austin’s felicity conditions to categorize speech acts. According to Austin (1962), two conditions are associated with a particular act; one is felicity condition and the other is infelicity condition. The former one is also called “happiness” conditions or “appropriateness” because the illocutionary act is achieved, while the latter one leads to unhappy conditions. To explain the condition of “happiness”, Austin (cited in Levinson, 1983) proposes a set of felicity conditions as:

- A. There must be a conventional procedure; the circumstance and people must be appropriate.
- B. The procedure must be executed correctly and completely.
- C. Often, the persons must have the requisite thoughts, feelings, intention, etc. and if consequent conduct is specified, then the relevant parties must do so. (Levinson, 1983).

Considering Austin’s (1962) infelicity condition, sometimes people fail to act from what they say so or have no intention to make false utterances. It happens in the occasion when “the things that can go wrong” (Austin, 1962: 39). For example, the utterance “I promise” will be “unhappy” if the speaker has no intention for keeping it. In other words, infelicities make an utterance unhappy without making it true or false. According to Austin’s (1962) view, infelicity condition is violation of utterances. The violation of felicity condition can be either ‘misfires’ or ‘abuses’. Therefore, there must be certain conditions for utterances to be successfully performed and the illocutionary force to be achieved.

Searle (1975), however, emphasizes that successful felicity conditions consist of various illocutionary forces, and illocutionary acts can be differentiated one from one another. Searle (cited in Blum-Kulka, 1997: 44) classifies felicity conditions into four conditions as follows:

1. *Propositional conditions* specify features of the semantic content of an utterance. For example, requests usually contain references to an action in the future whereas an apology refers to an act in the past.

2. *Preparatory conditions* specify the necessary contextual features needed for the speech act to be performed. Those who perform the act must have the authority to do it in the appropriate circumstance and with appropriate actions. According to Austin, this matches with the violation of ‘misfire’ if the condition is not satisfied.

3. *Sincerity conditions* will be fulfilled if those who perform have appropriate beliefs or feelings. If sincerity condition has not been met, it is called an ‘abuse’ as Austin once stated.

4. *Essential conditions* are the speakers’ intentions that the act must be carried out from their utterances. For example, in the utterance of a request, the speaker attempts to get the hearer to do what is requested. The intention to get things done must be from both the speaker and the hearer. If the speakers’ intentions are not met, the act has not really been carried out.

Austin (1962) and Searle (1975) have paved the way to research into linguistic functions instead of linguistic forms as are often observed in earlier linguistic studies. Yet, regarding the classification of speech acts, both Austin’s and Searle’s taxonomies are criticized for allowing too much overlap between different speech act categories. Besides, it seems not to be clear and there is no firm agreement on the taxonomic system of illocutionary acts. So far, speech act is still most commonly researched in the area of pragmatic competence and indirectness is considered universal across all languages as it occurs in everyday conversation.

In conclusion, speech acts theories attempt to explain how the speakers use language to meet the intended actions and how the hearers infer intended meanings from what is said. Regarding the context of hotel Front Office Department in this study, the speech acts are used to study how the hotel students understand the hotel guests’ utterances and how they use English to meet the guests’ needs in situations occur in the hotel Front Office operations.

2.4 Theories of politeness

Politeness is a dimension that usually enters into speech act performance (Ellis, 1994). In this study, the concept of politeness is mainly related to the perspectives of the conversation principle and face-saving.

2.4.1 Conversation principle

The conversation principle is grounded principally on Gricean Cooperative Principles (Grice, 1975). According to Grice (cited in Blum-Kulka, 1997), all communication is based on the assumption of conversation principle which is claimed as a universal principle. Grice points out the differences between what linguistic expressions mean and what speakers mean in using them (Batch, 2004). Grice (1975) stresses that the intention of communication between the interlocutors does not necessarily state explicitly. Grice (cited in Sadock, 2004) calls things that are communicated beyond what is said as implicatures and those implicatures depend upon the hearer's assumption. It is then called conversational implicatures which mean the speaker intentionally implies something from what he actually says and the hearer can infer the speaker's intention by using contextual information or his world knowledge to decode a message adequately. Grice's (1975) Cooperative Principles contain four maxims as follows:

1. Maxim of Quantity
 - 1.1 Make your contributions as informative as is required;
 - 1.2 Do not make your contribution more informative than is required.
2. Maxim of Quality
 - 2.1 Do not say what you believe to be false;
 - 2.2 Do not say that for which you lack adequate evidence.
3. Maxim of Manner
 - 3.1 Avoid obscurity;
 - 3.2 Avoid ambiguity;
 - 3.3 Be brief;
 - 3.4 Be orderly.
4. Maxim of Relation: Make your contribution relevant

(Grice, 1975: 45-6)

Thus, to sustain conversation, the hearer expects whatever the speaker says to be truthful, informative, appropriate, clear and relevant.

According to Grice's (1975) maxims, the violation of conversational

maxim will be perceived as signaling the speaker's intentions to say something that seems to have hidden meaning. This view is regarded as politeness which is discussed in the following section. The violation of conversational maxim can be illustrated in the situation given below when a front desk receptionist responds to the arrival guest who does the registration:

Front desk receptionist : *What time will you be checking- out, sir?*
Arrival guest : *My departure flight will be at 8.00 pm.*
Front desk receptionist : *Well, we're quite fully booked at this time. Half day price will be charged if you want to keep the room after the check-out time, sir.*

From the example illustrated above, the arrival guest indirectly signals for the approval of late check-out while the front desk receptionist informs the condition of half day charge without the guest's enquiry.

Lakoff (1973) proposes a "politeness rule", which implements the Gricean's "clarity rule". According to Lakoff's view, if communication is the major aim, the speaker will make the message clear in order to avoid any possible misunderstanding. On the other hand, if the main purpose is to make the hearer feel good, politeness should be implied. Lakoff (1973) proposes three rules of politeness from the speaker's point of view as follows:

- (1) Don't impose (used when formal/impersonal politeness is required);
- (2) Give options (used when informal politeness is required);
- (3) Make the others feel good (used when intimate politeness is required).

Leech (1983: 108) views that indirectness and politeness are associated and the indirect illocutions "increase the degree of optionality" and "the more indirect an illocution is, the more diminished and tentative its force tends to be". Leech (1983) also builds his politeness model on Gricean Cooperative Principle but equates politeness along the scale of cost vs. benefit, praise vs. dispraise, agreement vs. disagreement, and sympathy vs. antipathy. For example, in classifying imperatives according to the cost-benefit scale, Leech claims that an imperative is more polite when it brings benefits to the hearer and less polite when it is uttered at cost to the hearer. Thus, for example, "*Bring me the manager*" sounds impolite (at

cost to the hearer), while “*Have a welcome drink in the lobby*” does not (at benefit to the hearer). Leech (1983) provides six Interpersonal Maxims as follows:

- (1) Tact Maxim: Minimize hearer cost; Maximize hearer benefit
- (2) Generosity Maxim: Minimize your own benefit; Maximize your hearer’s benefit
- (3) Approbation Maxim; Minimize hearer dispraise; Maximize hearer praise
- (4) Modesty Maxim: Minimize self- praise; Maximize self-dispraise
- (5) Agreement Maxim: Minimize disagreement between self and others; Maximize agreement between self and others.
- (6) Sympathy Maxim: (a) Minimize antipathy between self and others; (b) Maximize sympathy between self and others

Among the six maxims mentioned, tact maxim seems to be the most related and essential in hospitality services since it directly involves in the hotel staff-guest interaction. According to Leech (1977: 24), tact is a strategy to avoid the confrontation. He proposes three criteria of the amount of tact more required in a given situation when: (1) the more power the hearer holds over the speakers; (2) the more socially distance the hearer is from the speaker; and (3) the more costly X is to the hearer. Lakoff (1973) also agrees that tact is a tool used in order to reduce friction in personal interaction. Thus, it can be seen that tact maxim is needed to be applied in the hotel staff-guest communication. Besides, it is perceived as politeness in business interaction because it could maximize the benefit and minimize the cost to the hearer. Tact is also associated to face-saving which is reviewed in the next section.

2.4.2 Face-saving

The fundamental view of face-saving has been derived from Goffman’s (1967) notion of face. Face becomes a public image that comes from judgments from society. According to Goffman (1967: 15-20), face is a “public property” and the public image in which people engage in is called “face-work”. In other words, face becomes a public image from judgments of the society. With regard to face saving, House and Kasper (1987) point out that it is a defense act to save one’s own face and protective orientation to save the other’s face. They also call this phenomenon as tact.

Brown and Levinson's (1987) notion of "face" is based on Goffman's (1967) definition of face. They expand the definition of "face" as "the public self-image and "face is something that is emotionally invested, and that can be lost, maintained, or enhanced and must be constantly attended to in an interaction" (Brown and Levinson, 1987:61). For Thais, Richards and Sukwiwat (1983) suggest that the concept of face in Thai is referred to by the term "*krengjai*" which means taking the other person's face needs and feelings into account so that no threat should be involved either to the speaker or to the hearer.

Brown and Levinson (1987) also emphasize that face is characterized as an individual's wants rather than a social norm. They state that every individual has two kinds of face: positive and negative face. Positive face is the individual's desire that his wants be accepted and appreciated in. It is the wish to create a positive self-image in relation to other members of society. Negative face can be defined as the individual's desire to have freedom to act without being impeded or invaded by others. Therefore, these two types of face are needed to be continually attended to when communicating so that politeness can be achieved (Brown & Levinson, 1987).

Despite the fact, it is sometimes necessary for the speakers to perform acts that threaten their addressees' face. These acts are referred to as "face threatening acts" ('FTAs' for short). Brown and Levinson (1987) state that a certain type of speech act inherently threatens either the speaker's face or the hearer's or both the speaker's and the hearer's face. Brown and Levinson (1987: 66-68) propose the following four-way analysis as follows:

- (i) Acts threatening the hearer's negative face: e.g., requesting, ordering, advising, threatening, warning;
- (ii) Acts threatening the hearer's positive face: e.g., complaining, criticizing, disagreeing, raising taboo topics;
- (iii) Acts threatening the speaker's negative face: e.g., accepting and offering, accepting thanks, promising unwillingly;
- (iv) Acts threatening the speaker's positive face: e.g., apologizing, accepting compliments, confessing.

Brown and Levinson (1987) state that the speaker can soften or intensify the face-threatening acts according to his evaluation of the situation on the hearer. The speaker can select a choice either positive or negative politeness

strategies when a particular speech is performed. According to Brown and Levinson (1987), the degree of threat posed by an FTA depends on the three social context variables: (D) the social distance, the degree of familiarity and the relationship between the speaker and the hearer; (P) the relative power, the status of the speaker with respect to the hearer; and (R) the rank of imposition, the speaker difficulty when asking the hearer to do something. These three variables are considered to be the three independent and culturally sensitive variables that play important roles in speech and behavior. Thus, if the speaker chooses to perform an FTA, he or she can estimate the seriousness or calculate the risk of face loss by the formula that assesses the weightiness of an FTA. The weightiness of an FTA is calculated in the following equation:

$$W_x = D(S,H) + P(H,S) + R_x \quad (\text{Brown \& Levinson, 1987: 76})$$

From the formula, $D(S,H)$ represents the social distance between interlocutors; $P(H,S)$ is a measure of the power that the hearer has over the speaker; and R_x is the degree to which an FTA is rated an imposition in that culture. Apparently, whenever the speaker intends to do an FTA, she or he must determine the seriousness of an FTA based on three factors in order to decide which strategy should apply to.

On the basis of Brown and Levinson's "weightiness" calculation, the speakers have several strategies to protect their faces or commit FTAs in different ways. Brown and Levinson (1987) propose a taxonomy of possible strategies for performing FTAs which are given in Figure 2.2 below (the higher the number of the strategy, the more polite it is) (Brown & Levinson, 1987: 69).

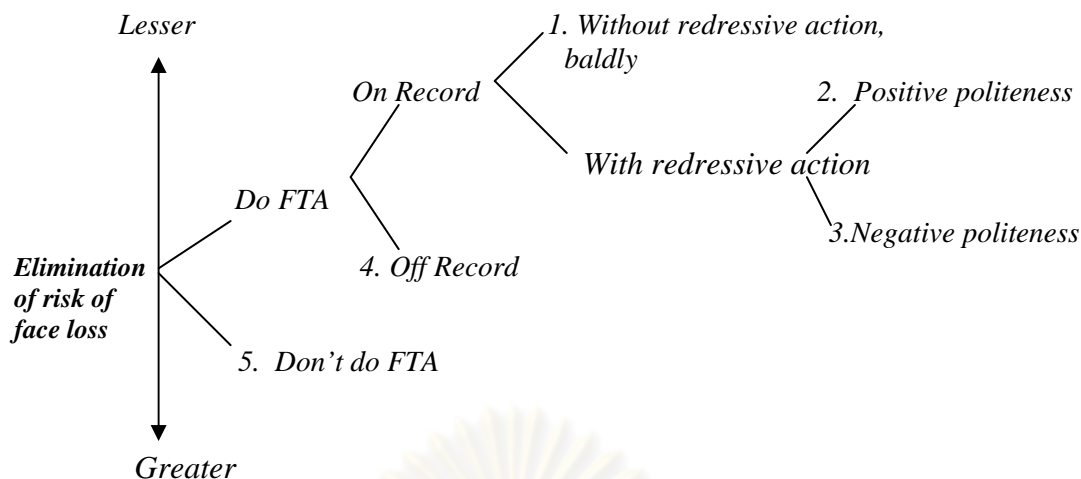


Figure 2.2: Possible strategies for performing FTAs

From Figure 2.2, in performing a particular speech act, the speaker has a choice to decide whether to do the acts that threaten his addressee's face by choosing "on record" or "off record" strategy. On record means that the speaker's intention is clear and unambiguous and can be so interpreted by the hearer, i.e. perform a direct speech act. It is act which makes the intention of the speaker understand. When the speaker chooses the FTA "on record" or direct strategy, he can either commit it without a redressive action (baldly) in a blunt and straightforward manner by adopting either one or two kinds of the redressive action namely positive politeness and negative politeness. However, if the speaker wants to minimize the threat, it is also possible to commit an FTA "off record", threats which are ambiguous or where the speaker's intention is unclear i.e. choose to use more indirect strategies such as a metaphor, an irony, rhetorical questions, an understatement, tautologies, and all kinds of hints.

Despite the fact mentioned above, there is no clear-cut politeness rules; however, to date, Brown and Levinson's (1987) politeness theory is considered one of the most influential and comprehensive politeness models. Therefore, this study is based on Brown and Levinson's (1987) theory in terms of appropriateness as it considerably explains the use of English for nonnative speakers and it is the most useful for second and foreign language pedagogy.

2.4.3 Politeness strategies in the hotel encounters

Brown and Levinson's (1987) theory of politeness has been used to

describe pragmatic features in business documents and communication widely. However, the issue whether Brown and Levinson's politeness theory and politeness strategies should be claimed universal is not a major concern in this study since Brown and Levinson's rules of politeness are generally implied in cross-cultural business communication. Especially in the hotel encounters, both hotel staff and guests expect roles and acts within the rules of commercial game, though those front-line hotel staff need to concentrate on attending the guests' needs which is related to Brown and Levin's notion of "face" (Blue & Harun, 2003: 80). Brown and Levinson (1987) conclude politeness strategies which are presented in Table 2.1.

Table 2.1: A summary of politeness strategies

Positive politeness strategies	Negative politeness strategies
1. Notice, attend to hearer's interests, wants, etc.	1. Be conventionally indirect
2. Use in-group markers	2. Question, hedge
3. Be optimistic	3. Be pessimistic
4. Seek agreement	4. Minimize the imposition
5. Indicate common ground	5. Give deference
6. Offer, promise	6. Apologize

Since face is known as the basic wants or needs that every society member wants to satisfy, so do the hotel guests. According to the aspect of politeness in the context of hotel Front Office staff and guest interaction, not only positive politeness is used in hotel context, negative politeness is also frequently used as well (See Table 2.1).

This study focuses on linguistic politeness that Thai students related to hospitality oriented programs express verbally through their use of language in the situations related to hotel Front Office Department. Linguistic form of speech acts and politeness strategies in the hotel-guest communication can be concluded as follows:

First, the use of modal verbs (e.g. "could", "would") come with sociolinguistic rules of language that are important for service industry. Modals can be used to make speech more indirect, which are often viewed as more polite. In business or commercial like interaction, the interaction or relationship between the hotel staff and guests is impersonal (Blue & Harun, 2003). It can also be perceived as the status-unequal encounters. So, the less direct and therefore less

confrontational tone is important in the hotel-guest communication. Notice how these utterances made by the receptionist to the hotel guest gradually increase in indirectness and politeness:

Sign your name.

Can you sign your name?

Could you sign your name?

Would you sign your name? (Folse & Vitanova, 2006: 52-53).

This example can explain in terms of the weightiness of politeness that the speaker calculates the weight of his speech acts from his social variables. Apparently, modals contribute to politeness. However, modal verbs do not add much change to the degree of politeness in the interrogative mood as it is already in a question form, but it differs in the declarative mood. Moreover, the degree of politeness in the modal of past tense does not affect much the degree of politeness.

The second feature is the address forms and politeness markers.

Addressing people by title, first name, last name, nickname, or some combination of these also depend on the variables of the social distance (D), the relative power (P), and the rank of imposition (R). For example, “*Mr. Higgins*” indicates inequality and unfamiliarity while addressing the first name indicates equality and familiarity (Wardllough, 1990). Since the relationship between the hotel staff and guests is determined involves the transactional status (e.g. a doctor – patient relationship), the social condition affects the language use. Besides, the hotel staff are required to treat the guests as superior or show them the respect, so negative politeness strategies are also used. For so doing, the hotel staff spontaneously address the guests by using “*Sir*” or “*Madam*” and addressing the title and last name, “*Mr. Lewis*” and “*Miss White*”. In addition, “*please*” is used in order to mark for indirect force like “*Hold the line, please*” or “*Can you just check through the details, please?*”. Hence, when the hotel staff decide on a choice of politeness strategies, they have to consider how socially close or distant they are from the guest. Therefore, social condition affects the language use in the hotel staff- guest communication.

Third, the realization of speech act strategies affects the degree of politeness as well. For example, in making a request, mood contributes the greatest to the politeness hierarchy, in the order: interrogative – most polite (e.g., “*Could you ...?*”); declarative – next most polite (e.g., “*I’d like ...*”); imperative – least polite (e.g. “*Give me...*”). Using a request as a question gives the hearer a greater

negative “face” or negative politeness, than does either the declarative or the imperative mood (Carrell and Konneker, 1981: 27-8). Clearly, the mood of distinction contributes the greatest to politeness distinctions.

The last feature is the use of formulaic expressions. It was found that the language use taken from the dialogues in the textbooks is different from that in Blue and Harun’s (2003) job site observation. Obviously, the dialogues taken from the textbooks are formal, patterned and overly explicit. Many sentences use conventional means, for example, “*I will put you through to ...*”, “*Would you like ...?*”, “*Would you like X or Y?*”, “*Do you have a preference for ...?*” and “*May I take your home address, please?*” The utterances are formal even there are some of ellipses like “*And the name, sir, is ...*” and “*And your address?*” in the hotel encounters.

2.5 The selection of speech acts

The selection of speech acts from previous studies is varied. In order to utilize the speech acts, a number of studies to date have generally selected the speech acts of requests, refusals, and apologies to be investigated. In terms of testing, the process of determining which variables to include in the test of speech acts is considered in the selection of power (P), social distance (D), and degree of imposition (R) as the sociopragmatic variables. These variables are selected because, within the research of pragmatics, they are identified as the three independent and culturally sensitive variables (Hudson, 2001). Hudson et al. (1995) describe the definitions and descriptions of the variables used in the development of the assessment instruments in pragmatic performance as follows:

Relative power (P): It shows the power of the speaker with respect to the hearer. In effect, it is the degree to which the speaker can impose his or her will on the hearer because of a higher rank within an organization, professional status, or as the result of the hearer’s need to have a particular duty or job performed. This power relates to the relative rank, title, or social position between the speaker and the hearer.

Social distance (D): This represents the distance between the speaker and the hearer. In effect, it is some affiliation and solidarity of the degree which they share through in-group or out-group membership.

Absolute ranking of imposition (R): This is the potential imposition of carrying out the speech act, in terms of the expenditure of goods and/or services by the hearer, or the obligation of the speaker to perform the act. The rank of imposition depends on the extent to which the expenditure of goods, service, or energy is involved or how severe the offence would be made in a certain kind of a speech act such as a request, a refusal, or an apology.

Besides, since politeness and speech acts are in the field of pragmatics, these two aspects have been investigated mutually due to the construct of appropriateness. In terms of politeness aspect, requests and apologies also have been studied most because these two acts constitute face-threatening acts and call for a redressive action. Requests affect the face of the hearer while apologies counteract the speaker's face wants (Kasper & Blum-Kulka, 1993). Apparently, the notion of politeness plays important roles in considering what speech acts will be examined. Thus, if one wants to study the aspect of acts threatening to face, both positive and negative face, he might consider Brown and Levinson's (1987) four types of threatening acts as mentioned earlier.

Regarding the speech acts assessed in hotel Front Office Department in this study, it is clear that speech acts performed in the hospitality business are varied. However, kinds of speech acts generally depend on job descriptions in each department. The front-line staff such as the receptionists, guest relation officers, or concierges need to employ more politeness strategies because they have the highest frequency of interaction with the guests. Thus, the selection of speech acts included in this study is based on the hotel Front Office staff's perception in kinds of speech acts that they perceive to be problematic for them. The speech acts assessed in this study are presented in Chapter 3.

2.6 Methods of testing pragmatics

There are different kinds of methods that have been used to elicit particular speech acts. Hudson et al. (1995) originally design prototypic measures for testing cross-cultural pragmatics. They develop six measure instruments to assess Japanese learners' pragmatic competence in English. The instruments consist of written and oral production questionnaires, role-plays, two types of self-assessment and multiple-choice production. The assessments are limited to study the speech acts of requests, apologies, and refusals. The six measure instruments assess the appropriateness of

learners' performance on speech acts under high and low settings of the parameters' relative power, social distance, and degree of imposition. So far, researchers have used at least six types of Hudson et al.'s (1995) work for interlanguage pragmatics assessment because the reliability and validity of the instruments have been evaluated and developed. The characteristics of each instrument are described as follows:

2.6.1 A written discourse completion test

A written discourse completion test (WDCT or DCT) has been used in many cross-cultural and interlanguage pragmatics studies (Kasper & Dahl, 1991; Johnston et al., 1998). Blum-Kulka (1982) first developed the WDCT to investigate the L2 learners' knowledge required for achieving specific communicative functions by comparing the speech act realization patterns of native speakers and L2 learners. It is a written questionnaire consisting of a number of brief situational descriptions. The test takers are required to read the written description of each situation where a certain kind of speech act is expected. Also, settings, participation roles, and degree of imposition are given. The test takers are asked to provide a response that they think is appropriate in that situation. The basic objective of the WDTC is to elicit a speech behavior that is appropriate to the context of a situation. Originally, the test consisting of dialogs requires the insertion of one utterance in a blank. An example is given below.

At the restaurant

Dan: What would you like to eat?

Ruth: I don't know, let's have a look at the menu?

Dan: (to the waiter): Waiter _____?

The WDCT can include a rejoinder, an utterance from the imaginary interlocutor that follows the gap in which the test takers give their responses, as in the following example from Johnson et al. (1998: 175):

Your term paper is due, but you haven't finished yet. You want to ask your professor for an extension.

You: _____

Professor: I'm sorry, but I never allow extension.

The objective of rejoinder is to elicit the expected response at least one supportive move (Johnson et al., 1998). It limits the length of the test takers' responses and see whether the test takers give sufficient responses or not.

Since the WDTC is the most common type of research instrument

in the first and second language pragmatic research (Kasper, 2000) and it has been used in many cross-cultural and interlanguage pragmatics studies (Kasper & Dahl, 1991), researchers state its advantages in many ways. Cohen and Olshtain (1994) point out that the WDCT allows the researcher to control certain variables, i.e. age and gender of respondents and features of the situation. It can be administered to a large group of respondents and is easy to statistically compare responses of native and non-native speakers (Blum-Kulka et al., 1989). Kasper & Roever (2005) affirm that the WDCT does elicit knowledge about possible speech act realizations and it is an appropriate instrument for testing pragmalinguistic knowledge. Besides, the WDCT can serve directly as a testing tool for establishing learners' levels of pragmatic competence if it is administered to learners of various levels of linguistic proficiency (Olshtain and Blum-Kulka, 1987).

However, there are some negative aspects of the WDCT that need to be considered. It has been regarded as a limited tool in assessing authenticity of the situations they represent (Billmyer & Varghese, 2000; Kasper & Dahl, 1991). Holmes (1991) points out that the WDCT method does not correspond to natural data and does not allow the test takers to use language spontaneously as it is found in spoken speech. Also, it is an offline task in which the test takers have time for introspection. Most importantly, it lacks negotiation and sequential moves. Galato (2003: 92) suggests that the WDCT is a valid instrument for a symbolic action, not a pragmatic action. He claims that the WDCT is suitable for the study of “what people *think they would say*” than to study “what people *actually do say*” in a given speech setting. Aston (1995) points out that the WDCT does not cope with social and psychological constraints of real-life interactions.

2.6.2 A multiple-choice discourse completion task

A multiple-choice discourse completion task (MDCT) is the selected response test that requires the test takers to read a written description of a situation and select what would be best to say in that situation. The correct response and distractors follow in a random order. The following is an example of a multiple-choice item for pragmatic production (Davies et al., 1999):

You are a student. You forget to do the assignment for your Human Resources course. When your teacher whom you have known for some years asks for your assignment, you apologize to your teacher.

- A. *I'm sorry, but I forgot the deadline for the assignment. Can I bring it to you at the end of the day?*
- B. *Pardon me, sir, I forgot about that. Shall I do the assignment at once? So sorry! It's my fault!*
- C. *I've completed my assignment but forgot to bring it with me. I'll hand it in tomorrow.*

Multiple choice questions have their advantages. First, a large number of items can be included in a language test. Second, no special expertise is required to score them because there is only a possible correct answer for each item and the answers can be scored by machine. Third, scores derived from them may easily be analyzed (e.g. item analysis) giving a clear idea of the difficulty and reliability of each item, as well as the test as a whole. Analysis can also identify successful and unsuccessful distractors. Fourth, to score objectively, multiple choice questions need a careful process of reviewing, pre-testing, trialing, analysis and revision. This would make the test more reliable than the other forms of testing (Brown & Hudson, 1998; Davies et al., 1999; Hopkins & Antes, 1985).

However, multiple choice questions are frequently criticized for lacking validity, partly because they seem to be able only to assess test takers' ability to recognize correct forms, but not to produce language (Roever, 2004). Another criticism is that the development of the MDCT test options is very time-consuming. Besides, the high problematic feature of the MDCT is it is nearly impossible to create distractors that are clearly incorrect (Brown, 2001). Options of the MDCTs are not always right or wrong, but rather need to be considered in terms of appropriateness. Thus, high-quality response options for the MDCT is time consuming and strenuous particularly writing distractors for politeness (Liu, 2006). Roever (2004: 194) says that "politeness is not black-and-white. Many shadings exist along a continuum between polite and impolite responses". Moreover, writing high-quality distractors for all situations in a test of pragmatics is extremely laborious, just as Hudson et al. (1995: 54) comment:

The answers and distractors were edited numerous times. For many items, the distractors had to be modified due to their not being clearly incorrect from a pragmatic perspective.

Roever (2004) suggests that multiple choice questions could work well for testing implicature and routines, not for assessing speech act performance which requires sociopragmatic knowledge, especially in politeness.

2.6.3 A discourse self-assessment task

A discourse self-assessment task (DSAT) is an instrument that provides a written description of a situation and asks the test takers to rate their own ability to perform the pragmatics necessary in that situation. Self-assessment (also known as self-evaluation, self-rating, self-testing, and self-appraisal) gives the learner continuous feedback on what he or she has learned and enables the learner to assess his or her total achievement.

Hudson et al. (1995) developed two types of self-assessment. The first one was an instrument for the examinees to evaluate the extent to which they could succeed in one of the DSAT situations. The participants were asked to give an overall rating of their intended performance on a five-point scale after reading each situation. The second type of self-assessment was the participants' assessment of their performance on the structured interview in which the participants were asked to rate their actual pragmatic performance, also using a five-point scale. The following is an example of the self-assessment from Hudson et al. (1995: 190):

***Situation:** You are a salesperson in a gift shop. You need to get something out of a display case now. However, you are unable to get into the case because a customer is standing in the way and blocking your path.*

***Rating:** I think what I would say in this situation would be*

<i>very</i>	<i>1 – 2 – 3 – 4 – 5</i>	<i>completely</i>
<i>unsatisfactory</i>		<i>appropriate</i>

2.6.4 A discourse role-play task

A discourse role-play task (DRPT) is an instrument that provides a description of a situation requiring the performance of a speech act and asks the test takers to take a particular role with another person in that situation. Role-plays are simulations of communicative encounters based on role descriptions (Kasper & Rose, 2002). The DRPT has been widely used in research on interlanguage pragmatics. This is because it is an online production task and has features similar to an actual conversation such as turn-taking, sequencing, and hesitation phenomena.

Despite the advantages of role-plays, many researchers point out

their drawbacks. First, Kasper (2000) states that a role-play is predominantly motivated by the researcher's goals rather than those of the interlocutors. Second, the context of the interactions within role-plays is often imagined, and thus not real. The interactions in role-plays and in authentic discourse are not the same (Yuan, 2001). Olshtain and Blum-Kulka (1987) call a role-play as a semiethnographic technique which requires participants to take on roles that are not always their own. This agrees with Roever (2006) who concludes that role-plays cannot be regarded as authentic communication in the real-world, but rather a simulated communication. There is no guarantee that role-plays provide valid representations of pragmatic practices in an authentic context (Kasper & Rose, 2002). Third, Galato (2003) states that role-plays cannot observe sociolinguistic variables which naturally occur in everyday conversation. Lastly, role-plays are time consuming for data transcription analysis. It would be worth if a role-play is carried out with a small number of examiners and is combined with video-taping (Olshtain and Blum-Kulka, 1987).

2.6.5 An oral discourse completion task

An oral discourse completion task (ODCT) is a pragmatic instrument that requires the test takers to listen to a description of a situation (usually on a tape recorder) and to say aloud what they would say in that situation (typically into another tape recorder). According to Kasper and Dahl (1991), the oral DCT is a form of closed role-plays which is very close to authentic discourse more than the written DCT does. Yuan (2001) points out that the oral DCT has certain advantages over the written DCT in terms of eliciting conversational features. However, Beebe and Cummings (1996) state that a drawback of the oral DCT is that the respondents have no opportunity to negotiate or interact with the interlocutor.

2.6.6 A role-play self-assessment

A role-play self-assessment (RPSA) is a pragmatic instrument that combines the discourse role-play task (DRPT) with the discourse self-assessment task (DSAT) by requiring the test takers to rate their own pragmatic performance in a previously performed role-play that is recorded on a video recorder.

Brown (2001: 320) concludes practical considerations of the six types of pragmatic tests which are given in Table 2.2 below:

Table 2.2: Practical considerations for the six types of pragmatic tests

Test types	Practical advantages	Practical disadvantages
WDCT	Easy to administer because of paper-and- pencil	Written receptive and productive language only; does not encourage oral production or self-reflection; difficult to score because it requires recruiting, training, scheduling, and paying raters
MDCT	Easy to administer because of paper-and-pencil; easy to score	Written receptive language only; does not encourage oral production or self-reflection
DSAT	Encourages self-reflection; easy to administer because of relatively quick and paper-and pencil; easy to score	Not suitable for high-stakes decisions
DRPT	Encourages oral production; relatively quick to administer	Difficult to administer because it must be administered individually using video equipment and an interlocutor; difficult to score because it requires recruiting, training, scheduling, and paying raters
ODCT	Encourages oral production; relatively quick to administer	Relatively difficult to administer because it requires two audiocassette recorders; difficult to score because it requires recruiting, training, scheduling, and paying raters
RPSA	Encourages self-reflection; easy to score	Relatively difficult to administer because it must be administered individually using video equipment; not suitable for high-stakes decisions

Brown (2001) shows that all instruments except the multiple-choice DCT had satisfactory reliability but varied widely in their practicality. This agrees with Yamashita (1996) who adopted Hudson et al.'s (1995) test for Japanese as a second language. He found that all sections had high reliabilities except the multiple-choice, whose reliability differed between test forms and was overall low. Hinkel (1997) points out that all instruments have more or less valuable and each

instrument has its advantages and disadvantages from the researcher's point of view. Any kind of test depends on whether it allows researchers to collect data that provide insights into speech act realizations and the norms of appropriateness accepted in various speech communities. Olshtain and Blum-Kulka (1987) suggest that researchers should use more than one tool in order to get a more complete picture of speech act behaviors. Even ethnographic means can be best for collecting the most authentic data; however, it is hard for large scale testing. Therefore, one should also consider the practical aspect of the research tool.

In sum, each test method has its own strengths and weaknesses. The adoption of a test method lies in the purpose of testing along with the desired levels of reliability and validity. The test method used in this study is typically an oral discourse completion test (ODCT); however, it has been designed by using the computer which can facilitate the test face with audio-visual simulation. Details of the test are presented in Chapter 3.

2.7 The studies in pragmatic competence and assessment of pragmatic ability

Most studies on pragmatic competence are based on three kinds: longitudinal, cross-sectional, and single-moment. Cross-sectional studies are commonly found in the studies of pragmatics. Most studies focus on illocutionary competence or the comprehension of indirect speech acts of EFL (NNS) students from various cultural backgrounds (Holtgraves, 2007). A number of cross-sectional studies have been conducted to investigate in what ways learners perform illocutionary acts in the NNSs differently from NSs of the target language. Kasper and Rose (1999) conclude the topics investigated in pragmatic studies as follows:

1. The perception and comprehension of illocutionary force and politeness;
2. The production of linguistic action;
3. The impact of context variables on choices of conventions of means (semantic formulae or realization strategies) and form (linguistic material used to implement strategic options);
4. Discourse sequencing and conversational management;
5. Pragmatic success and failure;
6. The joint negotiation of illocutionary, referential, and relational goals in interpersonal encounters and institutional settings.

Cohen (1995: 27) points out that the evaluation of the production of speech acts behavior of nonnative speakers is problematic because of the four questions he raises as follows:

1. To what extent have learners acquired the sociocultural and sociolinguistic abilities needed to realize the particular speech acts?
2. To what extent is the learner's speech act behavior similar to or different from a native speaker's behavior under the same circumstances?
3. What compensation strategies do learners use when their language is inadequate?
4. What are the learners' selection route and decision making process with respect to strategy preference, modification preference, content limitation, and illocutionary intent?

In terms of assessing pragmatic ability, test constructs are a priority to concern. According to Davies et al. (1999: 31), a test construct is defined as "an ability or a set of abilities that will be reflected in test performance, and about which inference can be made on the basis of test scores". Brown (2004: 3) simply states that "test is a method of measuring a person's ability, knowledge, or performance in a given domain". So, test constructs in assessing pragmatic ability are the constructs that can measure pragmatic ability in dimensions and contexts based on the researchers' objectives.

There are not many tests to assess the learners' pragmatic ability, though pragmatic knowledge is an indispensable part of language proficiency as defined by Bachman (1990). Few studies have been dedicated to show an important role of pragmatics in communicative teaching and testing. One of the reasons why such measures have not been much produced is that developing a measure of pragmatic ability in an EFL context is not an easy task (Roever, 2006; Liu, 2006). In addition, because tests of pragmatics try to assess language use in context, the researchers have faced the challenge of establishing a real-world context. Besides, it is still not completely clear which elements of the context are important to ensure that pragmatic tasks engage respondents' relevant knowledge and skills. Also, establishing a context that resembles the real world is often not feasible even in the most sophisticated role-plays. So, tests of pragmatics have often focused on testing knowledge rather than the ability to use the language and most tests focus on sociopragmatic knowledge at the level of speech acts (Rover, 2006). Because there

are not many studies related to pragmatic ability in the field of testing, researchers have given more effort in developing different methods in measuring such ability systematically.

Owing to the lack of pragmatic ability studies in the field of hotel services, the studies based largely on the concept of pragmatic ability in different learning contexts (EFL and ESL) are reviewed in the following section.

Carrell and Konneker (1981) compared the learners' politeness strategies in a speech act of requests between native English speakers and the ESL learners. The study was based on the basic scale of imperative/declarative/interrogative mood to investigate the degree of politeness in making requests. They also added models and the tense distinctions to examine the degree of politeness. The subjects of the study were two groups of the ESL learners and native speakers of American English. The ESL group was a heterogeneous group whose overall ESL proficiency was at intermediate and advanced levels. The construct was comprehension of politeness and realization strategies. The learners had to determine which of several possible strategies was the most polite in the given situations. The findings revealed that there was a high correlation between the native and ESL judgment of politeness in the request strategies. Their findings gave the attribution to the effect of learning environments. However, the ESL learners made a more politeness distinction than native English speakers did. Some questions were made that the ESL learners probably did a kind of "over-sensitivity" to syntactic/semantic form distinctions" (Carrell & Konneker, 1981: 27).

The most well-known research on speech acts is the Cross Cultural Speech Acts Realization Project (CCSARP) (Blum-Kulka & Olshtain, 1984). The study was carried out by a group of international researchers as the first major group who attempted to study speech acts across a range of languages and cultures to investigate whether there are universal principles in speech act realization and what the patterns may be. This project investigated speech act realization patterns cross-culturally from both native and non-native speakers of several languages by using a discourse completion test (DCT). The construct of this study was the strategies used in requests and apologies which were associated to Bachman's (1990) components of pragmatic competence in the aspects of understanding the illocutionary force and the choices of speech acts realization and linguistic forms. The findings showed that conventional indirectness was preferred in requesting in all languages examined.

Regarding the study of apologies, it was found that expressing an overt apology by employing illocutionary force in the speech acts and assuming responsibility for the offense were applied in nonnative speakers. The CCSARP has also produced useful instruments for data collection and a coding scheme that has been widely used in other speech act studies.

Bouton (1988) investigated the ESL learners' interpretation of conversational implicatures. The construct of this study was the ability to recognize illocutionary force, which is the ability to recognize a mismatch between the literal utterance and the intention of utterance and to comprehend the intention of the utterance. Two groups of subjects were American NSs and NNSs from different cultures. The instrument of the study was a multiple-choice test that comprised a brief description of a scenario followed by a short dialog containing the inferred message and four possible interpretations of the utterance in question. Bouton's findings revealed that the ESL learners' performance in interpreting the implicatures was significantly poorer. The findings suggested that cultural background is a reliable predictor of nonnative speakers' (NNS) ability to interpret implicatures the way native speakers (NSs) do. Not only did NNSs differ from the NSs, but they also differed significantly among themselves. This finding also showed that individuals with different backgrounds drew different implicatures from the same utterance. Bouton's (1988) study reported that there was a significant difference in the way NSs and NNSs interpreted the implicatures found in the contextualized dialogues in the test. Even though the findings suggested that cultural backgrounds played an important role in predicting the implication, this test did not resolve the question of whether one's cultural background is an important influence on the nature of the implicatures that he or she draws. Thus, it may be concluded that the insufficient in interpreting the implicatures in cross-cultural interactions has potentially obstructed successful communication.

Bardovi-Harlig and Dornyei (1998) examined L2 learners' detection of pragmatic and grammatical errors in different EFL and ESL learning contexts. The objective of the study was to investigate the learners' abilities in distinguishing appropriate-inappropriate and correct-incorrect utterances. The construct of the study was the language learners' ability in distinguishing appropriateness and correctness of utterances. Based on Bachman's (1996) framework of language competence, the awareness of correctness was investigated under grammatical

competence while the dimension of appropriateness reflected sociolinguistic competence. The method of data collection was videotaped scenarios. The finding showed that the ESL learners recognized a considerably higher number of pragmatic errors than grammatical errors. Conversely, the EFL groups rated grammatical errors significantly higher than the ESL learners did. In addition, the low-proficiency students gave lower ratings to both grammatical and pragmatic errors in comparison with the high-proficiency group; however, the high-proficiency students demonstrated a much greater increase in grammatical awareness than in pragmatic appropriateness. The high-proficiency ESL group also noticed more pragmatic inappropriateness when compared with their low-proficiency learners. The findings of this study suggested that the learning context (ELF/ESL) and proficiency levels affected the ability in pragmatic and grammatical awareness.

Cook and Liddicoat (2002, cited in Schauer, 2006) investigated L2 learners' comprehension of request speech acts at different levels of directness. The construct of this test was to examine the language learners' knowledge in illocutionary force and realization strategies on how correctly they identified the meaning in request ranking from direct, conventionally indirect, and non-conventional indirect. They employed a cross-sectional design in their study that compared the high-and low-proficiency ESL learners' pragmatic awareness of requests with that of Australian English native speakers. It was found that there were significant differences in the interpreted action of conventionally indirect and non-conventionally indirect requests between the native speakers and the learner groups of both proficiency levels. The native speakers correctly identified the meaning of requests with a higher frequency than the ESL learners. In addition, the low-proficiency ESL learners also interpreted a significantly lower number of direct requests correctly than the native speakers did. To compare the performance from the high and low proficiency ESL learners, it was found that the high-proficiency learners correctly identified the meaning of conventionally and non-conventionally indirect requests with a significantly higher frequency than the low-proficiency learners. Thus, this suggests that increasing proficiency levels might enhance L2 learners' ability to interpret request utterances correctly.

Matsumura (2003) investigated Japanese ESL learners' perception of appropriateness in an advice situation. The construct of the test was related to sociolinguistic competence. This study was one of the few longitudinal

developmental studies in interlanguage pragmatics that was based on data that were elicited before the learners left their L1 context to the L2 context. The data were collected during their time in the L2 context and were gathered in 3-month intervals. The findings showed that those learners who had a greater exposure to English displayed a greater amount of competence. The results further revealed that the amount of exposure in the learners' home country influenced their pragmatic development abroad. The findings also suggested that proficiency only had an indirect effect on pragmatic development when interlinked with exposure to L2. This means that those "Japanese learners who reached a higher level of proficiency when they were in Japan sought more opportunities to be exposed to English in the target speech community, and as a consequence of a greater exposure, they could become more pragmatically competent" (Matsumura, 2003: 485). Matsumura's (2003) study has shown that the length of stay in the L2 context and the overall level of proficiency in the target language play an important role in the acquisition of pragmatic awareness.

Liu (2006)'s study was to find the reliable and valid methods in assessing pragmatic ability of the ESL learners. This study was direct to the field of testing and the test construct revealed the perception of appropriateness in meaning and form of requests and apologies in speech acts with three sociopragmatic variables (familiarity, power, and imposition). It also investigated whether learners of different EFL proficiency levels (i.e., the high-level group and the low-level group) performed differently in pragmatics tests. The objectives of the study were whether the test methods used in this study were reliable and valid and whether learners of different EFL proficiency levels performed differently in pragmatics tests. The three test formats: written discourse completion test (WDCT), multiple-choice discourse completion test (MDCT), and discourse self-assessment test (DSAT) were used in the study. The results showed that the WDCT and DSAT were highly reliable and the MDCT was also reasonably reliable. The two proficiency groups in this study were shown to differ significantly in terms of their English proficiency which indicated that the higher level of English proficiency of Chinese EFL learners seemed not to have correspondingly higher pragmatic ability in English. The constructs also involved strategies that the test takers adopted in answering questions with different test methods that appeared to differ. Their relevant knowledge constructs were not significantly different in the test methods of the WDCT and

DSAT; however, the two proficiency groups were significantly different in the MDCT. Thus, it can be concluded that this difference might result from the effect of the test method.

To conclude, the constructs reviewed in the previous studies test the students' comprehension of speech acts and politeness and how they produce language appropriately and correctly according to the speech acts under study. The constructs investigated are based on Bachman's (1990) components in pragmatic competence: illocutionary competence or speech acts competence and sociolinguistic competence.

2.8 Linguistic speech acts and politeness strategies in the hotel communication

To date, the studies focusing on the linguistic speech acts used in hotel services are considerably rare. The latest work named *Hospitality Language as a Professional Skill* written by Blue and Harun (2003) has been reviewed widely. It is related to English for Specific Purposes (ESP) in the field of hospitality industry. Regarding language form, hospitality language has not been studied distinctively because the scope of hospitality language is quite wide as there are several kinds of business related to the patterns of hospitality language such as hotels, travel agents, restaurants, information centers, and tourist attractions (Blue & Harun, 2003). So, linguistic forms of speech acts and politeness strategies in this study are referred to "hospitality" and "hospitality language" which are associated with the hotel-guest interactions in hotel Front Office Department. Blue and Harun (2003: 74) define the word "hospitality" as "the cluster of activities oriented towards satisfying guests" while "hospitality language" refers to "all linguistic expressions which relate to and represent hospitality concerns".

Hospitality language arises from a combination of procedures in hospitality cycle (Blue & Harun, 2003). Baker et al. (2000) show the hotel guest cycle that can associate with the language functions needed for hotel Front Office staff-guest encounters as illustrated in Figure 2.3 below.

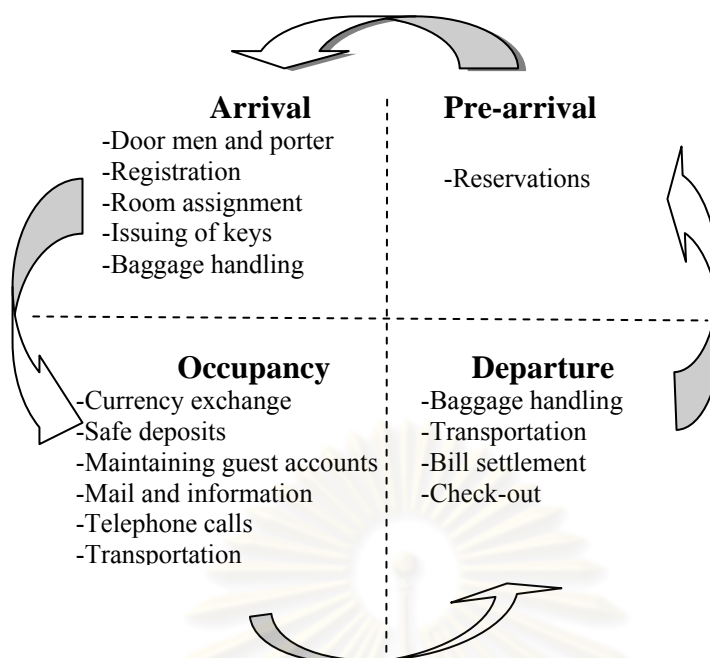


Figure 2.3: A typical hotel guest cycle (Baker et al., 2000: 46)

Blue and Huran (2003) draw the characteristics of hospitality language since hospitality language arises from a combination of procedures in hospitality cycle. The difference between the traditional hospitality cycle and the commercial hospitality cycle or hotel services is the former one is non-commercial while the latter one involves payment. Table 2.3 shows the language used in the commercial hospital cycle which is related to the linguistic forms of speech acts and politeness strategies used in hospitality language.

Table 2.3: The commercial arrival-departure hospitality cycle

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

Table 2.3: The commercial arrival-departure hospitality cycle (cont.)

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

Blue and Huran (2003: 75)

From language used shown in the commercial hospitality cycle, the distinctive aspects of language used in the hotel-guest interaction are generally formal and impersonal. However, it also depends on the acquaintance between the speakers and the hearers (the hotel staff and guests and vice versa). The factor that appears to contribute to formal language use in the hotel staff-guest communication includes Brown and Levinson's (1987) three social variables as mentioned previously. The commercial hospitality is indeed a business transaction which aims at cost and benefit, not for non-commercial hospitality like in the traditional arrival-departure hospitality cycle.

Besides, Blue and Harun (2003) made a field observation of reception encounters at the Front Desk in order to observe the domain functions in hospitality language. It was found that the domain functions in hospitality language was transactional and informative. The functional activities that were exchanged at the hotel reception were information and queries, miscellaneous requests, check-ins, check-outs, and complaints and criticisms respectively. The structure of the conversation for those who had face-to-face interaction like receptionists and those who dealt indirectly like the telephone operators was very similar. Blue and Harun (2003) summarize the utterances at hotel receptions as follows:

a. The utterances are formal, short, straightforward, and purposive. This is because the interaction and communication at the hotel counter is more like a business transaction. The interlocutors have specific purposes in an interaction. The

role of the hotel staff and guests is expected in one another and their responses are mostly functional.

b. The utterance of hospitality language is predictable. The utterances mostly come in a form of adjacency pairs. Both the hotel staff and guests can recognize the utterances that they are expected to respond.

c. Politeness plays a crucial role in hospitality language. The title and the guest's last name is used to mark the respect in a formal way. Conventional words for asking requests like "*Would you...?*", "*Could you...?*", and "*Can I...?*" are also used frequently. "*Please*" and "*Thank you*" are commonly found in hospitality language.

d. The hotel staff's utterances are more like a routine interaction. The pattern of conversation and language function is performed repeatedly according to its job descriptions or responsibilities. Because of this, the utterances are predictable and purposive.

To conclude the utterances taken from Blue and Harun's (2003) site observations, it has been found that the utterances in the hotel context are short, direct, and purposive. Utterances can also be described as formal and commercial-like where each participant is expected the force from a specific action. Regarding the degree of formality, it could be either formal or informal. This depends on the level of acquaintance among participants themselves as well. Moreover, the utterances are mostly predictable. Both the speakers and hearers (namely the hotel staff and guests and vice versa) understand the utterances, not only from literal meaning (locutionary acts), but also the force or an act by uttering a sentence (illocutionary).

The other relevant source that is directly related to the needs of language use in service industries is the English benchmark for Thai hotel Front Desk. This benchmark has been initially established by the English Language Development Center (ELDC) in order to encourage Thai people to improve their English communication skills in their careers (ELDC, 2005). Initially the English benchmark for 25 occupations has been set and each career is expected to meet four standards. Table 2.4 shows the two benchmark indicators that are associated with language functions in the arrival-departure hospitality cycle and politeness aspects used in hotel Front Desk (ELDC, 2005: 21-22).

Table 2.4: The English benchmarks for Thai hotel Front Desk

Standard 2: Use spoken English to participate in work interaction at an advanced level.	Standard 3: Use an appropriate language variety and register according to audience, purpose, setting and culture.
1. Use and respond to basic courtesy formulas, e.g. greeting, leave-taking, introductions.	1. Use appropriate language register to interact with guests.
2. Ask and respond to guests' questions, request, opinions, suggestions, and advice.	2. Respond appropriately to compliments, refusals, negative value judgments, criticism and complaints from guests.
3. Give guests directions, instructions, suggestions, advice, confirmations, apologies, warnings, and compliments.	3. Use polite language to interact with guests, especially when persuading, handling complaints, expressing value judgments, emotions, and negotiating.
4. Explain and describe information to guests, e.g. bookings, hotel facilities, current promotions, daily activities problems, weather.	4. Use idiomatic expressions appropriately.
5. Promote house activities, special functions, special offers by providing specific details along with using convincing language.	5. Recognize humor and respond appropriately.
6. Provide precise information upon guests' requests about Thai history, cultures, institutions, Thai dishes, drinks, fruits, current events.	
7. Initiate and carry on small talks.	
8. Handle phone situations and diplomatic replies.	
9. Speak fluently with clear pronunciation patterns.	
10. Adjust language for clarity and accuracy.	

Language functions shown above are similar to the hospitality cycle mentioned by Blue and Harun (2003). The additional aspects are appropriateness and politeness that are major dimensions in the linguistic form of speech acts and politeness strategies used in hotel business.

Summary

Chapter two presents a review of related literature that provides the underlying concepts of this study. The review includes the definitions of pragmatics, the concept of pragmatic competence, theory of speech acts, theories of politeness, the selection of speech acts, methods of testing pragmatics, the studies in pragmatic competence and assessment of pragmatic ability, and linguistic speech acts and politeness strategies in hotel communication. They are then employed as the basis for instrument development, data collection and analysis, and interpretation of the findings. The next chapter presents the research methodology of this study.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology regarding the population and sample, the procedures employed in the development, and the validation of the research instruments. The steps taken in data collection and data analysis are also illustrated.

3.1. Population and sample

3.1.1 Thai fourth-year university students who majored in the field of hospitality from private and public universities in Bangkok were selected to be the population of the study. There were two main reasons to select the fourth-year university students as the population of the study. First, they all completed the prerequisite courses of English at their universities. As such it could be assumed that their English ability met the university requirements and were able, at least, to understand and perform basic communicative activities. Second, they were required to participate in the internship program with hospitality or tourism companies in Thailand for at least two months in order to gain on-the-job training and hands-on experience. Therefore, they presumably used English in their work-oriented programs and in their future career related to hotel business.

There were three universities in Bangkok randomly selected as the subjects in this study: Bangkok University, Dhurakit Pundit University, and Kasetsart University. These three universities were selected because of the following reasons. Firstly, they offer a four-year bachelor's degree related to hospitality and tourism industry. Secondly, they have long established in providing potential students to enter the hospitality or tourism industry. Lastly, they cooperatively allowed their students to participate in the study and, most importantly, could provide the computer laboratory for collecting the data.

The target subjects from the selected three universities were categorized into three groups: the high language ability group, the average language ability group, and the low language ability group. In the process of sample selection, the stratified

randomly sampling technique was used to select the subjects according to their GPA in English language courses taken from both fundamental and elective courses. Two steps were employed in the stratified randomly sampling technique. First, the students' grade reports were obtained in order to classify them into three language ability groups by computing the means and standard deviations. Second, 10 subjects of each language ability group from each university were randomly selected. Therefore, there were 30 subjects in each language ability level from three universities resulting in 90 subjects in this study.

To conclude, the subjects of this study were selected by the stratified random sampling technique. The number of the universities and the test takers were based on the predetermined sample size and practicality of the administration. Research instruments are presented in the next section.

3.2. Research instruments

Two research instruments were employed in this study: the Front Office Pragmatic-Test (FOP-Test) and a pragmatic questionnaire.

3.2.1 The Front Office Pragmatic-Test (FOP-Test)

The Front Office Pragmatic Test (FOP-Test) was developed to assess the students' pragmatic ability in the context of hotel Front Office Department. The test method of the FOP-Test was typically an oral discourse completion test (ODCT); however, it was designed by the computer software called Adobe Captivate to import images related to situations in the FOP-Test, to provide audio narration of the test items and to control the timing of responding. In other words, the program can facilitate the test face with audio-visual simulation. There are 15 situations of 5 speech acts assessed in the FOP-Test. A slide of each situation is presented into 3 captures: prompted scenario, the speech of a simulated hotel guest, and the slot provided for the test taker's speech to respond to a simulated hotel guest. The 15 situations are ranged based on the degree of difficulty from the least to the most difficult and the test takers responded orally to a prompted scenario along the written script and gave a response by saying aloud what they would respond to the simulated hotel guest related to the given situations. The test takers' speeches were recorded, transcribed and finally rated.

3.2.1.1 The development of the FOP-Test

Conducting the needs assessment questionnaire was the preliminary step in developing the FOP-Test. It aimed to investigate the situations that had potentially high chance of occurrences when communicating with the hotel guests in the Front Office operation. The sample of the needs assessment questionnaire was considered as a convenient sampling and the predetermined sample size for a questionnaire was a constraint because it depended on the hotel's consent. According to the deficiency of determining the desired sample size, the questionnaire was conducted with the hotel Front Office staff from six leading hotels in Bangkok (out of 18 hotels) which allowed the researcher to collect the data on their premises. The six hotels were The Grand Hyatt Erawan Bangkok, The Four Seasons Bangkok, The Landmark Bangkok, The Intercontinental Bangkok, The Novotel Bangkok on Siam Square, and The Conrad Bangkok. The department of human resources distributed the questionnaires to their hotel Front Office staff based on their convenience. Thus, the sample of the questionnaire was considered as convenience sampling. As a result, there were 63 respondents from the six hotels and the results of their responses were used to determine what speech acts would be included in the FOP-Test. The collection procedures, data analysis, and the findings of needs assessment questionnaire were carried as follows.

3.2.1.1.1 Data collected from the needs assessment questionnaire

Firstly, the letters of permission with the questionnaires to the human resources departments were sent to the leading 18 four-starred and five-starred hotels in Bangkok. However, only six hotels consented to the proposal as mentioned earlier. After having the hotel's permission, fifteen copies of the questionnaires were distributed to the department of human resources of each hotel. Besides, the hotel Front Office staff answered the questionnaires at their convenience. However, the members of the human resources staff followed up and collected the questionnaires and mailed them to the researcher afterwards. All 90 questionnaires were distributed to the six hotels by hand; however, 63 copies were returned. The needs assessment questionnaire was written in Thai and consisted of three parts (See Appendix A). The first part was the demographic information of the respondents, i.e. gender, age, position, level of education and working experience. The result is shown in Table 3.1 below.

Table 3.1: Summary of demographic information of the hotel Front Office staff

<i>Attributes</i>		<i>Number</i>	<i>Percent</i>
<i>Gender</i>	Male	22	34.92
	Female	41	65.08
<i>Age</i>	22-24	15	23.80
	25 – 27	16	25.40
	28 – 30	12	19.05
	31 – 33	8	12.70
	34 – 36	6	9.52
	37 – 39	0	0
	40 – 42	0	0
	43 – 45	1	1.59
	46 – 48	1	1.59
	Not identify	4	6.35
<i>Positions</i>	Front Desk Receptionist	37	58.73
	Guest Relation Officer	3	4.76
	Front Cashier	0	0
	Bell Caption	7	11.11
	Concierge	4	6.35
	Butler	5	7.94
	Duty Manager	2	3.17
	Assistant Front Office Manager	1	1.59
	Operator	1	1.59
	Reservation	1	1.59
	Executive Club Officer	1	1.59
	Executive Club Supervisor	1	1.59
	<i>Levels of education</i>	Certificate of Vocational Education	1
Diploma of Vocational Education		8	12.70
B.A		46	73.02
M.A.		3	4.76
Others (M. 6)		2	3.17
Not identify		3	4.76

**Table 3.1: Summary of demographic information of the hotel Front Office staff
(cont.)**

<i>Attributes</i>	<i>Number</i>	<i>Percent</i>	
<i>Year(s) of working experience</i>	Below one year	2	3.17
	1 – 3 yr.	27	42.86
	4 – 6 yr.	14	22.22
	7 – 9 yr.	8	12.70
	10 – 12 yr.	4	6.35
	More than 12 yr.	3	4.76
	Not identify	5	7.94

Table 3.1 shows gender, age, position, level of education, and years of working experience of the respondents. Based on the information collected, the majority of the respondents were female (65.08%) while 34.92% of the respondents were male. For age group, the large group of the respondents was between 25-27 years old representing 25.40% followed by 22-24 years old and 28-30 years old representing 23.80% and 19.05% respectively. Considering the position, levels of education, and working experience, more than half of the respondents were front desk receptionists (58.73%). The majority of them had a bachelor's degree (73.02%), and a working experience between 1- 3 years (42.86%).

At the end of the first part, the respondents were asked to state some communication problems in English with foreign hotel guests. This task was optional; however, the problems reflected from the Thai hotel Front Office staff in this study can be grouped below:

1. They did not comprehend the fast speech of native speakers of English. The rapid speech causes misunderstanding.
2. They were not familiar with the different accents and tones of English of foreign hotel guests who are from different countries.
3. It was hard to communicate with foreign hotel guests who were non-English speakers like Spanish, Middle East group, Japanese, or Italian.
4. They had no confidence in writing. They were more concerned with grammatical points.
5. They understood the hotel guest's intention, but could not respond promptly. This may be part of their level of proficiency in English.

6. They were unfamiliar with some vocabulary, idioms, and slangs produced by native speakers of English.

7. Some foreign guests could not communicate in English at all. So, nonverbal language was used and this sometimes caused misunderstanding.

8. The hotel guests did not understand what the hotel staff had said.

The second part of the questionnaire contained closed questions which consisted of 40 situations concerning with eight speech acts of informing, apologizing, handling complaints, offering help, promising, requesting, thanking, and responding to compliments respectively. There were five situations that represented each speech act. The statements required the hotel Front Office staff's opinions on a scale of 1-5 for frequency from Impossible to Most likely possible to indicate what situations would possibly occur in their jobs. The mean scores were interpreted as follows:

- 1.00 - 1.49 The situation is impossible to happen. (1)
- 1.50 - 2.49 The situation is likely impossible to happen. (2)
- 2.50 - 3.49 The situation is potentially possible to happen. (3)
- 3.50 - 4.49 The situation is likely possible to happen. (4)
- 4.50 - 5.00 The situation is the most likely possible to happen. (5)

The result is shown in Table 3.2 below.

Table 3.2: The results of possible situations occurring in the hotel Front Office Department

Speech acts	Scales					X̄	SD	Interpretation
	Impossible (1)	Likely impossible (2)	Potentially possible (3)	Likely possible (4)	Most likely possible (5)			
Informing								
1.inform the condition of the room type	-	18 (28.57%)	15 (23.81%)	20 (31.75%)	10 (15.87%)	3.35	1.06	3
2.inform the price of late check- out	-	5 (7.94%)	25 (39.68%)	19 (30.16%)	14 (22.22%)	3.67	0.92	4
3. inform different types of room rates	16 (25.40%)	9 (14.29%)	25 (39.68%)	9 (14.29%)	4 (6.35%)	2.62	1.20	3

Table 3.2: The results of possible situations occurring in the hotel Front Office Department (cont.)

Scales Speech acts	Impossible (1)	Likely impossible (2)	Potentially possible (3)	Likely possible (4)	Most likely possible (5)	\bar{X}	SD	Interpretation
	Informing							
4. inform the number of staying guests irrelevant to the reservation record	5 (7.94%)	9 (14.29%)	21 (33.33%)	21 (33.33%)	7 (11.11%)	3.25	1.09	3
5. inform alcohol will not be served on a particular day	-	3 (4.76%)	13 (20.63%)	6 (9.52%)	41 (65.08)	4.35	0.97	4
Apologizing								
6. apologize for not being able to locate the connecting room	-	12 (19.05%)	29 (46.03)	13 (20.63)	9 (14.29)	3.30	0.94	3
7. apologize for not allowing unregistered guests to go up to the room	2 (3.17%)	10 (15.87%)	29 (46.03%)	13 (20.63%)	9 (14.29%)	3.27	1.00	3
8. apologize for not being able to hold the room due to late check-in	23 (36.51%)	21 (33.33%)	9 (14.29%)	5 (7.94%)	5 (7.94%)	2.17	1.24	2
9. apologize for connecting to the wrong guest	18 (28.57%)	22 (34.92%)	7 (11.11%)	8 (12.70%)	8 (12.70%)	2.46	1.37	2
10. apologize for not being able to tell the guest room number to the outsider	1 (1.59%)	3 (4.76%)	13 (20.63%)	22 (34.92%)	24 (38.10%)	4.03	0.97	4
Handling complaints								
11. deal with the complaint of informing an incorrect room price	11 (17.46%)	23 (36.51%)	20 (31.75%)	7 (11.11%)	2 (3.17%)	2.46	1.01	2
12. deal with a complaint of missing the message	17 (26.98%)	21 (33.33%)	8 (12.70%)	11 (17.46%)	6 (9.52%)	2.54	1.34	3
13. deal with a complaint of the noise from the next door	-	13 (20.63%)	29 (46.03%)	12 (19.05%)	9 (14.29%)	3.27	0.95	3
14. deal with the complaint that the hotel guest's has been searched.	21 (33.33%)	14 (22.22%)	11 (17.46%)	10 (15.87%)	7 (11.11%)	2.49	1.39	2
15. deal with the smell of cigarettes in a non-smoking room	-	16 (25.40%)	20 (31.75%)	17 (26.98%)	10 (15.87%)	3.33	1.03	3

Table 3.2: The results of possible situations occurring in the hotel Front Office Department (cont.)

Scales Speech acts	Impossible (1)	Likely impossible (2)	Potentially possible (3)	Likely possible (4)	Most likely possible (5)	\bar{X}	SD	Interpretation
	Offering help							
16. offer to order flourish	-	2 (3.17%)	14 (22.22%)	19 (30.16%)	28 (44.44%)	4.16	0.88	4
17. offer to do morning call	-	-	3 (4.76%)	23 (36.51%)	37 (58.73%)	4.56	0.59	5
18. offer to call the hotel doctor	-	1 (1.59%)	4 (6.35%)	22 (34.92%)	36 (57.14%)	4.48	0.69	4
19. offer to contact the embassy	-	3 (4.76%)	11 (17.46%)	15 (23.81%)	34 (53.97%)	4.24	0.95	4
20. offer to keep check-out guest's luggage at the store room	-	-	1 (1.59%)	14 (22.22%)	48 (76.19%)	4.75	0.47	5
Promising								
21. promise to send more room amenities	1 (1.59%)	1 (1.59%)	3 (4.76%)	15 (23.81%)	43 (68.25%)	4.60	0.66	5
22. promise to mail the guest's lost and found item	1 (1.59%)	4 (6.35%)	10 (15.87%)	21 (33.33%)	27 (42.86%)	4.10	1.00	4
23. promise to have an air conditioner in the room checked	-	1 (1.59%)	3 (4.76%)	21 (33.33%)	38 (60.32%)	4.52	0.67	5
24. promise to ask the manager to decode the safe	-	2 (3.17%)	7 (11.11%)	13 (20.63%)	41 (65.08%)	4.52	0.76	5
25. promise to reserve hotel limousine to the airport upon the departure	-	-	4 (6.35%)	27 (42.86%)	32 (50.79%)	4.46	0.62	4
Requesting								
26. request the guest to smoke in the area provided	1 (1.59%)	3 (4.76%)	12 (19.05%)	25 (39.68%)	22 (34.92%)	4.02	0.94	4
27. request check-out guests to pay for the hotel bathrobes	16 (25.40%)	9 (14.29%)	20 (31.75%)	14 (22.22%)	4 (6.35%)	2.70	1.25	3

Table 3.2: The results of possible situations occurring in the hotel Front Office Department (cont.)

Speech acts	Scales					\bar{X}	SD	Interpretation
	Impossible (1)	Likely impossible (2)	Potentially possible (3)	Likely possible (4)	Most likely possible (5)			
28. request the guest not to bring strong smell of food to the room	2 (3.17%)	17 (26.98%)	14 (22.22%)	8 (12.70%)	22 (34.92%)	3.49	1.31	3
29. request the guest not to bring pets up to the room	18 (28.57%)	6 (9.52%)	7 (11.11%)	5 (7.94%)	27 (42.86%)	3.27	1.73	3
30. request the guest to reconfirm the check-out time	-	5 (7.94%)	18 (28.57%)	22 (34.92%)	18 (28.57%)	3.90	0.93	4
Thanking								
31. thanks for tipping	-	-	5 (7.94%)	18 (28.57%)	40 (63.49%)	4.56	0.64	5
32. thanks for the gift	2 (3.17%)	3 (4.76%)	8 (12.70%)	14 (22.22%)	36 (57.14%)	4.25	1.06	4
33. thanks for giving discount coupon	3 (4.76%)	5 (7.94%)	10 (15.87%)	15 (23.81%)	30 (47.62%)	4.00	1.19	4
34. thanks for informing suspected persons	2 (3.17%)	22 (34.92%)	14 (22.22%)	9 (14.29%)	16 (25.40%)	3.27	1.29	3
35. thanks for staying and using services	-	1 (1.59%)	-	6 (9.52%)	56 (88.89%)	4.87	0.46	5
Responding to the compliments								
36. response for nice uniform	1 (1.59%)	2 (3.17%)	16 (25.40%)	15 (23.81%)	29 (46.03%)	4.06	0.98	4
37. response for hotel decoration	1 (1.59%)	-	7 (11.11%)	32 (50.79%)	23 (36.51%)	4.21	0.77	4
38. response for offering efficient services	-	-	3 (4.76%)	25 (39.68%)	35 (55.56%)	4.51	0.59	5
39. response for having a well take care of guest's properties	-	2 (3.17%)	9 (14.29%)	26 (41.27%)	26 (41.27%)	4.21	0.81	4
40. response for having a good command of English	-	1 (1.59%)	5 (7.94%)	33 (52.38%)	24 (38.10%)	4.30	0.69	4

In addition, at the end of the second part, the respondents were asked to write the situations related to the speech acts surveyed in the questionnaire that they already encountered in hotel front office operation. Most respondents returned their questionnaires with writing of situations that happened in their operation. The responses were varied; however, they can be grouped in Table 3.3 below.

Table 3.3: Possible situations occurring in the hotel Front Office operation

<i>Speech acts</i>	<i>Situations</i>
Informing	<ul style="list-style-type: none"> • Inform hotel services, facilities, the in-room amenities • Inform the room rate • Inform the length of staying in order to confirm the reservation • Inform the operation time of shops and services in the hotel • Inform time and place for breakfast • Inform the confirmation of flight reservation • Inform messages or parcels delivered to the guest • Inform accountable shops for shopping (not in the hotel) • Inform the fire rehearsal schedule • Inform guest benefits e.g. allowance to use the executive lounge for free of charge • Inform the benefits gained from the different types of reservation • Inform the price of facilities
Apologizing	<ul style="list-style-type: none"> • Apologize for keeping the guest waiting for a long queue when checking-in • Apologize for unavailable of some foreign exchange currencies • Apologize for the luggage delay • Apologize for damaging the guest's belongings • Apologize for keeping the arrival guest waiting for an available room due to early check-in or fully booked • Apologize for an unavailable room requested due to the occupancy or fully booked • Apologize for keeping the check-out guest waiting for settling bills • Apologize for the insufficient facility like the internet delay • Apologize for the unavailable size of the bed requested • Apologize the check-in guest for assigning the room which has been occupied • Apologize for disturbance made by the housekeeping • Apologize the walk-in guest for some deposit • Apologize for informing incorrect room price • Apologize for not offering some services which are not included in reservation record e.g. free breakfast or using the executive lounge • Apologize for not giving late check-out due to the fully booked

Table 3.3: Possible situations occurring in the hotel Front Office operation
(cont.)

<i>Speech acts</i>	<i>Situations</i>
Handling complaints	<ul style="list-style-type: none"> • Deal with delay of services • Deal with the no-show of airport representative at the airport • Deal with the untidy room • Deal with the noise disturbance from, e.g., hotel refurbishment, T.V. from the next door • Deal with the loss of passport • Deal with some technical problems of room facilities, e.g. room temperature, a water heater • Deal with malfunction of room equipment • Deal with some problems occurring with the room key or key card • Deal with unpleasant smell from refurbishment • Deal with overcharged from taxi service
Offering	<ul style="list-style-type: none"> • Offer to contact with the police in case of the loss of guest's property such as jewelry, travel cheque, or other valuable items • Offer to do wake up call • Offer to reserve the restaurants in the hotel and the nearby hotel • Offer to contact with the airline in case of the baggage loss, delay, or damage • Offer to pack the guest's parcel • Offer to arrange the hotel limousine to the airport • Offer to keep the check-out guest's luggage in the store room • Offer to make a phone call in case of emergency • Offer to change the flight ticket due to unavailable operation time of airline office • Offer to have the check-out guest wait in the lounge
Promising	<ul style="list-style-type: none"> • Promise to have the luggage down when check-out • Promise to have ice cubes sent up to the room • Promise to inform the housekeeper to clean up the room • Promise to arrange a surprise birthday upon the guest's request • Promise to relocate the room for the next day due to the unavailability on the arrival day • Promise to change room if possible • Promise to reconfirm flight • Promise to have a housekeeper send an iron to the guest room • Promise to arrange a van or taxi which is not hotel service • Promise to send more room amenities • Promise to arrange the room on the lower floor/higher floor • Promise to send some enquired information to the guest room such as telephone number or nearby attractions

**Table 3.3: Possible situations occurring in the hotel Front Office operation
(cont.)**

<i>Speech acts</i>	<i>Situations</i>
Request	<ul style="list-style-type: none"> • Request to wear a swimming suit when using the hotel swimming pool • Request to smoke in the area provided • Request to return the room key/key card • Request for the credit card for guarantee or pre-authorization • Request to pay for the hotel's properties which have been damaged by the guest • Request to dress properly to where the dress code is required e.g. restaurants • Request to fill in some information required in the registration card
Thanking	<ul style="list-style-type: none"> • Thank for giving tips • Thank for staying with the hotel • Thank for cooperating with the hotel • Thank for the gifts • Thank for the guests' comments • Thank for understanding the hotel' policy or regulations
Responding to the compliment	<ul style="list-style-type: none"> • Respond for having service-mind of hotel staff • Respond for having efficient and prompt services

The last part of the questionnaire asked the respondents' opinion towards the degree of difficulty when performing a certain speech act in English via a scale from 1(the easiest) to 5 (the most difficult). The mean scores are interpreted as follows:

- 1.00 – 1.49 The easiest to perform
- 1.50 – 2.49 Rather easy to perform
- 2.50 – 3.49 Not too difficult or easy to perform
- 3.50 – 4.49 Rather difficult to perform
- 4.50 – 5.00 The most difficult to perform

The result and the interpretation are shown in Table 3.4 and Figure 3.1 below.

Table 3.4: Hotel Front Office employees' opinions toward difficulty in performing speech acts

Degree of difficulty Speech acts	<i>The most difficult</i>	<i>Rather difficult</i>	<i>Neutral</i>	<i>Rather easy</i>	<i>The easiest</i>	X	S.D	Interpretation
1. Informing	-	-	41 (65.08%)	22 (34.92%)	-	2.65	0.48	Neutral
2. Apologizing	26 (41.27%)	32 (50.79%)	5 (7.94%)	-	-	4.33	0.62	Rather difficult
3. Handling complaints	7 (11.11%)	31 (49.21%)	24 (38.10%)	1 (1.59%)	-	3.73	0.70	Rather difficult
4. Offering	-	-	3 (4.76%)	34 (53.97%)	26 (41.27%)	1.63	0.58	Rather easy
5. Promising	-	-	29 (46.03%)	26 (41.27%)	8 (12.70%)	2.35	0.70	Neutral
6. Requesting	3 (4.76%)	13 (20.63%)	38 (60.32%)	9 (14.29%)	-	3.16	0.72	Neutral
7. Thanking	-	-	2 (3.17%)	17 (26.98%)	44 (69.84%)	1.33	0.54	The easiest
8. Responding to compliment	-	-	4 (6.35%)	44 (69.84%)	15 (23.81%)	1.83	0.52	Rather easy

As shown in Table 3.4, the first five speech acts which got the highest mean scores were considered problematic for Thai hotel front office staff. Figure 3.1 shows the result in order from the most difficulty to the easiest.

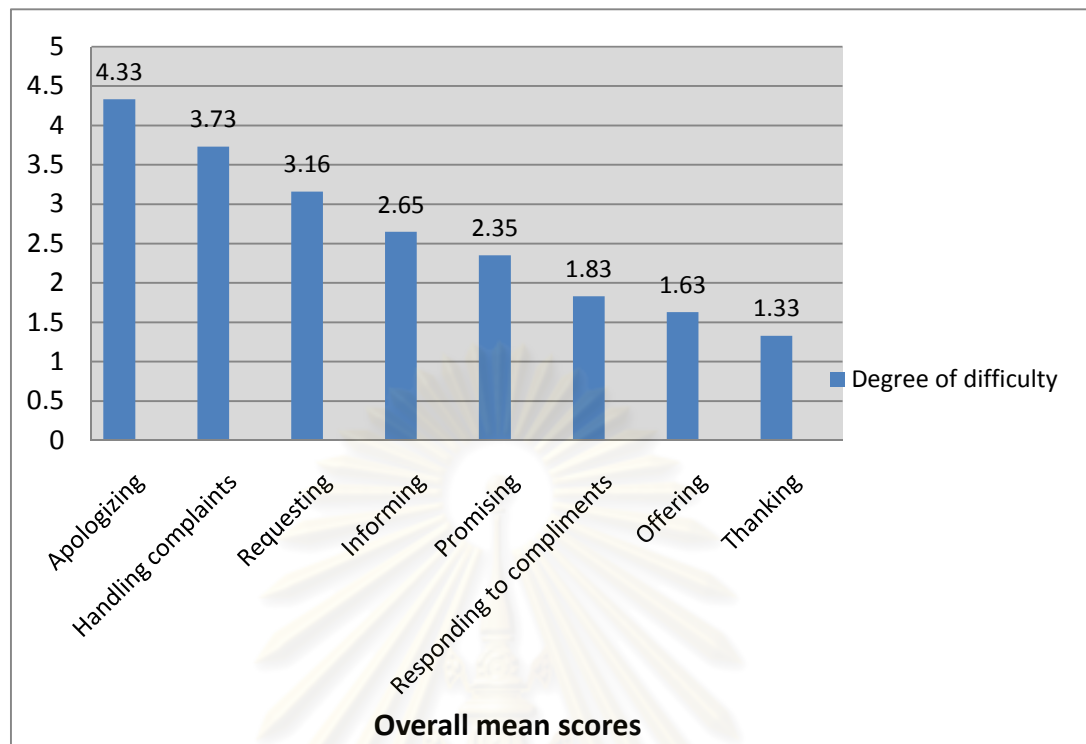


Figure 3.1: The mean scores relating to the degree of difficulty in performing the speech acts in English from the most difficulty to the easiest

Figure 3.1 shows that the top five speech acts are apologizing, handling complaints, requesting, informing, and promising. Considering the mean scores of these five speech acts, it can be seen that “promising” is considered “rather easy to perform” because it obtained the mean score lower than 2.49. However, it was selected to be tested because the number of five speech acts was predetermined to be the suitable number to be tested in this study. Therefore, the other speech acts: thanking, offering, and responding to the compliments which also appeared to be easy to perform were not selected. Thus, the speech acts of apologizing, handling complaints, requesting, informing, and promising were assumed to be problematic for the Thai hotel Front Office staff and they were selected to be included in the FOP-Test.

3.2.1.1.2 Test items selection

After selecting the five speech acts, situations from each speech act were drawn from the results of the needs assessment questionnaire and the Front Office staff’s opinions. Ten situations from each speech act were chosen based on

the situations from the close-ended questionnaire which were interpreted in the range of possible (2.50 – 5.00) as shown in Table 3.2 and they were randomly selected from the practitioners' opinions given in the open-ended part shown in Table 3.3. The number of situations to be tested in each speech act was three based on the Item Objective Congruent (IOC). Nine occupational experts and practitioners related to the hotel Front Office services, i.e. the personnel at the manager level (3), hotel Front Office staff (3), and hotel guests (3) were interviewed in order to identify the situations which were more likely to happen in the Front Office Department. The situations with the degree of congruence more than 70% were randomly selected to be included in the test situations (See Appendix B). Besides, the comments and suggestions given by the experts and the practitioners were used to modify the test situations. Therefore, the content validity of the FOP-Test was based on the expert judgement. Hence, the situations from five speech acts were finally selected to be included in the FOP-Test as shown in Table 3.5.

Table 3.5: The given situations in the FOP-Test

Speech acts	Situations
Apologizing	<ul style="list-style-type: none"> ▪ Apologize for ineffective service claimed by the staying guest ▪ Apologize for unavailability of the room asked for upon checking-in ▪ Apologize the arrival guest for a shortage of staff when checking-in
Handling complaints	<ul style="list-style-type: none"> ▪ Deal with the malfunction of a water heater ▪ Deal with noise disturbance from the next door and the housekeeper's duty on the floor ▪ Deal with the no-show of the airport representative as required in reservation
Requesting	<ul style="list-style-type: none"> ▪ Request a walk-in guest for a deposit ▪ Request the check-in guest to give the check-out time due to high occupancy rate ▪ Request the check-out guest to pay for two hotel bathrobes taken from the room
Informing	<ul style="list-style-type: none"> ▪ Inform where to get access to the internet ▪ Inform the check-out guest regarding an invalid credit card ▪ Inform the late check-out charge

Table 3.5: The given situations in the FOP-Test (cont.)

Speech acts	Situations
Promising	<ul style="list-style-type: none"> ▪ Promise to send more room amenities ▪ Promise to arrange the limousine to the airport ▪ Promise to mail the hotel guest's lost items if found

The stages to validate the FOP-Test can be summarized into the following steps:

Firstly, the test specifications were designed in order to set the content and constructs of the FOP-Test (See Appendix C). Then, three language testing experts and three experts related to hotel services were asked to comment on the content and constructs of the test specifications (See Appendix D for the qualifications of experts related to hotel and services).

Secondly, the narration of the prompted scenarios and the simulated hotel guests was written and related to 15 situations and 5 speech acts obtained from the needs assessment questionnaire. Then, the researcher asked the language experts to express their opinions towards the language used and content relevance of the script. The main revision was to give more elaboration in the language used in prompted scenarios.

Thirdly, after the revision was made, the script was applied to the Adobe Captivate software program which facilitated a screen capture movie. The first capture of each slide appeared with the prompted scenario which described the condition of the situation that the test takers had to focus on in order to predetermine the expected performance. Then, the speech of a simulated hotel guest related to the given situation appeared in order to elicit a test taker's response. The last capture was left for recoding the test taker's speech. Besides, the image related to the given situation and the sound file of the narration were imported to the program.

Lastly, the test was revised again. The major concern was to give the appropriate response time.

3.2.1.1.3 Pilot study

The last step of test development was conducting a pilot study. The objective of the pilot study was to verify the research instruments and the procedures of the test administration. The subjects who participated in the pilot study were 30

Kasetsart University in the first semester of 2009 academic year. The students in the pilot study were excluded from the main study. The procedures of the pilot study were replicated in the main study. Details of the test administration are presented in Section 3.3 of data collection. After taking the test, questionnaires were distributed. Due to the extension of the administration time, all the test takers from the pilot study were asked to have the retrospective semi-structure interview by phone and by appointment. MP 3 was used to record the interview of the test takers' opinions regarding these six aspects: degree of difficulty, familiarity of the test content, quality of sound and image, response time, speaking experiences in the hotel context, and the overall appropriateness.

From the interview, it was found that generally they gave the positive comments to the test. Regarding difficulty and familiarity of the test content, they reflected that the content was very relevant to their background knowledge which was related to hotel operations so the content was not problematic for them at all. However, some revealed that their limited proficiency in English made them very difficult to respond. They thought the overall aspect of the test was very appropriate to their level of education. Besides, the technical quality of the sound and image appeared on a slide did not cause any interference. However, their major concern was the time constraints and the slow pace of their communication due to their limited proficiency in English. Some indicated that they could not complete the response within the given time. They suggested more time should be given for each response.

Apart from the interview of the six aspects, the test takers confined that they had a very little chance to practice speaking in English from the classroom learning. They wished they would have had an opportunity to practice more, especially exploring English in the hotel context. Since having little chance to practice in a particular context, they reflected that the cause of difficulty was not from the test itself, but from their limited proficiency in English and deficit of classroom practice. To conclude, the main adjustment from the pilot study was time allotment which was extended from 30 seconds to 45 seconds.

When considering the responses collected from the pilot study, in brief, there were some points to be raised related to the rating scale. First, it became apparent that the response expected for one speech act consisted of many speech acts. For example, a request initially occurred with an apology. However, such scenario was

not eliminated from the test because it rarely occurred; however, it was brought up to seek an agreement when rating. Next, not only the occurrence of more than one speech act, but few test takers did not include the expected speech act as well. So, the discussion among the raters was made in order to seek an agreement when rating. Therefore, the problematic area found from the speech production related to the rating scale from the pilot study was revised. After the revision and adaptation were made from the validation process, the final version of the FOP-Test was obtained (See Appendix E).

3.2.2 The FOP-Test rating scale

The scoring scale for the test takers' production from the FOP-Test was adapted from the holistic scale of Hudson et al (1995). It was developed into an analytical rating scale of four descriptors with five level bands of the effectiveness in language use. The four major descriptors are the correct speech act, expressions and vocabulary, amount of information given, and degree of appropriateness (levels of formality, directness, and politeness). It is important to note that intonation, nonlexical intonation signals like *uh*, *um*, or *hum* in English and grammaticality are beyond the scope of the study. After the rating scale was developed, it was evaluated by three testing experts and three experts related to hotel services, revised, and tried out in the pilot study. The rating scale used for the FOP-Test is presented in Table 3.6 below.

Table 3.6: Analytical rating scale for the FOP-Test

Level band	Effectiveness level	The correct speech acts
5	Very effective	<ul style="list-style-type: none"> • Promptly shows understanding of function or illocutionary force of an utterance in a given situation. • Is able to correctly and effortlessly perform the speech act required in a given situation.
4	Effective	<ul style="list-style-type: none"> • Appears to have only occasional problems in understanding function or the interlocution's intention in a given situation. • Is able to effortlessly convey his/her intended message in the speech act required in a given situation.

Table 3.6: Analytical rating scale for the FOP-Test (cont.)

Level band	Effectiveness level	The correct speech acts
3	Somewhat effective	<ul style="list-style-type: none"> • Appears to be able to understand the function of speech and the interlocutor's intention in a given situation, but he/she hesitates to give a response to the interlocutor's speech. • Is able to perform the required speech act in a given situation somewhat understandably.
2	Ineffective	<ul style="list-style-type: none"> • Clearly has difficulty understanding the function of speech and the interlocution's intention in a given situation. • Gives irrelevant responses in the given situation even if the intention of the speech act can be identified.
1	Very ineffective	<ul style="list-style-type: none"> • Has great difficulty understanding the function of speech and the interlocution's intention in a given situation. • Is unable to respond to the speech act and/or gives isolated words or short formulaic expressions which cannot be communicated.
Level band	Effectiveness level	The amount of information given
5	Very effective	<ul style="list-style-type: none"> • Provides sufficient information needed in a given situation in a proficient and effective manner with a variety of sentence lengths. • Expands and supports the interlocution's intention spontaneously. • Adds explanations required in a given situation in a comprehensive manner.
4	Effective	<ul style="list-style-type: none"> • Is able to give a variety of oral sentence lengths with relevant information needed in a given situation. • Provides moderate responses needed in a given situation fairly well. • Expands explanations when they are required in a given situation fairly well.
3	Somewhat effective	<ul style="list-style-type: none"> • Provides relevant information needed in a given situation even if it is sometimes unnecessary or abrupt. • Attempts to fulfill the interlocutor's intention in a simplistic way by using sentences or words in chunks that can be somewhat understood. • Attempts to add elaboration when it is required in a given situation although it is complete.

Table 3.6: Analytical rating scale for the FOP-Test (cont.)

Level band	Effectiveness level	The amount of information given
2	Ineffective	<ul style="list-style-type: none"> • Produces utterances related in a given situation which tend to be very short and communicate only the most essential information. • Provides fairly incomplete information. • Cannot elaborate information when it is required in a given situation.
1	Very ineffective	<ul style="list-style-type: none"> • Unable to give information required in a given situation. • Attempts to provide some information, but it is clearly incomplete and/or irrelevant to the given situation.
Level band	Effectiveness level	Expressions and vocabulary
5	Very effective	<ul style="list-style-type: none"> • Uses a wide range of appropriate vocabulary and expressions that precisely enhance the interaction in a given situation. • Has a good command of idiomatic expressions related to the speech necessary in a given situation
4	Effective	<ul style="list-style-type: none"> • Uses an adequate range of vocabulary and expressions fairly well to express the idea related to the speech required in a given situation. • Use effective formulaic phrases or expressions that enhance communication in a given situation. • Has the ability to compensate for speech limitations in expressions and vocabulary.
3	Somewhat effective	<ul style="list-style-type: none"> • Occasionally selects expressions and vocabulary to express the idea related to the speech act required in a given situation. • Fairly dependent on rehearsed or formulaic phrases with limited generative capacity.
2	Ineffective	<ul style="list-style-type: none"> • Selects vocabulary and expressions to the speech act required in a given situation that are frequently inaccurate and sometimes awkward. • Uses formulaic phrases or expressions in chunks that do not enhance the communicative interaction in a given situation.

Table 3.6: Analytical rating scale for the FOP-Test (cont.)

Level band	Effectiveness level	Expressions and vocabulary
1	Very ineffective	<ul style="list-style-type: none"> Clearly shows difficulty in expressing the idea related to the speech act in a given situation because of the lack of appropriate expressions and vocabulary. Able to only use words in isolation or uncommon expressions that are ineffective to the speech act required in a given situation.
Level band	Effectiveness level	Degree of appropriateness
5	Very effective	<ul style="list-style-type: none"> Uses word choices, phrases, terms of address and verb forms appropriately and effectively in response to the interlocutor's relationship and the required speech act in a given situation. Demonstrates a high awareness of listener's needs/wants by using polite linguist forms (to show the proper degree of directness and formality) to respond to the speech act in a given situation in highly effective ways.
4	Effective	<ul style="list-style-type: none"> Generally uses word choices, phrases, terms of address, and verb forms appropriately and effectively to the interlocutor's relationship and the speech in a given situation. Demonstrates a good awareness of the listener's needs/wants by fairly well applying polite strategies to the speech act in a given situation.
3	Somewhat effective	<ul style="list-style-type: none"> Uses word choices, phrases, terms of address, and verb forms which are somewhat appropriate to the interlocutor's relationship and the speech act in a given situation. Has some awareness of the listener's needs/wants, but has some difficulty in applying polite strategies to save listener's face in a given situation.
2	Ineffective	<ul style="list-style-type: none"> Uses word choices, phrases, terms of address and verb forms that cannot enhance the interlocutor's relationship and the speech act in a given situation. Clearly has limited awareness of the listener's needs/wants and is generally unable to select appropriate polite strategies in certain situations in order to save the listener's face.

Table 3.6: Analytical rating scale for the FOP-Test (cont.)

Level band	Effectiveness level	Degree of appropriateness
1	Very ineffective	<ul style="list-style-type: none"> • Uses incorrect or inappropriate word choices, phrases, terms of address, and verb forms in his/her responses related to a given situation. • Is not aware of listener's needs/wants and is essentially unable to respond appropriately in a given situation.

3.2.3 Pragmatic questionnaire

The questionnaire was also expected to provide information about the test takers' pragmatic background knowledge in general, speech acts, and politeness in language used (See Appendix F). The questionnaire consisted of two parts. The first part included 15 statements concerning background knowledge of pragmatics in general. The statements were knowledge of pragmatics related to the context of hotel Front Office Department. It was a true or false questionnaire. The test takers were asked to read the statements carefully and rated whether each statement was true or false. The second part was composed of five scenarios representing five speech acts assessed in the test. There were five responses of each scenario. A five point Likert scale was given to the test takers to rate the appropriateness of each response statement under the situations. The rating ranged from "very inappropriateness" as "1" to "very appropriateness" as "5" on the scale. The order of 5 statements in each scenario was jumbled. The test takers were asked to read through the scenarios and statements and rated the statements according to their opinions whether the statements seemed to be appropriate or inappropriate. The rating scale could be made just once, not double ratings.

3.3 Data collection

After the development of the instruments and the pilot study, the main study was conducted in the first semester of the academic year 2009. For the main study, the similar procedure of the pilot study was followed. The test administrations with three universities were conducted separately. The subjects from each university were tested outside the classroom on the same day in the computer laboratory of the university. The test was administered under supervised conditions in the university

computer laboratories. The objectives and benefits of the study to the field of language pedagogy were firstly explained. To confirm that the test takers agreed to participate in the study, they were requested to sign in the consent form with an explanatory statement translated in Thai (See Appendix G). A practice session was conducted before the data collection began. The instructions for the test administration translated in Thai were also given to the test takers (See Appendix H). The administration of the FOP-Test took about one hour including the practice session to check the test takers' understanding of the steps in doing the test. The test takers' responses were recorded and saved into the Sound Recorder program. The file sound was transcribed and scored by two raters. After the FOP-Test was completed, the pragmatic questionnaires were distributed. Time for completing the questionnaires took about 30 minutes. For speeches collected, the sound files were transcribed and scored by the two raters afterwards. It is important to note that the transcriptions of the paralinguistic features were included even though they were not counted in rating (See Appendix I).

3.4 Rating for test scores

Two raters rated the responses collected from the FOP-Test. One was an experienced English language instructor who had taught English for a number of years and was interested in cultural communication of non-native English speakers (See Appendix J for the rater's qualifications). The other was the researcher herself. After rater training which took place during the pilot study, there was one point to discuss. The raters reported that they sometimes hesitated between the scale 4 and scale 3. So, the rating scales were adjusted in order to make them clearer and easy to grade. However, if hesitation still occurred, intuition was suggested to make. Besides, the reminder related to the criteria of grading was given to help the raters to keep in track of the descriptors of the scale (See Appendix K for the reminder and grading form).

The statistical method was used to investigate the reliability of the scores from the two raters. The inter-rater reliability was estimated by Pearson product-moment correlation coefficients which were calculated to indicate the correlation of the two raters' scores as shown in Table 3.7.

Table 3.7: Correlations of the two raters' scores for the FOP-Test

	N	Correlation
Correct speech act	90	.922*
Expression and vocabulary	90	.857*
Amount of information	90	.950*
Degree of appropriateness	90	.911*
Total	90	.953*

*The correlation is significant at the 0.01 level (2-tailed).

Table 3.7 presents the correlations between the two raters in rating the FOP-Test of the total scores and each component. The correlation coefficients range between .953 - .857. All are significant at .01 level. This suggests that the two raters rated the test takers' responses consistently both in the total scores and sub scores.

3.5 Data Analysis

To answer the research questions, the following data analysis procedures were employed.

1. With regard to the first research question, "*Can the Front Office Pragmatic Test (FOP-Test) differentiate the students' pragmatic ability into different levels?*" Descriptive statistics, including means, standard deviations, and ranges of scores for each component was carried out.
2. The second research question was "*Do levels of English proficiency affect the students' pragmatic ability and what are the similarities and differences of linguistic features produced by the students with different levels of English proficiency?*" F-test or the one-way ANOVA was carried out to test if the means of the three language ability groups were significantly different. In addition, a Scheffé post- hoc analysis was conducted to find the significant differences among the means of the three groups. To answer the second sub-question of this research question in comparing the similarities and the differences, content analysis was employed. The comparison was made from the typical linguistic features found from the test takers' responses. The results were analyzed by comparing the frequency of the pragmalinguistic features that were correspondingly related to the rating scale used in the FOP-Test.

Then, the major features found in both similarities and differences among the test takers' three language ability groups were described.

3. For the third question, “*What are the errors that interfere with the students' pragmatic knowledge?*”, from the questionnaire, the descriptive statistics and the one-way ANOVA were computed in order to investigate the test takers' pragmatic knowledge in general and test if the means of the three language ability groups were significantly different. Then, the content analysis of the test takers' inappropriate responses were investigated and categorized based on the descriptors of the ineffectiveness along with the inappropriateness of the FOP-Test rating scale.

Summary

This chapter illustrates the research methodology of the study. The data of subjects selection was presented. The procedures employed in the development of the research instruments were described. The steps taken in data collection and data analysis were also illustrated. The findings of the study and the discussions of the results are presented in the next chapter.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter presents the findings of the study related to the research questions and discussions of the results. The data were analyzed quantitatively and qualitatively. There are two parts in this chapter. The first part deals with the information about the test takers. The second part is the results of the study. Descriptive statistics, one way ANOVA, and content analysis were applied to answer the three research questions. Discussions based on research findings were made at the end of each research question.

4.1 Test takers' demographic data

Table 4.1 presents the test takers' demographic data drawn from the student grade report. The test takers in this study are homogeneous in terms of age, education level, field of the study, and training experiences related to hospitality operation. Therefore, the data of English courses taken gives more beneficial information related to the study. Table 4.1 below presents the number of English courses both in the required and elective courses in the curriculum taken by the test takers.

Table 4.1: The test takers' demographic data

Background		Total	Per cent
Gender	Male	18	20.00
	Female	72	80.00
Foundation English	Foundation English I	90	100.00
	Foundation English II	90	100.00
	Intermediate English	78	86.67

Table 4.1: The test takers' demographic data (cont.)

Background		Total	Per cent
Reading	Fundamental English Reading /Reading Skill	45	50.00
	Intermediate English Reading	3	3.33
	Reading for Mass Communications in English	27	30.00
	Reading for Tour Guides	3	3.33
Writing	Fundamental of Writing	60	66.67
	English Structure I	60	66.67
	English Structure II	30	33.33
	Paragraph Writing	9	10.00
	English Correspondence	33	36.67
Listening & Speaking	Listening I /Basic Conversation I	90	100.00
	Listening II /Basic Conversation II	60	66.66
	English Pronunciation	9	10.00
English for Occupation	Communicative English for Careers	51	56.67
	Technical English	27	30.00
	English for Ground & In-flight Attendants	3	3.33
	English for Business Communication	9	10.00
	English for Tour Guides	42	46.66
	Communicative English for Tourism & Hospitality	27	30.30
English for Hotel	English for Hotel Studies I	90	100.00
	English for Hotel Studies II	30	33.33
Others	English through songs	24	26.67

Table 4.1 shows the English language courses that the test takers took from both fundamental and elective courses based on the curriculum. It can be seen that all the test takers completed foundation English courses as a prerequisite. Besides, they all took English Listening I (Basic Conversation I), and English for Hotel Studies I.

When calculating all English subjects taken by each test taker, the number of English subjects taken by the test takers in this study were approximately 10 subjects (Mean = 10.97, SD = 1.79).

4.2 Results and discussions

The results of the main study are presented based on the three research questions mentioned in Chapter 1.

Research question 1: Can the Front Office Pragmatic Test (FOP-Test) differentiate the students' pragmatic ability into different levels? (Tables 4.2 - 4.6)

Research Hypothesis 1: The FOP-Test can significantly differentiate the students' pragmatic ability related to hotel Front Office Department context into different levels.

The mean scores and standard deviations obtained from the FOP-Test of the high, average, and low language ability groups were calculated and presented in Table 4.2.

Table 4.2: Descriptive statistics of the FOP-Test total scores

Language ability groups	Total						
	N	score	Minimum	Maximum	Mean	SD.	%
High	30	300	147	264	217.45	28.324	72.48
Average	30	300	103	254	184.78	38.797	61.59
Low	30	300	82	247	154.50	34.602	51.50

Table 4.2 demonstrates the means and standard deviations of the total scores of the FOP-Test. It can be seen that the mean scores obtained from the test takers with high language ability (72.48%) is more than that of the average language ability group (61.59%), and more than that of the low language ability one (51.50%). This indicates that the test takers from the high language ability group have the highest scores. More specifically, the following tables (Tables 4.3 – 4.6) show descriptive statistics of the four components (i.e., the correct speech acts, the expressions and vocabulary, the amount of information, and the degree of appropriateness) assessed in this study.

Table 4.3: Descriptive statistics for the correct speech acts scores

Language ability groups	Total		Minimum	Maximum	Mean	SD.	%
	N	scores					
High	30	75	37	75	57.83	9.082	77.11%
Average	30	75	28	69	52.08	10.970	69.44%
Low	30	75	20	64	41.58	8.926	55.44%

From Table 4.3, when the correct speech acts are considered, it can be seen that the mean scores obtained from the high language ability group (77.11%) is more than that of the average language ability group (69.44%), and more than that of the low language ability one (55.44%).

When comparing the overall mean scores of correct speech acts of the three ability groups, the standard deviations show that the scores of the correct speech acts from the three language ability groups are not much varied. However, the average group has the largest spreading of scores (10.970) while the low group (8.926) and the high language ability group (9.082) have similar standard deviations. Table 4.4 below shows descriptive statistics of the expressions and vocabulary.

Table 4.4: Descriptive statistics of the expressions and vocabulary scores

Language ability groups	Total		Minimum	Maximum	Mean	SD.	%
	N	score					
High	30	75	39	68	54.27	7.756	72.36
Average	30	75	25	59	45.17	8.889	60.23
Low	30	75	20	60	38.83	8.967	51.77

From Table 4.4, it can be seen that the scores of the expressions and vocabulary of the three ability groups assessed by the FOP-Test are 72.36%, 60.23%, and 51.77% respectively. When comparing the standard deviations, those of the average and the low ones are almost the same. The standard deviations are 8.889 and 8.967 respectively. The high language ability group has the smallest standard deviation (7.756).

Table 4.5: Descriptive statistics of the amount of information scores

Language ability groups	Total		Minimum	Maximum	Mean	SD.	%
	N	scores					
High	30	75	35	66	52.03	7.420	69.37
Average	30	75	24	63	43.45	9.894	57.93
Low	30	75	21	64	36.08	9.428	48.11

Table 4.5 shows the descriptive statistics of the amount of information. It can be seen that the mean scores obtained from the test takers with the high language ability group (69.37%) is more than that of the average language ability group (57.93%), and more than that of the low language ability one (48.11%).

The standard deviations show that the spreading of scores of the amount of information of the average and the low language ability groups are not much varied (9.894 and 9.428). However, the spreading of scores of the high language ability group is narrower than the other two groups.

Table 4.6: Descriptive statistics of the degree of appropriateness scores

Language ability group	Total		Minimum	Maximum	Mean	SD.	%
	N	score					
High	30	75	37	66	53.32	6.540	71.09
Average	30	75	27	63	44.08	9.529	58.77
Low	30	75	21	59	38.00	8.352	50.67

Table 4.6 shows the differences in the mean scores for the degree of appropriateness among the three language ability groups. It can be seen that the scores of the degree of the appropriateness of the high, average, and low language ability groups assessed by the FOP-Test are 71.09%, 58.77%, and 50.67% respectively. When comparing the standard deviations, the average group has the largest spreading of scores (9.529) while the spreading of the scores of the high and the low ones are narrower. The standard deviations are 6.540 and 8.352 respectively.

Discussion for the first research question

With regard to the FOP-Test as a semi-direct speaking test for assessing the students' pragmatic ability in this present study, it was found that the FOP-Test could differentiate the test takers' pragmatic ability into three levels: high, average, and low. The findings show that the total mean score of the FOP-Test obtained from the test takers with the high language ability group is higher than those of the average and low language ability groups. The means are 72.48, 61.59, and 51.50 respectively. With respect to the four components, the high group has the highest scores and the average group has higher scores than the low group. More specifically, when comparing the correct speech acts, the expressions and vocabulary, the amount of information, and the degree of appropriateness, it was found that the mean scores obtained from the test takers with the high language ability are higher than those of the average and low groups in all four components.

It was also found that the mean scores of the correct speech acts was the highest while the mean scores of the amount of information was the lowest. This could be interpreted that the ability to give the correct speech acts was regarded as the easiest while giving the sufficient amount of information was the most difficult. The highest mean scores of giving the correct speech acts indicated that the test takers from the different language ability groups could recognize what speech act was called for. Therefore, the scores were rated highest. On the contrary, the scores of giving amount of information were rated lowest. This can be explained by the fact that giving utterances in length required syntactical or grammatical knowledge to a certain extent or elaborating the utterances could meet the satisfaction of the hotel guests. Regarding using the scores obtained from each component, the students' pragmatic ability could be differentiated. This finding confirms the finding of Hudson (2001) who proposes that five pragmalinguistic components of correctness of linguistic expressions, the amount of information, formality, directness, and politeness can be used to evaluate the speakers' actual response.

It was also found that the standard deviations varied among the three groups in different components. There are two possible explanations for this. First, some respondents skipped the responses in some speech acts. This often occurred when the test takers found it difficult to respond in English or when the low degree of imposition was needed such as in requesting or apologizing; however, the test takers chose not to answer. This may be due to their insufficient English proficiency or the

feeling of no need to respond. The occurrence of opting out caused a great effect in scoring. Second, the elicitation of the wrong speech act occurred. For example, the situation itself required an apology, but some respondents did not include an apology. Besides, some scores deduction had to be made when some responses seemed to be parts of the described situation in the test rather than the expected responses.

The findings revealed that the test could distinguish the test takers into three pragmatic ability groups using both the total mean scores and the component mean scores. So, it can be concluded that the oral elicitation method of the FOP-Test could elicit the students' pragmatic ability in the hotel Front Office context. Therefore, the FOP-Test could be an instrument for assessing pragmatic ability in English for occupational purposes, particularly in the hotel Front Office context.

Research question 2: Do levels of English proficiency affect the students' pragmatic ability and what are the similarities and differences of linguistic features produced by the students with different levels of English proficiency?

Research hypothesis 2: The students' pragmatic ability of the high, average, and low levels of English proficiency differ significantly.

There were two findings from this research question. The first one was the finding of whether levels of English proficiency affect the students' pragmatic ability while the second one was the finding of the similarities and differences of linguistic features produced by the students with different levels of English proficiency. The discussion of the two answers were made at the end of each finding.

For the first sub-question, one-way ANOVA was used to compare the mean scores of the three groups in order to test the effects of language ability groups on the test takers' pragmatic ability. The results were analyzed using the Statistical Package for Social Sciences (SPSS). The ANOVA of group differences in terms of proficiency levels is displayed in Table 4.7

Table 4.7: One-way ANOVA test of group differences

Components	Variance	Sum of Squares	df	Mean Square	F
Correct speech acts	Between Groups	4073.750	2	2036.875	21.630***
	Within Groups	8192.750	87	94.170	
	Total	12266.500	89		
Expressions and Vocabulary	Between Groups	3611.089	2	1808.544	24.669***
	Within Groups	6367.700	87	73.192	
	Total	9978.789	89		
Amount of information given	Between Groups	3823.439	2	1911.719	23.717***
	Within Groups	7012.683	87	80.606	
	Total	10836.122	89		
Degree of Appropriateness	Between Groups	3568.617	2	1784.308	26.328***
	Within Groups	5896.283	87	67.773	
	Total	9464.900	89		

*** $p \leq .001$

In Table 4.7, one-way ANOVA showed significant differences between groups. Significant differences were found in all components assessed, namely the correct speech acts ($F=21.630$, $p \leq .001$), the expressions and vocabulary ($F=24.669$, $p \leq .001$), the amount of information ($F=23.717$, $p \leq .001$), and the degree of appropriateness ($F=26.328$, $p \leq .001$). This indicates that the three language ability groups differed significantly in all components. Since the results of one-way ANOVA show that the mean scores from the three language ability groups were significantly different, a Scheffé post-hoc test was conducted to find the differences among the means of the three language ability groups and see where the differences lie among them. The results are displayed in Table 4.8 below.

Table 4.8: Results of Scheffé post - hoc tests in all groups

(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
High	Average	32.67*	8.825	10.69	54.65
	Low	62.95*	8.825	40.97	84.93
Average	High	-32.67*	8.825	-54.65	-10.69
	Low	30.28*	8.825	8.30	52.26
Low	High	-62.95*	8.825	-84.93	-40.97
	Average	-30.28*	8.825	-52.26	-8.30

* $p \leq .05$

From Table 4.8 in the column “Mean Difference”, it can be seen that the difference in mean scores between the high and the average groups is 32.67 and the difference in the mean scores between the high and the low groups is 62.95. The difference in mean scores between the average and the low group is 30.28. All the p values were significant at the .05 level. This indicates that the test takers in the high group were significantly different from the test takers in the average and low language ability groups. More specifically, a Scheffé post-hoc test was also used to analyze the significant difference in each component (i.e., the correct speech acts, the expressions and vocabulary, the amount of information, and the degree of appropriateness) and to locate where the differences lied among the means. The results are displayed in Table 4.9 below.

Table 4.9: Results of Scheffé post-hoc comparison tests of each component

Components	(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error
Correct speech acts	High	Average	5.75	2.506
		Low	16.25*	2.506
	Average	High	-5.75	2.506
		Low	10.50*	2.506
	Low	High	-16.25*	2.506
		Average	-10.50*	2.506
Expressions and vocabulary	High	Average	9.10*	2.209
		Low	15.43*	2.209
	Average	High	-9.10*	2.209
		Low	6.33*	2.209
	Low	High	-15.43*	2.209
		Average	-6.33*	2.209
Amount of information	High	Average	8.58*	2.318
		Low	15.95*	2.318
	Average	High	-8.58*	2.318
		Low	7.37*	2.318
	Low	High	-15.95*	2.318
		Average	-7.37*	2.318
Degree of appropriateness	High	Average	9.23*	2.126
		Low	15.23*	2.126
	Average	High	-9.23*	2.126
		Low	6.08*	2.126
	Low	High	-15.32*	2.126
		Average	-6.08*	2.126

*The mean difference is significant at the .05 level.

The results in Tables 4.8 – 4.9 reconfirmed that all the three language ability groups differed from one another in all components except for the mean difference between the high and the average groups in the correct speech acts.

Discussion for the first sub-question of research question 2

The findings for the first sub-question were found to support the hypothesis. The findings showed that there was a significant main effect of the test takers' level of English proficiency on pragmatic ability scores in all components assessed (i.e. the correct speech acts, the expressions and vocabulary, the amount of information, and degree of appropriateness) at the .001 level. More specifically when examining where the differences lied among the three different levels of English proficiency by employing a Scheffé post-hoc test, it showed that all the p values were highly significant. The difference in the mean scores between the high and the average English ability groups was 32.67 and the difference in the mean scores between the high and the low English ability groups was 62.95. The difference in the mean scores between the average and the low English ability groups was 30.28. This indicated that the test takers who had a high English proficiency performed pragmatic ability significantly different from the test takers who had an average English proficiency and were significantly different from those who had a low English proficiency. Thus, the findings of this study could provide the evidence that English proficiency was a variable which had a great effect on the test takers' pragmatic ability.

However, there was still a question whether learners of different English proficiency levels performed differently in pragmatic tests (Kasper & Rose, 2002). Kasper and Rose (2002) themselves believe that the development of pragmatic competence is closely related to that of grammatical competence. The learners who are highly proficient students are assumed to have a high grammatical competence as well. This agrees with Taguchi (2007) who supports that language background and English proficiency have demonstrated to influence L2 pragmatic processing. The findings of this study could correspondingly agree with the studies of Bardovi-Harling and Dorhyei (1998) in that different learning contexts (EFL/ESL) and proficiency levels are likely to affect the ability in pragmatic and grammatical awareness.

The finding of the effect of levels of English proficiency on pragmatic ability of this study corresponds with some previous studies (Matsumura, 2003; Roever, 2005) in that the high language proficient participants had better performance in pragmatics tests than the low language proficient participants. This study's results are consistent with the results in Matsumura (2003)'s who revealed that the overall

level of proficiency in the target language plays an important role in the acquisition of pragmatic awareness. Thus, the significant differences of the test takers' pragmatic ability in this study could be influenced by the differentiation of the test takers' GPA in English into three levels since their GPA are often one of the first evaluators in English proficiency and perceived to be linguistically demanding in the measurement of language proficiency. In other words, English proficiency levels account for a variable of pragmatic ability.

The second sub-question of research question 2 was to examine the similarities and differences of the linguistic features collected from the test takers from the three language ability groups. To avoid redundant or excessive examples, it was decided to randomly select responses of 10 test takers from each language ability group so the data collected from 30 respondents were examined. The similarities and differences of responses from the three language ability groups were analyzed qualitatively.

The differentiation was drawn from the typical linguistic features found from the test takers' responses in all five speech acts assessed from the test (See Appendix L for samples of responses). So, to examine the similarities and differences, the results were presented by comparing the frequency of the pragmalinguistic features that were correspondingly related to the rating scale used in the FOP-Test, not separately analyzed like conversational analysis as generally done in the previous studies. It is also important to note that the major response categories of pragmalinguistic features presented in this study might be different from those of other studies because it depended on the test takers' responses to speech acts assessed by the FOP-Test. Besides, the co-occurrences like politeness strategies found in speech acts of handling compliments and apologizing were also analyzed based on the frequent occurrence in the data collected. Tables 4.10 to 4.14 below present the frequency counts of the number of pragmalinguistic features found from the speech acts assessed in the hotel Front Office Department context. The number in parentheses appeared in the reporting part indicates the frequencies of the concerned features.

Table 4.10: Frequency of linguistic features found in promising

Feature of occurrences	High	Average	Low
	Group (N=10)	Group (N=10)	Group (N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
1. Routine patterns	24	24	29
I will <i>provide/inform/prepare/arrange/contact</i> ...	20	12	18
We will <i>inform/prepare/send/bring</i> ...	3	3	1
I will <i>take care for that/take it for you/do it for you.</i>	0	2	2
I promise (you to) ...	1	4	0
We promise ...	0	2	0
We're V+ing ...	0	0	1
<i>Just a moment/wait for a moment, please.</i>	0	1	7
2. Affirmation markers	29	29	19
okay	7	2	3
yes, of course	13	5	1
yes	4	9	10
certainly	5	9	3
absolutely	0	3	1
definitely	0	1	0
yes, please.	0	0	1
3. Adverbial	12	12	9
right away	4	1	1
as soon as <i>possible/we can</i>	1	5	3
immediately	4	4	3
in about 5/15 minutes	0	1	1
within 5 days	0	1	0
for sure	1	0	0
shortly	1	0	0
for a second	1	0	0
now	0	0	1
4. Politeness markers	7	3	6
Could you (please) ...?	1	0	0
<i>Could/can</i> I ..., please?	1	1	1
May I have ..., please?	1	1	1

Table 4.10: Frequency of linguistic features found in promising (cont.)

Feature of occurrences	High	Average	Low
	Group	Group	Group
	(N=10)	(N=10)	(N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
Embedded clause	4	1	2
Please + VP	0	0	2
5. Address form	18	23	17
Sir	12	14	14
Madam	5	9	2
Ma'am	0	0	1
Miss	1	0	0
6. Others			
...thank you for V+ ing	1	0	2
...thank you.	2	1	1
...okay...	0	1	2
Don't worry (about that).	1	3	2
It's all right.	0	0	1

Note: Numbers in the boldface font show the total number of occurrences.

f = frequency of occurrences

Table 4.10 presents the frequency of the main features found in the prompted scenarios of promising to send more room amenities (Situation 1), promising to arrange the limousine (Situation 2), and promising to mail hotel guest's lost items if found (Situation 3). The responses can be grouped into six categories. First, the use of routine patterns seemed to occur at the high rate in all three language ability groups. Considering the expressions related to the future act with the use of model "will" followed by the performative verbs like "provide", "prepare", and "inform" as markers for the future action preceding with the pronoun "I" and "we", the high group and the low groups used them with 23 and 21 tokens respectively while 17 tokens were made in the average group. When considering the use of pronoun "I" and "we" in this category, it is obvious that the "we" was used in a small degree in all groups. The average group (5 tokens) mostly used the pronoun "we" while the high and the low group used relatively small with 3 and 2 tokens respectively. It was interesting to see that the performative verb "promise" was explicitly used among the average group while it was absent from the low group. However, it can be seen that

the respondents from the high group used “*promise*” only once while 6 tokens were found in the average group. When considering other routine patterns, it is also interesting to see the test takers from the low group (7 tokens) preferred using the routine “*Just a moment/wait for a moment, please*” while the only one token was found in the average group, but none in the high group.

Secondly, the affirmation markers were observed, a number of frequent responses were the same in the high and the average groups (29 tokens) while the low group did 19 tokens. It can be seen the features that occurred in this category varied. The use of “*okay*” and “*yes, of course*” were very distinctive in the high group (7 and 13 tokens respectively). While “*certainly*” and the markers “*yes*” alone were most frequently used in the average and the low groups with 9 and 10 tokens respectively. The other markers; “*absolutely*”, “*definitely*”, and “*yes, please*” were found more or less in the average and the low groups, but not in the high group.

Third is the observation of the co-occurrences of adverbials which occurred when the promising was made. It can be seen that the occurrences of adverbials from the test takers from the high, average, and low groups were 12, 12, and 9 tokens respectively. However, the distinctive features among the three groups were the use of “*right away*”, “*as soon as possible/we can*” and “*immediately*”. The intensifier “*right away*” was highly used in the high group (4 tokens) while “*as soon as possible/we can*” was commonly used in the average group (5 tokens). The responses from the high and average groups yielded the agreement in the use of “*immediately*”(with 4 tokens) while it was used in the low group with 3 tokens. Other words or phrases of intensifiers “*in about ... minutes*”, “*within ... days*”, “*for sure*”, “*shortly*”, “*for a second*”, and “*now*” were seldom used among the three groups. There was only one token eventually found in each test taker group.

Fourthly, politeness markers were observed. The higher total frequency was found in the high and the low groups with 7 and 6 tokens respectively. The expressions of “*Could/Can/May/ you/I ..?*” were commonly found in all groups. However, when comparing the occurrences of each feature in this category, the use of the embedded clause was used remarkably in the high group (4 tokens) whereas only one and two tokens were found in the average and the low groups respectively. However, the marker of “*please + VP*” was neither found in the high nor the average groups, but it appeared only in the low group data with two tokens.

Fifthly, the use of the address form was considered. It can be seen that the average group highly addressed the hotel guests by the title (23 tokens) whereas 18 and 17 tokens were used in the high and the low groups respectively. In addition, the address form of “*Miss*” and “*Ma’am*” appeared separately once in the high and the low groups only.

Lastly, for other minor features found from the test takers’ responses, the use of pre-closing “...*thank you for V+ing*” and “*thank you*” in the high group was identical to that of the low group who did this with 3 tokens each while only one token was found in the average group. The pre-closing “...*okay...*” was found in the average group (1 token) and the low group (2 tokens), but not in the high group. Besides, the statement letting the interlocutor off the hook “*Don’t worry about that*” was also used in all groups with a small degree of occurrences (1, 3, and 2 tokens respectively) while “*It’s all right*” was found only once in the low group. Table 4.11 shows the linguistic features found in the responses in informing.

Table 4.11: Frequency of linguistic features found in informing

Feature of occurrences	High	Average	Low
	Group (N=10)	Group (N=10)	Group (N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
1. Routine patterns	12	9	9
We have ...(name the facility).	1	1	2
We provide ...	3	0	0
We already have ...	1	1	0
You can <i>access/use/</i> ...	7	7	7
2. Formulaic expressions of regret	10	12	10
Sorry.	4	4	5
Excuse me.	0	5	1
So sorry.	1	0	0
I’m sorry <i>about that/to tell you that</i> ...	3	0	1
I’m <i>so/terribly/really/</i> sorry.	1	3	3
We’re sorry.	1	0	0
3. Politeness markers	14	11	6
Would you <i>mind/like</i> ...?	3	1	0
Could/can you (please)...?	3	4	0

Table 4.11: Frequency of linguistic features found in informing (cont.)

Feature of occurrences	High	Average	Low
	Group	Group	Group
	(N=10)	(N=10)	(N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
I'm afraid that ...	2	2	0
I think ...	1	0	0
Embedded (if)	4	3	3
It's possible to ...	1	1	1
Please	0	0	1
Please + VP	0	0	1
4. Affirmation markers	8	8	10
Yes, you can.	1	0	0
Certainly	1	0	0
Okay	2	0	0
Yes	3	6	10
(Yes) of course	1	2	0
5. Address forms	23	13	9
Sir	11	3	0
Madam	11	10	7
Ma'am	1	0	2
6. Others			
Thank you.	2	0	0
...okay...	1	0	0
Is that okay with you?	1	0	0
No.	0	0	1
No, you can't.	0	0	1
We could not.	0	1	0

Note: Numbers in the boldface font show the total number of occurrences.
f = frequency of occurrences

Table 4.11 shows the linguistic features found in the responses from prompted scenarios of informing where to get access to the internet (Situation 4), informing the check-out guest regarding an invalid credit card (Situation 5), and informing the late-checkout charge (Situation 6). The features can be grouped into six categories. The first category was the use of routine patterns when informing. The distinctive feature that could differentiate the responses among the three groups

was the use of “we” form when informing hotel facilities. The high group used it 5 tokens while it occurred in the average and the low groups in the same number (with 2 tokens). However, the statement beginning with “*You can.*” was preferred equally in all groups (with 7 tokens each).

Second, the formulaic expressions of regret were observed. They were highly performed in the situations 5 and 6 where the guest’s face was imposed. It was found that the test takers from the three groups produced the expressions of regret with 10, 12, and 10 tokens respectively. The performative verb “*sorry*” was most frequently used in all groups. The expression “*excuse me*” was more frequently used in the average group (5 tokens) while the low group made only once. However, it was absent from the high group. Comparing the expressions of regret which were extended with the content like “*I’m sorry to tell you that*”, the high group (3 tokens) did this more than the low group whereas it was absent in the average group. Besides, the “we” form in expressing the regret was found once in the high group only.

The third observation was the use of politeness markers. The features found in this category varied. The high group (14 tokens) performed them most while the low group (6 tokens) did the least. The similar frequency found in all the three groups were the use of the embedded clause and the expression “*It’s possible to ...*”. The remarkable finding from employing politeness markers was none from the low group that produced the indirect questions like “*Would you mind/like ...?*”, “*Could you...?*”, the downgrading makers, “*I’m afraid that...*” and “*I think..*”. The use of these features was only found from the test takers from the high and the average groups who performed them interchangeably. Besides, the features that neither the high nor the average groups did was the marker “*Please*” and “*Please + VP*”. They were only found once in the low group.

Fourth was the examination of affirmation markers. It was found that the frequency of affirmation markers among the three groups was similar. However, the expressions “*Yes, you can*”, “*Certainly*”, and “*Okay*” were found only in the high group while the average and the low groups tended to use “*Yes*” and “*Yes, of course*”. It was found that a single word “*Yes*” was mostly used in the low group (10 tokens).

The fifth category was the use of the address form. The highest frequency was found in the high group (23 tokens) while the average and the low groups did 13

and 9 tokens respectively. Lastly, other minor features were observed. The test takers from the high group used the pre-closing markers, “*Thank you*”, “*...okay...*”, and “*Is that okay with you?*” in their responses whereas none of the test takers from the average and the low groups did. Besides, the use of direct refusal markers, “*No*” and “*No, you can’t*” were only found in the low group while it was found only once in the average group with the use of the “*we*” form. Table 4.12 illustrates the frequency of linguistic features which occurred in the speech act of requesting.

Table 4.12: Frequency of linguistic features found in requesting

Feature of occurrences	High	Average	Low
	Group	Group	Group
	(N=10)	(N=10)	(N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
1. Formulaic expressions of regret	15	12	7
Sorry ...	5	1	1
Excuse me...	3	9	2
I'm sorry ...	4	0	2
I'm <i>so/very sorry</i> (about it) ...	0	0	2
We're sorry ...	0	1	0
We're <i>terribly</i> sorry ...	1	0	0
Please accept my/our apology...	2	0	0
We're terribly sorry for the inconvenience...	0	1	0
2. Routine patterns	2	2	2
Just a moment, please.	0	0	1
We hope you don't mind. *	0	1	0
Thank you for using xxx*	0	1	1
Please have a nice holiday.*	1	0	0
Hope to look forward to seeing you again.*	1	0	0
3. Affirmation markers	10	7	10
Yes...	4	2	8
Yes, of course...	1	3	0
Certainly...	1	2	2
That's all right.. .	1	0	0
Okay...	2	0	0
Yes, you can...	1	0	0

Table 4.12: Frequency of linguistic features found in requesting (cont.)

Feature of occurrences	High	Average	Low
	Group	Group	Group
	(N=10)	(N=10)	(N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
4. Politeness markers	23	14	8
Would you mind ...?	1	1	0
Could/can you (please) (possibly)...?	8	5	0
Would you (please) like ...?	2	0	1
May/can I..., please?	4	4	1
I'm afraid that ...	1	1	0
I think ...	1	0	0
I'm not sure ...	0	1	0
Unfortunately, ...	1	0	0
If (clause)	4	1	2
Please + VP	1	1	4
5. The "we" form	5	3	1
<i>(excluded from the formulaic expressions)</i>			
6. Address form (sir/madam/ma'am)	15	13	10
7. Others			
xxx thank you (very much).	4	2	3
Don't have.	0	0	1
I don't know.	0	0	1
No.	1	0	0
It's okay.	0	0	1
xxx okay xxx.	0	2	0
Is that okay with you?	1	0	0
Don't worry.	0	0	2

Note: Numbers in the boldface font show the total number of occurrences.

f = frequency of occurrences

Table 4.12 shows the features that occurred in the prompted scenarios of requesting a walk-in guest for the deposit (Situation 7), requesting the arrival guest to give the check-out time, due to the high occupancy rate (Situation 8), and requesting the departure guest to pay for hotel room amenities taken from the room (Situation 9). The occurrences of features can be described as follows. Firstly, it is obvious

that the formulaic expressions of regret were the most frequent features used in the high group (15 tokens) while the test takers from the average and the low groups did with 12 and 7 tokens respectively. It can be seen that the test takers from the average group had more tendency to use the expression “*Excuse me*” (9 tokens) than did the high group (3 tokens) and the low group (2 tokens). The high group preferred to use “*Sorry*” and “*I’m sorry*” than the other two groups did. Besides, the expressions that need a more supportive move like “*Please accept my/our apology...*” were made only in the high group (2 tokens).

The second category was the use of routine patterns. The occurrences of this category were found in a very small degree. The expression “*Just a moment, please*” was made once in the low groups. There were other four expressions marked with asterisk markers were grouped in this category; however, they were irrelevant to the given situation. These expressions were found in the high and the average groups with 2 tokens each while it was once made in the low group. These errors are discussed in the discussion part of the third research question.

Thirdly, some respondents initiated their utterances with the affirmation markers. The use of these markers varied; however, the markers that were remarkably found among the three test taker groups were a single word “*Yes*” and “*Yes, of course.*” The former was the most frequently used in the low group (8 tokens) while the latter was used in the high and the average groups with 1 and 3 tokens respectively. The markers; “*That’s all right*”, “*Okay*”, “*Yes, you can*” were found in the high group only while “*certainly*” was used in all groups, but in a small number. In addition, it is interesting to see that the occurrences of affirmation markers in requesting collected from the test takers in this study also produced the repetition of the requirement, for example, “*Yes, of course. One double room for two nights*”, “*Yes, there are rooms available for you*” and “*Okay, one double room for two nights*”. The repetitions of the guests’ requirements are considered as the norm of practice in the hotel-guest communication because this service encounter involves with payment. It was found that the test takers from the high, average, and low language ability groups made them in the similar proportion with 10, 7, and 10 tokens respectively.

Fourthly, the politeness markers have the highest frequency when comparing to the other occurrences. It is interesting to see that the politeness markers when making a request like “*Would you mind...?*” and “*Could/can you (please)*

possibly...?” are seldom used by the low group while the high and the average groups performed them 11 and 6 tokens respectively. Besides, when observing the use of indirect questions of request like *“May/can I ..., please?”*, it was found that the high and the average groups used them in the same number (with 4 tokens each) while one was made in the low group. Besides, the hedge markers, *“I’m afraid that ...”*, *“I think...”*, *“I’m not sure...”* and *“unfortunately”* were absent from the low group. They were only made in the high and the average groups, but in a very small degree. In addition, the frequent use of *“if clause”* was highly found in the high group (4 tokens) while the average and the low groups did 1 and 2 tokens respectively.

Fifthly, the finding reveals that the use of the *“we”* form was found in a small degree. There were 5 tokens in the high group while the average and the low groups had 3 tokens and 1 token respectively. The use of the address forms; *“Sir”*, *“Madam”*, and *“Ma’am”* were grouped in the sixth category. It was found that the high group had 15 tokens while the average and the low groups performed 13 and 10 tokens respectively.

Lastly, when observing other minor features, the conventional closing like *“thank you”* and *“okay”* and the use of refusals were also found eventually in a small number. The frequent use of the marker, *“thank you”* was relatively similar in all three groups with 4, 2 and 3 tokens from the high, average, and low groups respectively. As for the use of refusals, there were two respondents in the low group and only one respondent from the high group who performed the direct *“No”*. However, the test takers from the average group did not perform the refusal at all. Besides, the markers, *“It’s okay”*, *“...okay...”*, *“Is that okay with you?”* and *“Don’t worry”*, which function as pre-closing conversation, were found in a small frequency in the three groups with 1, 2, and 3 respectively. Table 4.13 illustrates the frequency of features which occurred in handling complaints.

Table 4.13: Frequency of linguistic features found in handling complaints

Feature of occurrences	High	Average	Low
	Group	Group	Group
	(N=10)	(N=10)	(N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
1. Formulaic expressions of regret	36	47	35
Excuse me...	0	2	1
Sorry...	0	1	0
So, sorry...	0	3	0
I'm sorry...	1	3	4
I'm sorry to hear that/for that.	2	0	1
I'm sorry about /our mistake/for this wrong.	0	0	2
... I'm <i>very/so/really</i> sorry (for you/for that) again.	1	0	7
I'm <i>so</i> sorry /to hear that/for that.	5	11	5
I'm <i>so/truly/very/terribly</i> sorry (for the inconvenience).	3	6	4
I'm <i>really</i> sorry (about that mistake).	1	0	5
I have to apologize you.	0	0	1
Please accept <i>my</i> apology.	0	0	1
We're sorry.	1	0	0
We're sorry <i>for the mistake/the inconvenience</i> .	3	0	0
We're <i>so/terribly/really</i> sorry (about this/that problem)	8	10	3
We apologize for an inconvenience.	0	0	1
We <i>really/do/</i> apologize for <i>that/ this convenience</i> .	1	5	0
We have to apologize for the mistake.	1	0	0
We hope you give me apology.	1	0	0
We're <i>really /terribly/</i> sorry to keep you waiting.	2	0	0
Please accept <i>our</i> apology.	6	5	0
Could you please accept our apology?	0	1	0
2. Routine patterns	6	3	3
(wait) just a moment, please.	1	0	3
Could you please wait for a minute?	0	1	0
We understand how this happened.	1	1	0
I understand you how ...	1	1	0
See what else I can do.	1	0	0
Let see how we (could) make this out.	2	0	0

Table 4.13: Frequency of linguistic features found in handling complaints (cont.)

Feature of occurrences	High	Average	Low
	Group	Group	Group
	(N=10)	(N=10)	(N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
3. Politeness markers	4	12	0
Would you mind...?	1	11	0
Could you mind...?	1	0	0
Could I ...?	0	1	0
Please.	1	0	0
I think ...	1	0	0
4. Adverbials	9	5	5
Now	0	1	3
Immediately	6	1	0
As soon as possible/I can	1	0	1
Right away	2	1	1
(may be) in five/ten minutes.	0	2	0
5. Address form	17	26	14
Sir	5	0	0
Madam	12	25	13
Miss	0	0	1
Ma'am	0	1	0
6. The "we" form	3	4	3
<i>(excluded from the formulaic expressions)</i>			
7. Strategies			
Give an explanation	1	2	1
Acknowledge of responsibility	2	1	0
Offer a repair	28	29	19
Give compensation	4	1	6
Promise of forbearance	1	1	1
8. Others			
...thank you.	1	2	0
Okay, it will be okay.	0	0	1
Okay ...	0	0	1
...okay?	1	0	0

Table 4.13: Frequency of linguistic features found in handling complaints (cont.)

Feature of occurrences	High	Average	Low
	Group (N=10)	Group (N=10)	Group (N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
...okay...	1	0	0
Don't have.	0	0	1
Don't worry.	1	0	1

Note: Numbers in the boldface font show the total number of occurrences.

f = frequency of occurrences

Table 4.13 shows the features that occurred in the prompted scenarios of handling complaints regarding the malfunction of water heater (Situation 10), noise disturbance (Situation 11), and the no-show of the airport representative (Situation 12). The features found in the test takers' responses in handling complaints could be categorized into eight features. The findings could be reported as follows. First, the formulaic expressions of regret were frequently used in all groups. However, they were most frequently used in the average group (47 tokens) while the high and the low groups did 36 tokens and 35 tokens respectively. When examining the features occurred, it was found that the average group (32 tokens) highly used a greater range of intensifiers: "so", "really", "truly", "very", and "terribly" while the high and the low groups performed similarly with 21 and 24 tokens respectively. When considering the use of the "we" form when expressing the regret, the high group (17 tokens) and the average group (15 tokens) frequently used it in a higher degree while only 4 tokens occurred in the low group. Besides, the use of routine patterns, "(Could you) please accept our apology" was equally used in the high and the average groups for 6 tokens whereas it appeared only once in the low group with the use of the first possessive pronoun, "Please accept my apology".

Second was the examination of the use of routine patterns. When comparing the patterns found in this category, the test takers from the low group (3 tokens) preferred to use "(wait) just a moment, please" while it was found only once in the high group, but not in the average group which used the pattern of "Could you please wait for a minute" only once. In addition, none of the test takers from the low group made the patterns that show the speaker's concern like "We understand how this

happened.” and *“I understand you how ...”*. These routines were used equally in the high and the average groups. In addition, the use of unspecific offers of repair expressions, *“See what else I can do.”* and *“Let’s see how we make this out”* were found in the high group only.

Third, it is interesting to see that the occurrences of politeness markers did not appear in the low group at all. They were frequently used in the average group (12 tokens) while 4 tokens were found in the high group. The average group (11 tokens) mostly used the expression *“Would you mind ...?”* which was much more frequent than the high group (1 token).

Fourth, the respondents showed the use of adverbials. They most occurred in the high group (9 tokens) while the average and the low groups did in the same proportion (with 5 tokens). The word *“immediately”* was remarkably made in the high group whereas the low group tended to use *“now”* to intensify the action.

Fifth, the address form of the title *“Sir”* and *“Madam”* were made in the situations assessed. The highest occurrences appeared in the average group (with 26 tokens) while the high group used 17 tokens and the low group did 14 tokens. The sixth category was the use of the *“we”* form. It is noted that the *“we”* form in this category did not include in routine patterns and formulaic expressions of regret. It was found that the *“we”* form similarly occurred in all three groups; however, it was found in a small degree.

Seventh, the respondents obviously performed politeness strategies used in handling complaints. This category was made distinctively when comparing to the other four speech acts assessed in this study. To consider the occurrences of strategies in all three groups, the high group (36 tokens) and the average group (34 tokens) relatively produced them in a higher degree. However, when comparing among the strategies used, offering a repair was highly made in the high and the average groups. For example, *“...but I will check if there is available room on the other floor”* and *“Would you mind to change to another room?”* were offered when the requested room was not available (Situation 11). On the contrary, giving explanations like in the situation when the airport representative did not show up at the airport (Situation 12) *“...there are some problems with the representative of our hotel on the way to the airport”* and acknowledging of responsibility like *“...We’re pleased to have responsibility for it”* were less performed in all groups. Another interesting finding was the low group employed strategies of compensation such as

“I will give you a welcome drink and a dinner for free” and “Don’t be worried about the taxi price because we will take care of it” more than the high and the low groups. However, when the content of compensation was observed, it was found that information given appeared to be awkward and unreal. The occurrence of promise of forbearance such as “I will not let it happen again.” and “It would not happen the next time.” was found in all groups as well, but it was only once made in each language ability group.

The last category was the occurrence of the minor features produced by the test takers. The pre-closing markers were employed in all groups interchangeably, but in a very small number. However, it was obviously found that the average group made only 2 tokens of closing markers like “...thank you” in this category while the high and the low groups equally used the marker of “okay” with 2 tokens each. The refusal marker was neither found in the high and average groups, but it appeared in the low group. The statement letting the interlocutor off the hook “Don’t worry” was found only once in the high and low groups. Table 4.13 shows the features which occurred in the responses in apologizing.

Table 4.14: Frequency of linguistic features found in apologizing

Feature of occurrences	High	Average	Low
	Group	Group	Group
	(N=10)	(N=10)	(N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
<i>I. Formulaic expressions of regret</i>	37	40	26
Excuse me...	0	1	0
Sorry...	5	3	0
So sorry...	0	1	0
I’m sorry to hear that.	1	0	0
I’m sorry /for the mistake/for this wrong.	5	5	9
I’m so/very/really/ sorry for that/about it/ about this.	7	3	16
I’m terribly/truly sorry.	1	1	0
I apologize.	0	1	0
I do apologize for this inconvenience.	0	1	0
Please accept my apology.	1	4	1
We’re sorry (about that problem).	3	0	0

Table 4.14: Frequency of linguistic features found in apologizing (cont.)

Feature of occurrences	High	Average	Low
	Group (N=10)	Group (N=10)	Group (N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
We're so/really/very/ terribly sorry (for this).	4	10	0
We apologize (and show our sorry).	1	0	0
We have to apologize (about this).	1	0	0
We do apologize (for this inconvenience).	2	4	0
Please accept our apology.	1	2	0
...sorry for <i>keeping/letting/</i> you waiting.	5	4	0
2. Routine patterns	6	3	11
(Please) wait for a moment/just a minute (please).	5	0	11
We do understand ...	1	0	0
...let me talk to the manager and see what we should do for you.	0	3	0
3. Politeness markers	24	6	4
I'm afraid that ...	2	0	0
I think ...	1	0	0
Could/can you (please)...?	4	1	0
Would you mind ...?	6	2	0
Would it be possible ...?	1	0	0
Embedded (if)	6	2	0
Please + VP	4	1	3
Please	0	0	1
4. Adverbials	4	6	2
Immediately	4	2	0
Urgently	0	2	0
Right now	0	1	0
Very/really sorry	0	1	1
As soon as I can	0	0	1
5. Address of form	8	21	7
Sir	2	0	0
Madam	3	17	5
Ma'am	3	4	2

Table 4.14: Frequency of linguistic features found in apologizing (cont.)

Feature of occurrences	High	Average	Low
	Group	Group	Group
	(N=10)	(N=10)	(N=10)
	<i>f</i>	<i>f</i>	<i>f</i>
6. The use of “we” form	3	2	-
7. Affirmation markers	3	0	3
Of course.	1	0	0
Okay ...	2	0	0
...okay ...	0	0	1
Okay?	0	0	1
Certainly	0	0	1
8. Strategies			
Give explanation	8	6	6
Acknowledge of responsibility	1	1	0
Offer a repair	17	12	13
Give compensation	5	4	6
Promise of forbearance	0	1	1
9. Others			
...thank you.	1	0	0
Are you okay?	1	0	0
Don't worry.	0	1	0
We don't have.	0	0	1

Note: Numbers in the boldface font show the total number of occurrences.

f = frequency of occurrences

Table 4.14 shows the features that occurred in the prompted scenarios of apologizing for ineffective services (Situation 13), unavailability of the room (Situation 14), and a shortage of staff when checking-in (Situation 15). The occurrences of features can be described as follows. First, for formulaic expressions of regret, the expression “*I’m (we’re) sorry...*” was the most commonly used in all groups. However, the distinctive feature that could differentiate the expressions of regret among the three groups was the use of intensifiers. In order to express the concern for the hearer, the intensifiers, “*really*”, “*terribly*”, and “*very*” were remarkably made, especially in the average group (14 tokens) and the low group (16 tokens) while 12 tokens were made in the high group. Besides, in order to indicate a

strong commitment, the high and the average groups used aggravating “*do apologize*” which was absent from the low group. However, the average group (5 tokens) performed more than the high group did (2 tokens). In addition, the expressions requested for forgiveness like “*Please accept my/our apology*” was the most preferred response in the average group (6 tokens) while the high and the low groups produced a very small number of occurrences with 2 and 1 token respectively. Besides, the expression “*...sorry for keeping/letting/ you waiting*” was absent from the low group while the high group (5 tokens) and the average group (4 tokens) performed this similarly.

Second was the use of routine patterns. There were three expressions found in this category. The expression “*(please) wait for a moment/just a minute (please)*” was most frequently used in the low group (11 tokens) while the high group (5 tokens) performed half of what the low group did; however, none of the test takers from the average group used this expression. The expressions “*We do understand*” and “*... let me talk to the manager and see what we should do for you.*” were only found in the high and the average groups. The former occurred only once in the high group while the latter was found in the average group with 3 tokens.

Third, for politeness markers, the responses that were most preferred in the high group were the hedge markers, embedded clauses, and “*Please*” followed with the verb phrase. For the head act, neither the test takers from the average and the low groups used the hedge of “*I’m afraid that...*” and “*I think ...*”. These two markers appeared in the high group only. The head act “*Could/can you..?*”, and “*Would you mind ...?*” that are commonly used to soften the speech in apologizing were found in the high group (10 tokens) and the average group (3 tokens) while they were absent from the low group. When considering the features of embedded clauses, only the high group (6 tokens) and the average group (2 tokens) used the syntactic downgrading of “*if*”. The examples are “*Would you mind if I change the room for you?*” and “*You can talk to her (the manager) if you want a discount.*” and “*It will be nice if you get a double room*”. Besides, the verbal downgrading “*Would it be possible...?*” was used only once by the high group. In addition, the maker of “*please+VP*” such as “*Please, follow me.*” and “*Please, wait for a while*” was frequently used similarly in the high group (4 tokens) and the low group (3 tokens) while it was made only once in the average group. However, it is obvious that the low group only chose markers “*please + VP*” (3 tokens) and a single word “*please*”

(1 token) in the feature of being polite while the high and the average groups used these markers with 4 tokens and 1 token respectively.

Fourth, the adverbial intensifiers, “*immediately*”, “*urgently*”, “*right now*”, “*very/really*” and “*as soon as I can*” were observed. It was found that the frequent use of these intensifiers in the high group (4 tokens) and the average group (6 tokens) was similar while the test takers from the low group used the adverbial intensifier of “*very/really*” and “*as soon as I can*” only once each.

Fifth, the use of the address form, the addressing by the title “*Sir*” and “*Madam*” was found in this study due to the nonexistence of the names given in the prompted situations. A more frequent use of the address form appeared in the average group (21 tokens) while the high group (8 tokens) and the low groups (7 tokens) used it less.

The sixth observation was the use of the “*we*” form, which was relatively found in a small frequency. It was used only in the high and average groups with 3 and 2 tokens respectively while it was absent from the low group. Seventh, the affirmation markers only appeared in the responses from the high and the low groups, not in the average group. However, the frequency found in this category was rather small with 3 tokens in the high and the low groups.

Eighth, the speeches collected from the three groups of the test takers also show strategies used in apologizing. The findings show that the test takers from the three groups attempted to minimize the degree of offence by giving explanations in apologizing, for example, “*Oh sorry madam, the double rooms are sold out...*” or “*We’re terribly sorry, ma’am, but we’re really fully booked for the double room right now*”. The high group (8 tokens) performed higher than did the other groups (with the identical number of 6 tokens). According to acknowledging the responsibility, the high and the average groups performed only once while it was absent from the low group. The two responses were “*I’m very sorry for that – that you have a terrible room*” and “*We’re sorry about that problem.*” On the contrary, all three groups offered a repair in a high degree. For example, “*Would you prefer a suit instead?*”, “*Could you change to another room?*”, and “*... let me talk to the manager*” were offered when the room required was not available. However, offering a repair was the most frequently used in the high group (17 tokens) while the average group (12 tokens) and the low group (13 tokens) offered a repair in the similar degree. In order to satisfy the simulated hotel guests, the test takers from the

three groups also attempted to give a compensation in a similar frequency of 5, 4, and 6 tokens respectively. However, the use of the promise of probearance like “*I’m sorry, it wouldn’t be happened anymore*” only occurred once in the average and low groups while it was absent from the high group.

Lastly, the minor features were also found from the respondents. Pre-closing markers “*...thank you*” and “*Are you okay?*” were used once in the high group. At the same time, a statement letting the interlocutor off the hook “*Don’t worry*” and the direct refusal “*We don’t have.*” were each used in the average group and the low group respectively.

Discussion for the second sub-question of research question 2

Tables 4.10 – 4.14 show the similarities and differences of the linguistic forms reflecting the pragmatic ability of the test takers in the high, average, and low English proficiency groups. These pragmalinguistic forms were grouped based on the major linguistic features found from the actual responses from the data collected. It can be seen that the differentiations of the linguistic features performed in the five speech acts assessed in the study varied. The details of the frequency of occurrences in each feature were separately reported in each table (as presented in Tables 4.10 – 4.14). However, in order to discuss the similarities and differences of the test takers’ pragmalinguistic forms as a whole, the total of frequency counts of the number of pragmalinguistic features found from the five speech acts assessed by the FOP-Test are displayed in Figure 4.1.

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

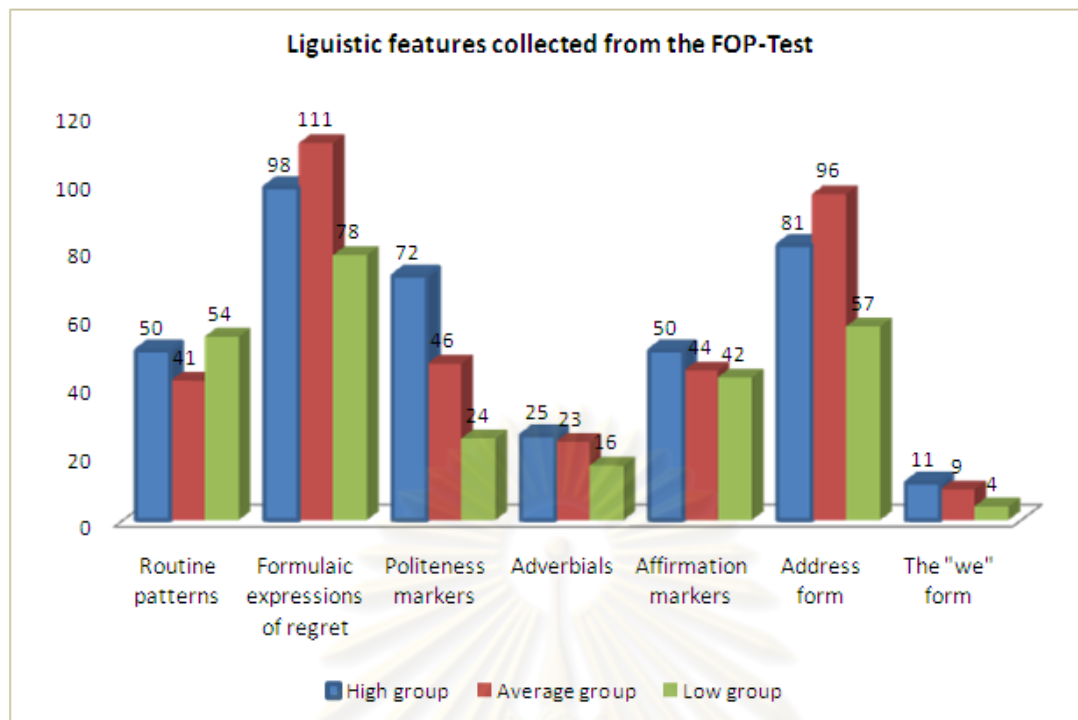


Figure 4.1: The differentiations of linguistic features collected from the five speech acts assessed by the FOP-Test

Figure 4.1 shows the major differences of linguistic features drawn from the test takers of three language ability groups in the frequency counts. Their responses can be basically distinguished into seven categories. The category of “others” and strategies applied in handling complaints and apology are presented separately in Figures 4.2 and 4.3. Comparing frequency counts of linguistic features in all categories, the distinct features that can differentiate among the test takers from three language ability groups were the use of politeness markers and the address forms. Firstly, it can be seen that the test takers from the high group highly applied politeness markers in their responses to the simulated hotel guests in the situations given in the FOP-Test (as presented in Tables 4.10 – 4.14). From the data collected, particularly in requesting (see Table 4.12), the markers; “*Could/Can you... please?*”, “*Can/Could I ..., please?*”, and “*May I ...?*” were highly used among the test takers from the high language ability group. The markers which require the syntactic knowledge to lengthen the utterances like the hedge “*I think ...*”, “*I’m afraid ...*”, and the embedded clause are rarely found from the low English proficiency test

takers. Thus, there are two possible reasons for the apparent high frequency for the use of politeness markers produced by the high level test takers. First, the highly proficient students may have awareness and be more comfortable to make their speech more polite than the average and the low groups. Second, the English proficiency of the high level test takers enables them to make their responses more polite by applying their grammar knowledge to lengthen their intention in English while the less proficient students might have difficulty due to the lack of the grammatical knowledge to express themselves. The absence of the occurrence of the politeness markers in handling complaints in the low level takers could be considerable evidence (See Table 4.13). The test takers from the low group in this study obviously exhibited the marker of “*Please + VP*” and an isolate word “*Please*” to soften their speech when the requesting was required. In terms of politeness, in fact, “*please*” makes a sentence more polite when using it with a command or a direction, but not with a request (Fukushima, 1990).

On the contrary, the test takers from the low English ability group frequently used routine patterns higher than the high and the average groups. It was also interesting to see that the test takers tended to use one form of routine patterns repeatedly in their responses. However, the number of frequency was relatively similar among the three groups of the test takers. A possible explanation for the apparent high frequency of routine patterns in the low group is that those forms can be learned easily through the list of possible utterances provided in their textbooks so they possibly rely on the rote memory of routine patterns. This agrees with the researchers who have noted that the acquisition of the routine patterns occurs relatively early in the stage of L2 learning. However, from data collected, the use of routine patterns in the high proficiency test takers was rather different from the responses collected from the low proficiency group in terms of the length of patterns. It can be seen that the test takers from the high and the average groups tended to use long routine patterns such as “*We do understand ...*” and “*...let me talk to the manager and see what we should do for you.*” One possible explanation for this difference could be related to their ability to conclude from the overall input they heard and were able to put words in longer sentences rather than expressions that come in chunks or short forms of expressions.

Formulaic expressions of regret were highly used in all speech acts assessed by the FOP-Test except for the speech act of promising. Expressions of regret were

most commonly found in handling complaints and apologizing as presented in Tables 4.13 – 4.14. Unlike speech acts of promising, informing, and requesting, handling complaints and apologizing were expressive functions proposed by Searle (1975). He mentions that the expressive functions are used when the speaker expresses his/her feelings or attitudes towards things. In this study, handling complaints and apologizing were made when the hotel guests were unsatisfied towards hotel services. Expressing regrets to the hotel guests agrees with Olshtain's (1983) explanation that when one person (the hotel guest) is perceived as offended, the party (the hotel staff) needs to apologize. From the data collected, it could be seen that the high and average groups used formulaic expressions of regret remarkably similar in a greater degree when compared to all categories of linguistic forms examined in this study.

Another distinct linguistic feature among the three groups appears in the use of the address form to the hotel guests by addressing the title like “*Sir, would you ...?*” which is considered polite and appropriate in the context of hotel service encounters. There is one point to make from the test takers' responses that they only addressed the simulated guests by using the forms of “*Sir*” and “*Madam*” since the simulated guest's first and last name was not mentioned in the test. It was clear that the test takers tried to avoid the difficulty, so they addressed the simulated hotel guests by addressing “*Sir*” and “*Madam*” which Wardlaugh (1990) mentions that it is possible to do so if there is doubt how to address. In spite of this fact, in English, addressing by the title is the least intimate address form; however, the address terms of “*Sir*” and “*Madam*” to the hotel guests are considered professionally prestigious. Regarding the role of business interaction, the address forms “*Sir*” and “*Madam*” are the linguistic politeness markers which include honorifics and solidarity booster. Besides, in hospitality language, the title and the guest's last name are used to mark the respect in a formal way (Blue & Harun, 2003). However, in this study, the last name was opted out. Gu (1996) regards address maxim as one of the politeness maxims. A failure to use an appropriate address term is a sign of rudeness. He illustrates that addressing one's interlocutor is not simply addressing to draw attention, but it involves the speaker's recognition of the hearer as a social being in a specific social status or role. Since the interaction between the hotel staff and guests is considered an unequal encounter, it is a norm for the hotel staff to initiate the talk by addressing the guests and choose address terms which are more formal. From the

findings, it can be seen that the test takers from the low language ability group used it least while the high and the average levels of the test takers performed the use of “*Sir*” or “*Madam*” in a high degree relatively. Even the average language group frequently used them higher than the high group. One possible explanation of this occurrence is the test takers from the low language ability group may be reluctant to address the hotel guests and the high and average groups have power-hierarchy consciousness of being formal in the hotel staff-guest transactions in English higher than the low group.

Those three categories that can reveal the similarities among the three language ability groups are the use of adverbials, the use of affirmation markers and the use of the “*we*” form. It should be noted that the use of the “*we*” form in this category did not include routine patterns and formulaic expressions of regret. The frequency from the most to the least occurred from the high to the low groups respectively. However, comparing frequency counts of linguistic features in all categories of three language ability groups, the occurrences of affirmation markers like “*Yes*” or “*Certainly*” and the use of adverbials were seemingly similar in a moderate degree and low degree respectively while the use of the “*we*” form was produced in a very small degree. Figure 4.2 shows the category of “others” that includes minor features produced by the test takers.

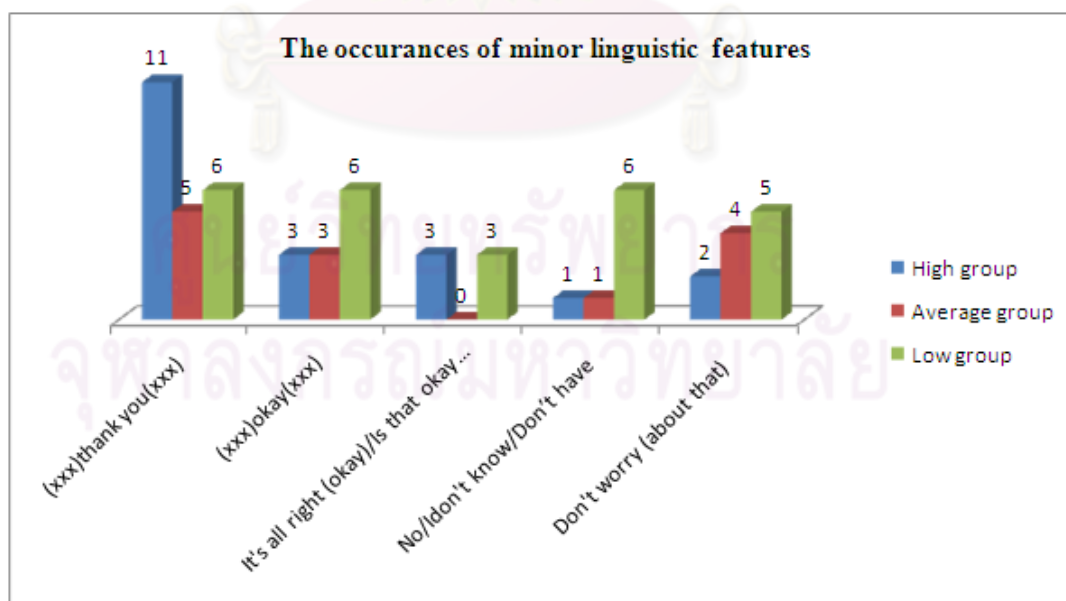


Figure 4.2: Minor linguistic features produced by the test takers

Figure 4.2 shows minor linguistic features found from the data collected. It was separately reported from the major features discussed in Figure 4.1 due to low frequency of use. The linguistic features in this category varied. The distinctive features that can distinguish the responses from the three groups of the test takers from one another were the use of pre-closing markers "...*thank you*..." in the high group and "...*okay*..." in the low group. While "*It's all right (okay)*", "*Is that okay with you?*", and "*Are you okay?*" were used equally in the high and the low groups, but not in the average group. It is important to note that the function of "*thank you*" made by the test takers in this study is not a response to the compliment, but an attempt to close the encounters between the hotel staff and guest or to terminate the conversation. The function of "*thank you*" responded from the test takers in this study corresponds with Aston (1995:60) who states that "*thank you*" does not only refer to express the gratitude, but also to signal the conclusion of a conversation and "*thanking*" was treated as appropriate closing as a matter of politeness". Rubin (1983) points out that "*thank you*" used in a service encounter seems to be a quick and '*bold*' thank you. However, it is considered as a social amenity. From the data collected, the test takers, particularly in the high group, attempted to use "*thank you*" as a signal to close their responses to the simulated hotel guests in the given situations in the FOP-Test while the low group frequently used "*okay*" as a sign of pre-closing instead. One possible explanation to explain the high difference of the use of pre-closing marker "*thank you*" in the high group is that they may have an awareness of being purposive in the hotel staff-guest transactions. They attempted to make it end without considering other requirements which may follow. While "*okay*" provides a partial solution to ongoing interactional problems, it is opening up the way for closing (Beach, 1993). However, when examining the content, the test takers from the low group attempted to use pre-closing to close difficult situations due to their lack of English ability to respond to the given situations.

Lastly, the test takers from the low group tended to use the statement letting the interlocutor off the hook "*Don't worry (about that)*". The remarkable feature that can differentiate the test takers of the low group language ability from those of the high and the average groups is the use of direct refusals such as "*No*" or "*No, you can't*" even though each was found in the high and the average groups only once.

Regarding politeness strategies found in handling complaints and apologizing, it is important to note that observing a particular strategy when handling complaints and apologizing was not an aim of this study; however, since they were found correspondingly from the speeches collected; thus, they were also analyzed like the co-occurrence features and are presented in Figure 4.3.

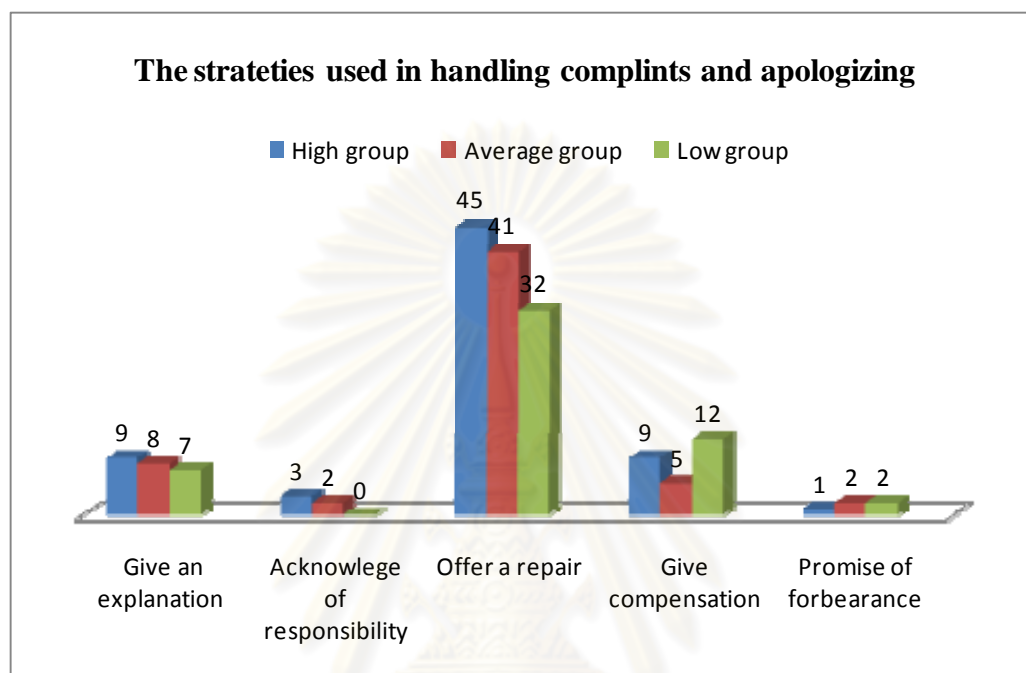


Figure 4.3: Strategies used in handling complaints and apologizing

Figure 4.3 concludes the occurrences of politeness strategies found in handling complaints and apologizing from the data collected. They were observed correspondingly with the linguistic forms because they were remarkably produced when handling complaints and apologizing were made. Comparing the strategies applied in the data collected, it can be seen that the strategy of offering a repair was highly used in the high group while the average and the low groups performed differently in a relative degree. On the contrary, the low group attempted to give compensation in a higher occurrence compared to the high and the average groups. However, the content of compensation appeared awkward or unreal in real hotel encounters. It sounded contextually awkward although the appropriate strategy was applied.

The frequent occurrence of giving an explanation and a promise of forbearance seemed not to be able to differentiate among the three groups since they all performed relatively similarly with the small degree of occurrences. However,

none of the test takers from the low group applied the strategy of acknowledging of responsibility. Only the high and the average groups did this in a small degree.

The use of the strategy of offering a repair in all groups in a high degree can be explained with two reasons. First, it is the influence of classroom rehearsals. Handling complaints and apologizing are functional language commonly found in the textbooks related to hospitality language for the hotel staff. They are explicitly taught as tools to be used when facing the difficult hotel guests or difficult circumstances. Such explicit instructions seem to be excessive in offering help or repair in the hotel guests' dissatisfaction. For example, "...*but I will check if there is available room on the other floor*" or "*Would you mind to change to another room?*" were offered when the requested room was not available. Second, the test takers may attempt to reduce their offense by offering a repair in mistakes they did not make. However, when the content of offering a repair was observed, it was made in short and in a chunk form like a rote memorization.

Research question 3: "What are the errors that interfere with the students' pragmatic knowledge?"

In response to the third research question, the findings are divided into two parts. The first part reports maximum and minimum scores, means, and standard deviations of the responses from the pragmatic questionnaire related to the test takers' pragmatic background knowledge in general as well as speech acts and politeness in the hotel Front Office context. The second part is the report of the content analysis of the test takers' responses which were inappropriate and ineffective in the hotel staff-guest communication. Finally, the results of two parts are discussed.

To report the finding of the first part, the maximum and minimum scores, mean scores and standard deviations obtained from the pragmatic questionnaire collected from the high, average, and low language ability groups were calculated and presented in Table 4.15.

Table 4.15: Descriptive statistics of the responses from the pragmatic questionnaire

Groups:	High			Average			Low		
	Language Ability (N = 30)			Language Ability (N = 30)			Language Ability (N = 30)		
Questionnaire:	Max/ Min	M	SD	Max/ Min	M	SD	Max/ Min	M	SD
General*	15/ 7	10.90	2.09	15/ 6	10.73	1.93	13/ 6	10.10	1.83
Promising**	5/ 1	3.80	2.09	5/ 0	3.43	1.65	5/ 0	4.23	1.22
Informing**	5/ 1	3.87	1.33	5/ 0	3.37	1.79	5/ 0	3.77	1.52
Requesting**	5/ 0	2.23	1.74	5/ 0	2.40	1.59	5/ 0	3.07	1.57
Handling** complaints	5/ 1	3.83	1.34	5/ 0	3.27	1.68	5/ 0	3.10	1.49
Apologizing**	5/ 1	4.00	1.44	5/ 1	3.07	1.66	5/ 0	3.73	1.66

Notes: * indicates total scores of 15 and ** indicates total scores of 5.

Table 4.15 shows the maximum and minimum scores, mean scores and standard deviations of the scores from the pragmatic questionnaire. The mean scores of the general pragmatic knowledge collected from the high, average, and low groups are 10.90, 10.73, and 10.10 respectively. The mean scores of general pragmatic knowledge collected from the test takers from the three English ability groups appear to be very close. When considering the five scenarios representing the five speech acts, the mean scores obtained from the high group in apologizing, informing, handling complaints, and promising are the highest by the mean scores of 4.00, 3.87, 3.83, and 3.80 respectively. The mean scores obtained from the low group in promising, informing, and apologizing are also high by the mean scores of 4.23, 3.77, and 3.73 respectively. The mean scores from the average group in all speech act scenarios, except apologizing which is the lowest, are in the middle. Table 4.16 shows the mean scores obtained from the pragmatic questionnaire from all test takers.

Table 4.16: Descriptive statistics of the responses of all test takers from the pragmatic questionnaire

	N	Minimum	Maximum	Mean	SD.
Pragmatic knowledge	90	6	15	10.58	1.960
Promising	90	0	5	3.82	1.503
Informing	90	0	5	3.67	1.558
Requesting	90	0	5	2.57	1.656
Handling complaints	90	0	5	3.40	1.527
Apologizing	90	0	5	3.60	1.620

Table 4.16 shows the mean scores of pragmatic knowledge obtained from the three test takers groups is 10.58. Considering the mean scores of the five scenarios representing the five speech acts, the highest mean score is promising ($\bar{X} = 3.82$) while the lowest is requesting with the mean score of 2.57. The other three speech acts range from informing, apologizing, and handling complaints with the scores of 3.67, 3.60, and 3.40 respectively. In order to see any significant mean differences of pragmatic knowledge, one-way ANOVA was applied to compare the scores obtained from the three language ability groups.

Table 4.17: Results of one-way ANOVA test from the pragmatic questionnaire

Variables	Variance	Sum of Squares	df	Mean Square	F	Sig.
General knowledge	Between Groups	10.689	2	5.344	1.404	.251
	Within Groups	331.267	87	3.808		
	Total	341.956	89			
Promising	Between Groups	9.622	2	4.811	2.185	.119
	Within Groups	191.533	87	2.202		
	Total	201.156	89			
Informing	Between Groups	4.200	2	2.100	.863	.426
	Within Groups	211.800	87	2.434		
	Total	216.000	89			
	Total	244.100	89			

Table 4.17: Results of one-way ANOVA test from the pragmatic questionnaire (cont.)

Variables	Variance	Sum of Squares	df	Mean Square	F	Sig.
Requesting	Between Groups	11.667	2	5.833	2.183	.119
	Within Groups	232.433	87	2.672		
	Total	244.100	89			
Handling complaints	Between Groups	8.867	2	4.433	1.941	.150
	Within Groups	198.733	87	2.284		
	Total	207.600	89			
Apologizing	Between Groups	13.867	2	6.933	2.745	.070
	Within Groups	219.733	87	2.526		
	Total	233.600	89			

Table 4.17 shows the result of one-way ANOVA test run for the mean differences of the questionnaire answers made by the three language ability groups. The findings show that the test takers' pragmatic recognition from three language ability groups are not significantly different from one another in all parts, so there is no further examination to test the mean differences of the three groups.

The findings from the pragmatic questionnaire indicate that the test takers in the three groups did not differ significantly in pragmatic recognition assessed by the questionnaire. Due to the differences in the means reported in Table 4.17, pragmatic failures produced by the test takers in all groups were analyzed qualitatively. Examining pragmatic inappropriateness that could cause communication breakdowns between the hotel staff-guest in the hotel Front Office operation can give useful information to answer the third research question. Decision regarding inappropriateness was based on the descriptors of the ineffectiveness along with the inappropriateness of the FOP-Test rating scale. The major features of inappropriateness in language use collected from the test takers' responses were grouped into seven types of inappropriateness. The first observation was the deficiency in giving the correct speech act. The second to the fourth observations reported the failure in information given. The fifth observation was the deficiency in the usage of words and expressions. The last two observations were the failures in terms of the degree of appropriateness. Figure 4.4 shows the pragmatic errors that

were made by the test takers. The report for each error was analyzed with regard of the frequency of occurrences. The excerpted transcripts with the underlined sentences demonstrate the errors in terms of pragmatic failures. In addition, it is important to note that there is no correction in the excerpted transcripts since the major concern of the production is the effectiveness and appropriateness in language use. In order to illustrate the ineffective or inappropriate responses, the descriptions of situations are shown in brief but all utterances of the simulated hotel guests are not given here (See Appendix E for the FOP-Test). Data were drawn from the same group of the test takers who were randomly selected to answer the second sub-question of the second research question and the scripts were analyzed qualitatively before the frequency counts were made.

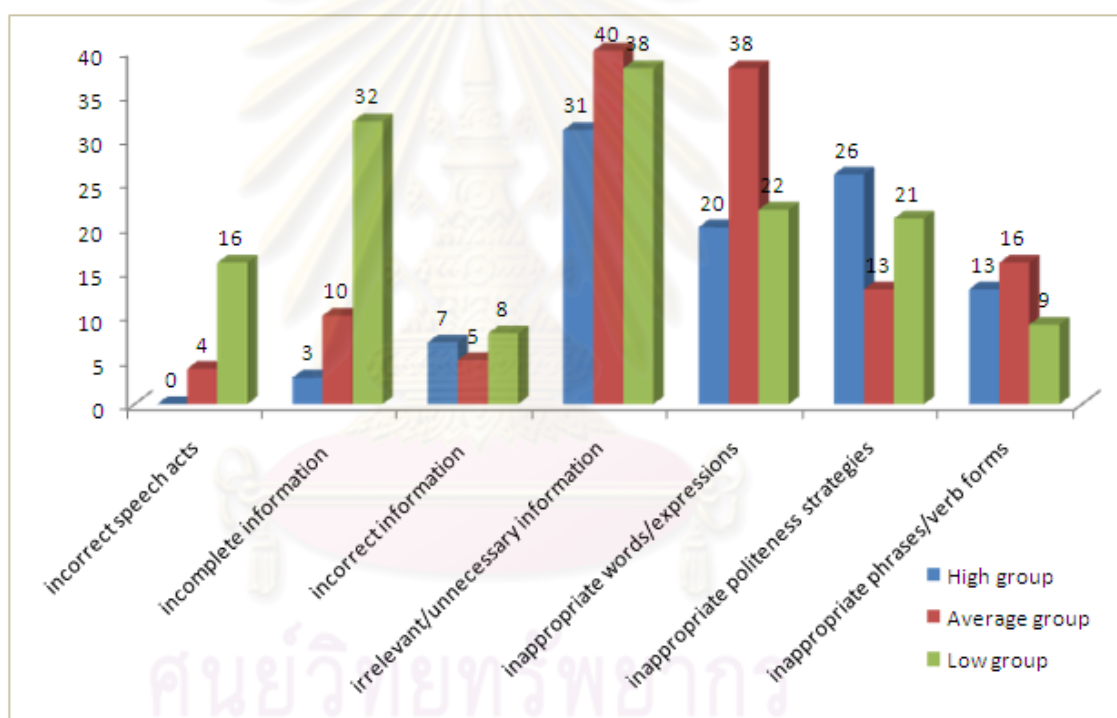


Figure 4.4: Pragmatic errors produced by the test takers in the hotel Front Office context

Figure 4.4 shows the occurrences of seven pragmatic errors collected from the test takers of the three English proficiency levels. The results are descriptively reported as follows. First, in terms of ineffectiveness in giving correct speech acts, it was found that the test takers from the average and the low groups gave incorrect speech acts while the high group did not. The error also included the absence of the speech act required for the given situation. It could be seen that the test takers from

the low group produced more errors than the average group did. The following 6 excerpts (A5, L3, L6, L2, L4, L8) illustrate the examples of incorrect speech acts:

- Situation 7 : Request a walk-in guest for a deposit**
 A5 : “And what time do you check out? ...”
 L3 : “Yes, just a moment please. I will check one double room”.
 L 6 : “Yes, madam. I will check for you”.
- Situation 8 : Request the arrival guest to give the check-out time, due to high occupancy rate**
 L 2 : “Thank you. You xxxx miss anything. Don’t worry. If you miss anything, I will take it // send it for you”.
 L 4 : “Everything is correct. Thank you for using our service//our hotel”.
 L 8 : “Check out time will be at 12.00//12 pm”.

In the examples shown above, the test takers did not perform the required speech act of request. The test takers were expected to make a request of a credit card as a deposit guarantee (Situation 7) and time for check-out (Situation 8), but they gave responses that were irrelevant to the situations given and did not include the speech acts required. The suggested answers for requesting in Situation 7 and 8 could be responded respectively, such as, “Excuse me, madam. Would it be possible to have your credit card for imprint?” and “Excuse me, sir. Could you please give us your check-out time? We do apologize for asking because we’re quite busy at the moment.”

The second observation is the failure in giving sufficient information. It can be seen in Figure 4.4 that there is a marked difference in giving incomplete and unclear information of the examinees from the low language ability group. Besides, there were unfinished sentences in their responses. The following responses were taken from the speech acts of handling complaints and apologizing.

- Situation 11 : Deal with noise disturbance from the next door and the housekeeper's duty on the floor**
- H 8 : "I will call the – housekeeping immediately."
- L 6 : "I'm really sorry ma'am. I will told the housekeeping and stop vacuum cleaner."
- L 8 : "I have to apologize you madam. I-I-I will () I will tell the house cleaner for (.)"
- Situation 14 : Apologize for unavailability of the double room asked for upon the checking-in**
- H 6 : "We're sorry. The rooms are: all occupied. Er: can you: er: see: er: what about another room?"
- A 4 : "I'm so sorry madam – um – please accept my apology and I-will-took/I will take to another room."
- L8 : "I'm really sorry madam. The occupancy full."

In H8, L6, and L8 (Situation 11) the test takers simply acknowledge the responsibility to one cause of problem by informing the housekeeping while problem solving of the other cause of disturbance from the next door had not been mentioned. A sample response of this situation is, *"I'm really sorry, madam. I can understand how you must feel. I will tell the maid to move to the other area and send someone to tell the next door to turn down the volume. I'm really sorry to hear this. I am very sorry again for the noise, madam."* In case of supportive examples in Situation 14, the examinees, H6, A4, and L8, simply stated about the unavailability without any alternative choice to the simulated hotel guest. They failed to give the precise information of what room type would be offered in case there is no availability of the room requested. The responses were left with doubt and unclear answer. Since the room rate initially influences decision making of the hotel guest, it is important to know what type of room would be offered and whether it meets his/her prior expense arrangement or not. The suggested answer could be as follows:

"We're sorry, madam. Unfortunately, all of our double rooms are occupied this evening. What I can do for you is to first keep your request and have it checked for tomorrow. If possible, we will inform you immediately and have your room changed. Will it (the twin) be all right for you this evening, madam? We're so sorry again."

Third is an error in giving correct information. The observed frequency in Figure 4.4 shows that the test takers in all three language ability groups gave incorrect information to the simulated hotel guest in the situation given. When comparing the frequency of responses from the three groups, they were relatively similar; however, the average group produced slightly less than the high and the low groups. Consider the following responses by the test takers from the three language ability groups:

- Situation 14 : Apologize for unavailability of the double room asked for upon the checking-in**
- H3 : *“Could you change to another room? May be king size bed room or queen size bed room or may be you’re looking to the other facilities.”*
- A 3 : *“So sorry madam. Um this is our mistake. I will change your room to: um: <suite room> or – double room. Are you okay, madam?”*
- L 9 : *“We will install the double bed to your room. Please wait for a moment.”*

From the excerpted examples, the examinees made an error in giving information related to the type of the hotel room. In terms of room types, a double room is one bed for two persons. The size of the bed is another concern for the requirement. It is surprising to see that the examinees, who were the hotel students, not only had the wrong concept of the room type, but offered the double bed room which was not available according to the room status mentioned in the given situation.

The results also show that the test takers from all three language ability groups attempted to give the simulated hotel guest information of the hotel as much as possible, but the responses were irrelevant and sometimes awkward. The irrelevant responses include the reacting to parts of the described situations in the prompt. The observed frequency of irrelevant information appeared in a high degree from the three language ability groups; however, it is surprising to see that the examinees from the average group (40 tokens) produced higher than the high group (31 tokens) and the low group (38 tokens). The supportive examples are as follows.

- Situation 3 : Promise to mail the hotel's guest's lost item if found**
- H 7 : *"Of course, madam. I will send it as soon as we possible."*
- A 8 : *"Absolutely, your belt will be served to your house within five days. Don't worry about that."*
- L 2 : *"Certainly. Er: if we find: er: I just-I just take-I just take. Er: I just take it/give it to you."*
- Situation 4 : Inform where the internet can be accessed**
- H 3 : *"You can access the internet from your bed room. In the bed room has a lot of facilities such as king size bed room, American breakfast and: all of them you can see from the brochure."*
- A 6 : *"The internet is already been set for – you to connect them to the exact point if you – connect the wireless. It is already set for the Hi-speed internet, sir."*
- L 3 : *"The double room xxxx king size bed and Hi-speed wireless internet. You can enjoy er: internet in the double room."*
- Situation 13 : Apologize for ineffective service claimed by the staying guest**
- H 2 : *"Sorry. I'm sorry madam to hear that. Please: er: wait our manager. I will contact her immediately. You can talk to her if you want a discount – let me know – what could we do for you?"*
- A 5 : *"I'm very apologize for this situation: um: we will manage this thing by reduce your – room cost and the price is not include the spa therapy, madam."*
- L 7 : *"I'm so sorry madam. I think about your hot first night: er: I will send someone for fix it xxx and I have discount er: 80% for you. I'm so sorry again."*

In H7, A8, and L2 (Situation 3) the responses sound very awkward. This is because the guest's valuable items can be lost or found in case of the loss; however, the test takers did not spare for the fact of being lost. Instead, they automatically gave a promise to ensure the guest to return the guest's property or valuable things which sounded uncommon to the real circumstance. The suggested response could be like *"I'm so sorry to hear that, madam. I will inform the housekeeping and ask them to check right away. Whether we find it, we will inform you as soon as possible. Is that all right, madam?"* Besides, the test takers failed to give precise information regarding hotel facilities. In H3, A6, and L3 (Situation 4) the examinees were expected to give specific information needed but they gave irrelevant or

unnecessary information in their responses instead. The possible answer to Situation 4 is, *“Certainly madam. The internet access is available in your room through WiFi connection, madam.”* In addition, unreal information was also given as illustrated in H2, A5, and L7 (Situation 13), the examinees from the three language ability groups offered the discount as offering a repair for the guest’s dissatisfaction which is not a receptionist’s job description. In fact, based on the job descriptions in the hotel front office operation, the decision maker in giving the compensation to the hotel guest such as a discount is from the manager level. Moreover, considering the content of compensations, they seemed to be contextually awkward based on the real job performance. The suggested response should be left for those who have the authority to handle the problem; for example, *“I can understand this must have been frustrating for you. I’m so sorry to hear that, madam. May I ask our manager and see if there is anything we could do to make your stay more enjoyable?”*

Fifth, the examinees from the three language ability groups made pragmatic errors in giving inappropriate formulaic expressions; however, the examinees from the average group exhibited a marked increase in the frequency of inappropriate idiomatic expressions, when compared with the high and the low English proficiency levels. The examples of the errors are illustrated as below:

Situation 7 : Request a walk-in guest for a deposit

H 2 : *“Yes, of course madam. One double room for two nights for you – the room is available – and we guarantee our service. Please have a nice holiday.”*

A 6 : *“Yes, sir. We’ll book // we will set the room for you right now and please be happy with our service.”*

Situation 10 : Deal with the malfunction of a water heater

H 10 : *“We’re terribly sorry ma’am. We under: um: please accept: hm: our apology and let’s us see how we could make this out for you.”*

From the responses shown above, the test takers, H2 and A6 (Situation 7), attempted to use idiomatic expressions to function as the pre-closing conversation; *“we guarantee our service. Please have a nice holiday”* and *“please be happy with our service”* which sound very strange to the given situation. The suggested response could be briefly stated like *“Excuse me, madam. Would it be all right for*

leaving us a deposit for 50% of the room charge? Another example is in H10 (Situation 10). The test takers tended to terminate the conversation when the problems had not been solved yet by expressing, “let us see how we could make this out for you.” In fact, the hotel guest needs informative answer. Here is the suggested answer that could be extended from H10’s response:

“...let us see how we could make this out for you. We will immediately send the mechanic to have it checked. Would you mind to wait for a few minutes? We will take care of that right away, madam.”

Sixth, inappropriate politeness strategies are also found in all groups. Surprisingly, the test takers in the high group produced them in a very high degree. Their responses were very direct and without hints. The excerpts below support the finding:

Situation 5 : Inform the check-out guest regarding the invalid credit card

H 4 : “So sorry madam. Your credit card has not been approved. Do you have any card?”

A 10 : “I’m terribly sorry madam. Expenses will be pay by credit card, but you credit card has not been approved. Could you ...?”

L1 : “Sorry, the credit card is wrong. It’s not approving is um: my account.”

Situation 9 : Request the check-out guest to pay for two hotel bathrobes from the room

H 1 : “I’m sorry sir. The housekeeping just called me that you are taking two hotel bathrobes with you – so: er: would you mind: er: return: ...”

A 9 : “Um + + I’m not sure – er – the – the house department report me that – you - >take something with you<.”

L 4 : “Excuse me. You have taken the two bathrobes. Please check it ...”

Situation 14 Apologize for unavailability of the room asked upon the checking-in

H 5 : “Oh, sorry madam. You haven’t made a requirement for the double bed room: um: however ...”

A 8 : “Very sorry for that, but: er: we didn’t - // we haven’t been informed that: you required for – double bed...”

L 1 : “I’m sorry. Now I don’t’ have a double room for you xxx for you because when you regis (), you don’t inform me // you didn’t inform me about the double bed. ...”

In all excerpted examples shown above, the examinees did not apply face-saving strategies in their responses, which were too direct without hinting. From Situation 5, the suggested response for this situation is, *“I’m sorry madam. I’m supposed there must be something wrong with your credit card. Would you mind giving me another card or do you prefer to pay by cash?”* It is interesting to see that the test takers expressed their regrets by using the expressions in order to soften their speech like *“so sorry”* or *“I’m terribly sorry”*; however, the extended utterances were too direct which might easily be considered impolite. Besides, making a request in Situation 9, it is clear that the test takers seemed to lack applying politeness strategies in their responses. The suggested response could be, *“I’m sorry madam, our bathrobes are also for sale. If you prefer to keep them, we could add them to your bill. Will that be all right for you, madam?”* It can be seen that the test takers’ responses for Situation 9 did not give any options to the hotel guest. According to Lakoff’s (1973) politeness rules, if the purpose of communication is to make the hearer feel good, giving an option is required. Moreover, sample responses shown in Situation 14 were also too direct and purposeful; however, the failure to make general hints might be perceived as impolite.

The last error is inappropriateness in the use of word choice, verb forms, and phrases. All groups of the test takers exhibited this error; however, the average group did the highest while the high and the low groups performed relatively similar. The use of the verb forms *“have to”*, *“need to”*, and *“must”* was high like in Situations 6 and 9 illustrated below. The inappropriateness in the use of verb forms are illustrated in Situations 6 and 9 as follows:

Situation 6 : Inform the late check-out rate

H 5 : *“Yes, of course, madam. It is possible to keep the room until 8.00 pm., but you have to pay for the extra 50% for the room. ...”*

A 8 : *“Yes, it is possible, but you have to pay more ex xxxx 50% charge for a late night”.*

L 4 : *“You can keep the room until 8.00 pm., but we have to charge if you – if you – if you want it you can”.*

Situation 9 Request the check-out guest to pay for two hotel bathrobes from the room

A 1 : *“We’re sorry madam. You have to pay charge for – item souvenir – it’s not including in your room rate – madam”.*

A 5 : *“Excuse me. I’m so sorry, but you have to pay for – a two hotel bath
xxxx “(.)*

From all excerpts shown above, the utterances were grammatically correct, but they failed pragmatically. The sample response of informing extra 50% charge for check-out late in Situation 6 could be slightly changed to *“...our hotel needs to charge 50% for the room if you prefer to keep the room until 8.00 pm, madam”*. It is clear that the imperative form of verbs can be regarded as inappropriate in hotel services where high negative politeness is preferred. Instead of using imperative verbs, the suggested responses in Situation 9 could be, *“... If you prefer to keep the hotel bathrobes, we could add them to your bill. Will that be all right for you, madam?”* as previously mentioned. In terms of making a request, Blum-Kulka (1994) suggests effectiveness is an important role in performing a request. The hearer can recognize the speaker’s intent when the request is made. The example from A1 in Situation 9 mentioned above, *“you have to pay charge- for item souvenir”* is the most direct and effective way to perform a request, but it is certainly considered impolite in the hotel staff-guest communication. Brown and Levinson (1987) suggest that effectiveness can be a conflict with politeness when directness is applied. There are also other expressions that are considered inappropriate as illustrated in Situation 15 below:

Situation 15 : Apologize the arrival guest for short of staff when checking-in

A 4 : *“We’re so sorry madam. Please accept my apology: um: - and we understand for your waiting. What should we do for you?”*

A 8 : *“I’m sorry for that. Our staff were busy. I don’t know what to do. What do you want me to do? xxx”*

From the responses shown in A4 and A8, the examinees did not attempt to save the hotel guest’s face. They just simply expressed their regrets without giving any elaboration such as the empathy and explanation. The expected response could be as follows:

“I’m so sorry madam. I do understand how you must feel for waiting so long. By the way, our staff are quite busy at this moment. What I can do for you now is to put you to the room with our pool view. And if anything we could do to make your stay more enjoyable, please let us know.

Perhaps this case may be explained that the test takers either they lacked awareness of the polite form of language use in the hotel staff-guest communication or they wanted to be polite, but they did not know how. Their English proficiency was not adequate enough to express their intentions in order to satisfy the guest's needs.

Discussion for research question 3

The test takers were expected to give some information relating to their knowledge of pragmatics in general, speech acts, and politeness in the context of hotel Front Office Department through the questionnaire. It was found that there was no statistically significant difference among the three language ability groups in their responses. This task is similar to a judgment task to evaluate whether the statements relating to pragmatic knowledge were *true* or *false* and speech act utterances in the given situations were pragmatically appropriate by rating a five-scale of appropriateness from the “*very inappropriateness*” to “*very appropriateness*”. The test takers' pragmatic recognition from the three language ability groups were not significantly different from one another in all parts. They showed the same degree of awareness by recognizing the errors of some kinds in pragmatic items and they could distinguish different degrees of politeness reflected by their responses in the questionnaire. This may be explained by the aspect of recognition in pragmatics. A small number of studies have been discussed regarding the development of L2 pragmatics and recognizing of learners in pragmatic learning. However, the recognition in pragmatics has been supported by Schmidt (1995: 24) who has hypothesized that recognizing is the first level of awareness in pragmatic learning. Learners can recognize in general “a principle, rule, or pattern” in pragmatics before “understanding” it. Schmidt has termed conscious perception or awareness as a matter of “noticing”. Schmidt's (1995) anecdotal evidence supports that there is a relationship between what learners notice and what they learn about pragmatics. In terms of recognizing, it partially agrees with Kasper (1998) who stresses that the acquisition of pragmatic knowledge can be acquired if the learners have an opportunity to notice the relevant input through a mode of recognizing. The result of no significant differences in pragmatic knowledge among the three groups reflected from their responses in the questionnaires suggests that the learners could recognize the pragmatic violations and the degrees of appropriateness whether the utterances

were pragmatically correct by using the questionnaire. In this study, the test takers' levels of proficiency does not affect the degrees of recognition in pragmatics.

Examining pragmatic failures that could cause communication breakdowns between the hotel staff-guests in the Front Office Department was further investigated. From the seven errors mentioned in Figure 4.4, there are possible explanations why the examinees made inappropriate responses. First, regarding ineffectiveness in giving correct speech acts, the examinees from the low language ability group highly exhibited this failure. From the evidence, the examinees could not respond to the expected speech act in a particular given situation. Regarding to Grice's (1975) Cooperative Principle rules, the error in giving incorrect speech act seems to break the maxim of relevance. The test takers said something irrelevant and could not respond to immediate hotel guests' needs during the stage of transaction between the hotel staff and guests. They tended to overuse routine patterns that are not relevant to the given situations and said something which was not beneficial to both the hotel staff and guests. As a consequence, this error might be related to the fact that the examinees lacked both grammatical and contextual knowledge related to hotel Front Office operation. This error does not really harm the interaction with the hotel guests, but it highly affects the guests' perceptions towards an individual as an unprofessional and incompetent practitioner.

Second, the test takers' responses were incomplete and short without appropriateness of information, especially the test takers from the low language ability group. This could lead to misunderstanding because they failed to give sufficient information required for given situations. This error can be taken into the consideration of violating the Maxim of Quantity in Grice's (1975) Cooperative Principle rules. Generally, the hotel staff-guest communication is more like business transactions which are straightforward and purposive. The hotel staff are expected to give sufficient amount of information and services that the hotel offers. This ineffective performance could be caused by unfamiliarity or inexperience in the given situations and the test takers' language ability. One possible explanation of the lack of familiarity might result from classroom practice. Generally, Thai hotel students have experience in language of hotel services only from the classroom where many rehearsal situations or encounters between hotel staff and guests are predictable. However, when they could not employ predictable varieties in the test, the problems then occurred. The lack of familiarity with the given situations seems

to make a language task difficult since the complexity of language is required by the situation. Therefore, the test takers' unfamiliarity in terms of language practice may affect their performance in the FOP-Test. In addition, the incomplete utterances may come from the lack of the test takers' English proficiency. The examples from the collected speeches showed that many test takers failed to express the positive elaboration which the hotel guests expected from the hotel staff to satisfy their needs, particularly when dealing with difficult guests such as in the case of handling complaints. More elaborative information in such situation is needed in order to make the guests feel at ease. Their lack of linguistic knowledge appears to be the reason for their inappropriate knowledge to provide sufficient information.

Third, the failure in giving the correct information was found in a small degree. The possible explanation of this error might be due to the test takers' misunderstanding, particularly in the wrong usage of terms in hotel front office work-oriented and content related to the hotel studies, rather than the test takers' deficiency in language ability. Therefore, the examinees may be required to have extensive knowledge of terms used in hotel operation.

The findings of the production of irrelevant or unnecessary information are quite striking since they were found in a high degree in all test takers language ability groups. This phenomenon agrees with Blum-Kulka & Olshain's (1984) assumptions that the L2 learners are more wordy than native English speakers because they try to compensate for their language deficiencies by adding a great deal of unnecessary information. This phenomenon may come from two possible causes. The first cause is the lack of experience of being exposed to English in real work-oriented communication. This limitation hindered them to give informative responses to unpredictable situations given in the test. The second possible cause is that the effects from inauthentic classroom practices impaired their responses. Based on the responses collected from this study, several examinees gave the answers which were unrealistic to the given situations such as offering discounts or giving compensations that were beyond one's job responsibility. This might be the effect from the classroom practice relying on the suggested answers from textbooks that contain unrealistic situational contents. Besides, it might be from English language teachers who are inexperienced in hotel context and heavily depend on the textbooks. The error in giving irrelevant and unnecessary information actually would not seriously lead to communication breakdown; however, it personally affects the hotel guests'

perception towards the image of operational and administrative levels of the hotel as a whole.

Fifth, inappropriateness in the usage of formulaic expressions can be found from the responses collected. This error can be interpreted as a result of the great influence of prior classroom instructions as mentioned in the aspect of giving irrelevant or unnecessary information. Those formulaic expressions are simplified and easy to memorize through classroom practice. According to Fukushima (1990), this error made by the test takers could be the result from memorizing the use of set phrases which would not be so difficult for foreign language learners. Several evidences showed inappropriateness in the usage of linguistic realizations practiced from the classroom. It can be seen that expressions vary according to the content of the utterance. One pattern is appropriate for one situation, but not for the others. However, the examinees employed such patterns unknowingly whether they are suitable in certain situations or not. Besides, considering the textbooks, most of the language from the textbooks related to the hotel services are too explicit, overly polite, and often simplified (Blue & Harun, 2002; Williams, 1988). This agrees with Scotton and Bernstern (1988: 53) who state that textbooks provide “list of over-polite, over explicit, one-sentence long exponents for function”. To illustrate, below are two dialogs taken from one textbook of English for hotels. The former deals with the registration for the walk-in guest and the latter is the transaction when checking-in:

Receptionist (1) : “...*because you’re not a British citizen, I will require your passport in order to complete the registration.*”

Receptionist (2): “*Thank you. Here’s your credit card, passport, and here’s your key. It’s room 706 on the seven floor. The elevator is on the right. If you just tell a porter your room number, he’ll follow you up with the luggage.*”

(Harding & Henderson, 1994: 156)

As a result, the presentation in the textbooks obscures the natural contexts and their appropriateness. It does not always seem to reflect authentic hotel language encounters. Some certain words or expressions are used differently in different contexts and the overuse of routine expressions might have contributed to their failure in communication.

For the last two errors were the use of inappropriateness in politeness strategies and phrases or verb forms. There were fewer expressions of indirectness

applied in the test takers' responses. Besides, many imperative verb forms such as "must" and "have to" were highly used, especially in making requests. This is opposite to Levinson (1987) in that the imperative is rarely used in requests in English. The native English speakers tend to make sentences indirect when requesting is made. It can be seen that failure to be indirect is perceived as being rude in the hotel services. There are two possible explanations for these two failures. One possibility is the lack of pragmatic awareness. From the utterances collected, generally the examinees exhibited their grammatical knowledge and were able to use syntactic patterns in their utterances, especially in the high language ability group. However, they lacked knowledge in applying politeness strategies to save the hearer's face, which is involved with people's feelings. In observing the principle of "face" (Brown and Levinson, 1987), the hotel staff-guest communication and interaction may require a degree of directness much higher than another service encounter does. For example, the test takers tended to use imperative verb forms that can be perceived as being offensive in the hotel services. The possible explanation of the overuse of imperatives is a result of the transfer of training. According to Blum-Kulka (1982), imperatives are the first request forms taught in L2. The learners acquire the use of imperatives easily because they are direct and a clear strategy in requesting. As a result, they might use them without being aware of the risk of high imposition to the hearer, especially in the hotel service context where the guests generally have high needs/wants in services.

The second possible explanation for the ineffectiveness of politeness strategies and verb forms is that the examinees had no tact maxim. Tact maxim, one kind of politeness of which a scale of cost-benefit to the hearer (hotel guest), plays an important role in politeness (Leech, 1983). This scale of politeness is the preference in the hotel service context where "benefit to guest" is required, but "cost to the guest" is avoided. Indirectness tends to be more polite because it increases the degree of options and decreases the force to the hearer (Leech, 1983). Leech (1983) views tact as the most important kind of politeness in English speaking society, especially in business interaction since it could maximize the benefit and minimize the cost to the hearer. It is also used to avoid a conflict which apparently comes with experience in social communication. Because of the fact that tact violates the Grice's (1975) "clarity rule", a speaker should make the message clear in order to avoid any possible misunderstanding. However, Lakoff's (1973) politeness rule of

giving options applied in tact maxim is required for the hotel staff. Since the communication of the hotel staff-guest involves with cost-benefit relationship, the knowledge about what is appropriate depends much more on social appropriate rules than on linguistic knowledge. This problem was raised by Trosborg (1987: 147) who stated that “proficient foreign language learners may fail to communicate effectively because they lack social appropriateness rules for conveying their intended communicative acts.” It is clear that social appropriate rules correspond with Bachman’s (1990) components of language competence that pragmatic competence does not only depend on the abilities of understanding and producing speech acts and knowledge of different dialects or register, but also the ability to select appropriate linguistic forms to realize a certain speech act. There have been considerable evidences that non-native speakers of English face difficult tasks in acquiring the appropriate ways to communicate language functions (Carrell & Konneker, 1989; Cohen & Olshtain, 1981; Rintell & Mitchell, 1989). The evidences of this study are consistent with the results in Bardovi-Harlig & Dornyei (1998) which show that learners show knowledge of a particular grammar in the later stage of learning L2, but fail to use it to create pragmatic effects.

Summary

This chapter reports the results of the findings. Descriptive statistics were employed to the first and third questions. One-way ANOVA and content analysis were applied to answer the second question and pragmatic failures in the third question. Frequency counts were conducted to reveal pragmalinguistic features and pragmatic failures produced by the test takers from different English proficiency levels. Each part ends with discussions based on the findings and literature review.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Chapter Five presents a brief summary of the study and the summary of findings from Chapter Four. The implications in methodology, theory, and pedagogy are also presented. Finally, the recommendations for future studies are provided in this chapter.

5.1 Research summary

This study reports the investigation of pragmatic ability in the context of hotel Front Office Department of the fourth year Thai university students who majored in the field of hospital and tourism management. The purpose of the present study firstly aimed to assess the pragmatic ability of the fourth-year Thai students in hospitality oriented programs by using the Front Office Pragmatic Test (FOP-Test). Secondly, it aimed to study whether the levels of English proficiency have a significant effect on the students' pragmatic ability in a specific context of hotel Front Office Department including the investigation of similarities and differences of the linguistic forms related to the pragmatic ability of students with different levels of English proficiency. Finally, it investigated the pragmatic knowledge that interferes with students' pragmatic abilities and pragmatic failures produced by the students from different levels of English proficiency.

The construct of the FOP-Test was based on the theoretical framework of Austin's speech acts (1962), Brown and Levinson's politeness (1987) as well as studies concerning assessment of pragmatic ability in different learning contexts.

The participants of the study were the fourth-year students from Bangkok University, Dhurakit Pundit University, and Kasetsart University majoring in the field of hotel and tourism management. They were classified into three groups of the high, average, and low language ability according to their GPA in English courses taken through the curriculum. The stratified randomly sampling technique was applied to obtain the sample size of 30 students in each language ability group. Thus, the sample of this study included 90 students.

Research instruments in the study consisted of the needs assessment questionnaire, the FOP-Test, and pragmatic questionnaire. The needs assessment questionnaire was conducted to draw situations likely to happen in the hotel Front Office Department and investigate the problematic five speech acts reflected from the hotel Front Office staff from four and five starred hotels in Bangkok. The FOP-Test focused on problematic speech acts reflected by the practitioners and from the politeness dimension in the context of hotel Front Office Department. The test method of the FOP-Test was an oral elicitation test which was designed through the computer mode. Both instruments were validated by the practitioners related to hotel services and experts in language instruction and testing.

Data were collected and analyzed quantitatively and qualitatively. Descriptive statistics were carried out to examine the pragmatic ability assessed by the FOP-Test. One-way ANOVA was conducted to test if the means of the three language ability groups of the test takers were significantly different. In addition, a Scheffé post-hoc test was conducted to find the significant differences among the means of the three groups. Content analysis was employed to examine the similarities and the differences of typical linguistic features found from the test takers' responses. The result was analyzed by comparing the frequency of the pragmalinguistic features that were correspondingly related to the FOP-Test rating scale. In addition, content analysis was also used to examine the major features of inappropriateness of responses which could lead to pragmatic failures in the context of hotel Front Office department. Finally, the responses from the pragmatic questionnaire were computed by the descriptive statistic and one-way ANOVA. .

5.2 Summary of the findings

Concerning the first research question, the total mean scores of the FOP-Test obtained from the test takers in the high language ability group was higher than those of the average and low language ability groups. More specifically, when compared all components assessed, namely the correct speech acts, the expressions and vocabulary, the amount of information, and the degree of appropriateness, it was found that the mean scores obtained from the test takers with the high language ability was more than those of the average and low groups in all four components. This finding revealed that the FOP-Test could distinguish the test takers into three pragmatic ability groups using both the total scores and the component scores.

Therefore, the findings supported the hypothesis that the FOP-Test could differentiate the students' pragmatic ability related to the hotel Front Office context into high, average, and low levels of pragmatic ability.

Regarding the second research question, there was a significant main effect of the test takers' levels of English proficiency on pragmatic ability in all components assessed (i.e. the correct speech acts, the expressions and vocabulary, the amount of information, and the degree of appropriateness) at the .001 level. More specifically when employing a Scheffé post-hoc test to examine the differences among the means of the three different levels of English proficiency, it was found that all the *p* values were highly significant. Thus, the students' pragmatic ability of the high, average, and low levels of English proficiency differed significantly.

In addition, the findings obtained from the frequency counts revealed the similarities and differences of the students' pragmalinguistic ability in the context of hotel Front Office department. The major linguistic features were grouped into seven categories: routine patterns, formulaic expressions of regret, politeness markers, adverbials, affirmation markers, address forms, and the use of the "we" form. These features were categorized based on the actual responses to the five speech acts assessed by the FOP-Test. The findings revealed that there were two distinctive features which appeared to differentiate the linguistic forms related to the pragmatic ability of the students with different levels of English proficiency. They were the use of politeness markers and the use of address forms. The former was highly performed by the high proficient students only while the latter was more frequently used by both high and average proficient students. The other five linguistic features: routine patterns, formulaic expressions of regret, adverbials, affirmation markers and the use of the "we" form were performed similarly in all groups with a small difference. Comparing the frequency among the similar features, the students in all proficiency levels highly exhibited the use of formulaic expressions of regret. The use of routine patterns and affirmation markers were moderately produced while the use of adverbials was less than the others, about half of them. The use of the "we" form, which was not in the routine patterns and formulaic expressions of regret, was used the least. Apart from the major linguistic features, minor linguistic errors were also analyzed. It was found that the high proficient students preferred to use pre-closing marker "(xxx) thank you (xxx)" differently from the average and the low groups. On the contrary, the low proficient

students tended to use “(xxx) okay (xxx)” to terminate the conversation higher than the other two groups. Little evidence of the use of pre-closing patterns like “*It’s all right (okay)/Is that okay with you?/ Are you okay?*” was found. They were used by the high and low proficient students, but not in the average ones. Another minor feature that remarkably distinguished the students’ pragmatic production of all proficiency levels was the use of direct refusals in the low proficient students. The expression letting the interlocutor off the hook “*Don’t worry (about that)*” was more frequently used by the low proficient students; however, it did not appear to be so distinctive when comparing to the other two groups. Moreover, the strategies applied in handling complaints and apologizing were also observed together with the observation of linguistic forms produced by the students. When comparing the frequency counts, it was found that the students in all proficiency levels similarly applied strategies needed when handling complaints and apologizing. However, the strategy of offering a repair was remarkably highest performed when compared with the strategies of giving an explanation, acknowledging the responsibility, giving compensation, and promising of forbearance. These strategies were produced in a very low degree and with a small difference in all groups.

Regarding the third research question, it was found that there was no significant difference in pragmatic knowledge among the three language ability groups reflected in the questionnaire. The result suggests that the test takers can recognize the pragmatic violations and the degree of appropriateness whether the utterances were pragmatically correct by using the questionnaire. Then, the interference or pragmatic failures or pragmatic inappropriateness that could lead to misunderstanding or communication breakdown between hotel staff-guest was further investigated. From the content analysis of inappropriateness of language use in the context of hotel Front Office Department, the errors were grouped into seven failures. The failures in giving correct speech acts, necessary information, appropriate formulaic expressions, complete information, and correct information were perceived as pragmalinguistic failures due to the lack of linguistic and contextual knowledge. The failures in using appropriateness in politeness strategies and the use of phrases or verb forms were considered as sociopragmatic failures. These failures were also perceived impolite leading to the end of hotel staff-guest relations.

5.3 Conclusions

This study attempted to elicit and assess the pragmatic production of Thai students majoring in the field related to hotel and tourism management from different levels of English proficiency and to study whether the levels of English proficiency have a significant effect on the pragmatic ability related to hotel Front Office Department context. It also examined the similarities and differences of pragmalinguistic forms and pragmatic failures produced by the students. The students' recognition of pragmatic knowledge obtained from a questionnaire was also investigated.

The findings indicated that the FOP-Test could differentiate the students into high, average, and low pragmatic ability groups and there was a significant main effect of the students' levels of English proficiency on their pragmatic ability scores in all components assessed. The high proficient students could apply their grammatical knowledge and politeness strategies to their speech production under time pressure in the test while the low proficient students had difficulty to construct their utterances to fit the given situations due to the lack of linguistic knowledge and pragmatic ability. The findings agreed with some previous studies (Matsumara, 2003 & Roever, 2005) in that the high proficient students had better performance in the pragmatic test than the low language proficient students and the overall level of proficiency in the target language played an important role in the acquisition of pragmatic ability. So, it could be concluded that the oral elicitation method by means of the computer mode, the FOP-Test, could elicit the students' pragmatic ability in the hotel Front Office context.

As regards the students' production in pragmalinguistic forms, the qualitative analysis of frequency of the linguistic features responding to the five speech acts suggested similarities and differences. The distinct features that can differentiate among the students from different levels of English proficiency are the use of politeness markers and the use of address forms. The high proficient students exhibited more politeness markers than the other two groups. Some markers such as "*would you mind...?*" and "*Can you possibly...?*", and the hedge markers like "*I'm afraid that ...*" and "*I think...*" require the syntactic structures to lengthen the utterances and complete sentences. The high proficient students employed more linguistic knowledge to realize politeness patterns. The less proficient students tended to use markers like a single word "*Please*" or "*Please + VP*" when they felt

they needed to be polite. Thus, proficiency is seen to play a role in the frequency of the use of politeness markers in this study. Besides, the high awareness in social appropriateness rules and the students' English proficiency may be factors to enable them to make their speeches pragmatically appropriate by applying their grammatical knowledge to lengthen their intention in English. Moreover, a greater degree of the use of the address forms through the use of "Sir" and "Madam" among the higher proficient students: the high and the average proficient students, could be the evidence to claim that they had more power-hierarchy consciousness in hotel staff-guest communication in English than the low proficient students.

Linguistic features performed similarly in all proficiency levels also varied. A number of frequencies differed, but the degree of differences was rather small. The high frequency of the following strategies ranged from the use of formulaic expressions of regrets, routine patterns, affirmation markers, adverbials, and the use of "we" form respectively. The features of occurrences depended on the types of speech acts and given situations in the test. Owing to the retrospective semi-structure interview made in the pilot study, the students revealed that they had no opportunity to be exposed to English in actual hotel practices. They only learned and practiced from teacher instruction, textbooks, and the typical simulated activities of role-play in hotel setting. Thus, classroom instruction is a key factor affecting the students' choice of a particular word, expression or even realization of the structure in a certain function activity in hotel circumstances. Besides, it is very typical to see the students tend to use one particular pattern to produce their responses in a certain speech act. Nonetheless, it is important to note that the high occurrences of formulaic expressions of regrets including the use of routine patterns might not be able to represent the students' pragmatic comprehension. Schmidt (1993) concludes that L2 learners seem to use politeness features before they acquire rules that they need to govern their speech in real-life communication. Regarding the strategies applied in handling complaints and apologizing, all groups of English proficiency applied each strategy more or less, but could not distinguish the differences except for the strategy "offer a repair." The high occurrences of "offer a repair" found in this study were obviously influenced by classroom practice and available textbooks related to English for hotels. Nonetheless, the evidence of low occurrences of other strategies in handling complaints and apologizing does not suggest that the students

could not perform those strategies in real-life communication due to the lack of negotiation in the test method.

Even the findings of this study could provide the evidence that English proficiency was an variable which had a great effect on the test takers' pragmatic ability, but their proficiency did not affect the degree of recognition reflected from the pragmatic questionnaire. They showed the same degree of awareness by recognizing the errors of some kinds in pragmatic items. Then, the errors that interfere that test takers' pragmatic knowledge were investigated. The major features of inappropriateness of responses collected from the students which could end customer relations in the hotel business is referred to as pragmatic inappropriateness or pragmatic failure (Thomas, 1983). The consideration of appropriateness is to see whether the students know what is appropriate to say in the given situations in the FOP-Test. In addition, the degree of seriousness in the hotel-staff and guest communication depends on whether it is pramalinguistics or sociopragmatics. The error of the former is more forgiven because it is perceived as a linguistic problem while the latter is the most serious because it relates to the inappropriateness of a linguistic behavior. The failures were grouped into seven features (See Figure 4.4 in Chapter 4) based on the descriptors of ineffectiveness along with the inappropriateness of the FOP-Test rating scales. Ineffectiveness of giving correct speech acts, irrelevant or unnecessary information, and inappropriateness in the use of formulaic expressions appears to be less serious because they do not really harm the hotel staff-guest interaction. The first two failures apparently reflect their lack of grammar, vocabulary, including inexperience in real job performance. These incompetencies appear to impede the students from giving the correct speech act and informative responses related to a particular given situation. Blum-Kulka (1982: 53) stated that "failure to mark speech act can be another source of pragmatic inappropriacy." With regard to inappropriateness in the use of formulaic expressions, it may be a result from learning from previous classroom instructions, particularly from the textbooks. Boxer and Pickering (1995) reveal that the patterns presented in many ESL/EFL textbooks generally rely on the authors' intuitions, and those patterns greatly differ from the actual speech behavior in a spontaneous interaction. Those predictable patterns could not help the students to communicate in real life communication. As a result, the errors in giving the correct speech acts, precise information, and appropriate formulaic expressions might not really damage

the hotel staff-guest communication, but they could highly affect the guest's perceptions towards an individual as an unprofessional and incompetent practitioner.

The failures in giving complete information and correct information could potentially cause misunderstanding. The students were expected to give information related to the given situations only, not from other sources; however, they still gave incomplete and incorrect answers. From the scores obtained from the FOP-Test, it is interesting to see the scores of giving sufficient amount of information was rated the lowest and the less proficient students tended to perform these errors. Their lack of syntactical or grammatical knowledge might prevent them from elaborating or lengthening their utterances in English fluently. Besides, the lack of familiarity or ease with the given situations in the test may affect their test performance. Blue & Harun (2003) mentioned that the characteristics of the hotel encounters are informative and purposive; thus, giving insufficient or incorrect information may not end the transactions, but it might create undesirable effects if the complicated problems or difficult situations have been unsolved, particularly in complaining.

Inappropriateness in politeness strategies and the use of phrases or verb forms are perceived to lead to the potential for the most serious misunderstanding and could end the customer relations. In terms of politeness in any hospitality services, the guest's face should not be imposed by any means or reasons. From the data collected, the students used overly direct strategies such as using the imperative form when making requests. Considering the social distance between hotel staff-guest, the use of the imperative form to the guest is considered impolite, though the occurrences of this failure may be caused by the lack of awareness in sociopragmatic judgment concerning the size of imposition, cost-benefit, and social distance. A number of students' responses were linguistically acceptable but pragmatically ineffective utterances. Blum-Kulka (1982) confined that second language learners might fail to realize indirect speech acts in the target language in terms of both communicative effectiveness and social appropriateness. The speeches collected from the test takers in this study reveal that they faced a difficulty task in acquiring ways to communicate language functions effectively and appropriately. As noted in the literature section, the hotel encounters are purposive, but directness could not be applied in all speech acts which occur in the hotel staff-guest communication. The hotel staff also need to consider the risk of the hotel guest's face loss and the three social variables, which are the social distance, the degree of familiarity between the

hotel staff and the hotel guests, and the rank of imposition, as mentioned in Brown and Levinson's (1987) politeness theory. In ESP/EOP, the lack of mastering politeness strategies in any transactions can fail the business. This agrees with Boxer & Pickering (1995) who stated that errors in grammatical patterns are often forgiven as an incompetence of native like in language use while sociopragmatic errors are typically interpreted as impolite. As a result, there are no return customers.

5.4 Implications of the Study

5.4.1 Methodological implications

The test method of the FOP-Test was modified from the oral discourse completion test (ODCT) proposed by Hudson and Brown (1995). Even though the test method of this study limited the multiple-turn exchanges or opportunity to negotiate between the interlocutors, the FOP-Test allowed the students to perform the best of their pragmatic ability and the students' pragmatic behavior could be assessed from their various responses. Due to the limitation of test authenticity, it should be noted that the FOP-Test was designed for the research purpose rather than to test naturalistic speeches.

As suggested by Roever (2004), test items for constructing pragmalinguistics should be from real language use which could be collected from ethnographic studies representing the real world language use. In ESP/EOP, ethnography could provide rich information in tasks, interaction patterns, and language involved; however, many hindrances such as the premise of organizations or cooperation from the practitioners may impede the ideal of "naturalistic". This study could be best in governing the prompted situations to be the test items by collecting authentic situations and problematic speech acts reflected by the real practitioners. Thus, the FOP-Test could initially be administered as a diagnostic test for the novice hotel students or the hotel personnel in in-service training in order to help them to be aware of the aspects in pragmatics when communicating with foreign guests.

5.4.2 Theoretical implications

The aspects of speech acts and politeness of this study were based on Austin's (1962) speech act theory and Brown and Levinson's (1987) universal politeness theory. The speech acts performed in hotel Front Office Department could be focused correspondingly to the four typical stages of guest cycles: pre-arrival,

arrival, occupancy, and departure (Kasavana, cited in Blue & Haran, 2003). This routine is associated with a certain language function based on its job description or responsibilities. Types of speech acts that are the functions of language in each stage could be focused specifically and taught explicitly since language functions in the guest cycle are performed repeatedly.

Brown and Levinson (1987) refer to the politeness rules as universal rules, despite the fact that different cultures have different aspects of being polite like the culture in business settings. Thus, the hotel culture has its own norm of politeness. However, it cannot be denied that profit is involved in hotel staff-guest communication consequently. Certain politeness strategies in particular language functions corresponding to the FOP-Test should be highlighted in order to enhance guests' satisfaction and maximize the hotel revenues. In ESP/EOP, it would be beneficial to specify types of speech acts which differ from one another and which employ different politeness strategies in different types of service encounters because success of many important businesses depends on mastering the maxim of politeness.

5.4.3 Pedagogical implications

Several pedagogical implications can be drawn from the findings as follows:

1. The evidence from the students' demographic information in this study suggests that only one or two English courses related to hotel services were given throughout the curriculum. Thus, the institutions should offer more courses related to English for hotels in the curriculum rather than giving the students options to learn a number of courses that seem to be irrelevant to their communication needs in their majors related to hotel and tourism management.

2. Pragmatics including the politeness aspect should be integrated into English courses. It is generally acceptable that being English competent, students do not only need grammar knowledge and vocabulary, but they also need pragmalinguistics and sociopragmatics in particular contexts. Even though these components seem complicated, they need to be taught in order to raise students' awareness of politeness because profitability comes from the hotel staff-guest interactions. The awareness could be raised, as a starting point, by explicit instructions that involve realization of the target speech acts in different situations.

3. Teachers should not rely on the needs of general business English.

It is too broad in ESP/EOP contexts and does not serve specific needs in a particular business. Communicative needs and occupational needs assessment in specialized contexts or particular careers should be considered in both teaching and testing.

4. There is a need to have teachers who have equivalent knowledge in both pragmatics in English and subject knowledge in ESP/EOP teaching. It is presumable that many Thai teachers may feel uncomfortable to teach pragmatics due to the lack of native intuition and having less direct exposure to cultures where English is used. In addition, there are not enough English teachers who know the subject knowledge. Thus, incompetence in both pragmatics and subject knowledge weakens their confidence in teaching. Because of this, it may be hard to recruit the qualified ones. Inviting experienced ex-hoteliars or the practitioners to be the guest speakers or work with teachers who understand pragmatics could help solve this problem.

5. Owing to the shortcoming of textbooks in English for hotels, it is vital for institutions to work out in materials development as suggested by Boxer and Pickering (1995: 44) who claim that “there is a critical need for the application of sociolinguistic findings to English language teaching through authentic materials that reflect spontaneous speech behavior”. English for hotels should also be an urgent one. Available textbooks should not be used as a center of teaching. As teachers are still role models in language use for Thai students, to teach pragmatically and socially appropriateness in business settings seems to demand teachers who are not only experts in language teaching, but also are more sophisticated in the corporate world as well.

5.5 Recommendations for future research

1. This study did not attempt to investigate the relationship between grammatical ability and pragmatic ability; however, its findings showed that English proficiency is a variable which has a great effect on the test takers’ pragmatic ability. However, it seems unclear how grammatical and pragmatic competencies correlate. There should be more studies that show the relationship of grammatical competence of the students in ESP/EOP and pragmatic ability in a specific context.

2. It will be more fruitful if both linguistic and sociolinguistic dimensions are investigated. This study may contribute to test developers or researchers in the testing field to develop other methods which require more authentic oral productions

that would give them more insightful data of both pragmalinguistic and sociolinguistic features. In fact, English teachers who fully understand pragmatics and the subject knowledge in hospitality industry would be best test developers in examining their students' pragmatic competence in the hotel services.

3. Further research might replicate this study in terms of using the computer as the means of testing; however, some adjustments are needed. The virtual reality environment may be an attractive test method for the future. More natural and authentic methods are also suggested. Additionally, if naturalistic data can be collected, there should be room for observing small talks as social talks happening in the hotel encounters.

4. The FOP-Test has the potential to be further developed since it provided evidence of Thai hotel students' pragmatic ability in a specific purpose and context. It is hoped that more studies will investigate the students' pragmatic ability in ESP/EOP in different contexts such as English for nursing, flight attendance English, tourism English, and/or even English for hotel services in different departments such as Food and Beverage department or Housekeeping where communication needs differ.

5. In addition to the specifications of five problematic speech acts assessed in this study, other speech acts should be considered as well. Besides, future studies should explore particular speech act in the hotel context in depth like conversational analysis in naturalistic utterances between the hotel Front Office staff and guests.

6. Apart from the observation of materials presented in EFL/ESL context from previous studies, there is room for examining English for hotel textbooks generally used in Thai institutions. There are many interesting aspects to observe such as types of speech acts, degrees of directness and formality, the use of expressions, and so on. These aspects should be analyzed in order to help teachers see usefulness or drawbacks of their teaching materials and then find alternative ways to facilitate their students to be competent hoteliers in language use.

7. Since types of hotels vary, further studies should investigate practitioners' communicative needs in different types of hotels as well. The more sophisticated, the greater demand of the guests appears. In terms of politeness, it would be interesting to see whether language use differs from types of hotels or not. Besides, for future studies, the test constructs should depend on the stakeholders' needs in a particular context as well.

8. For replicable purposes, it is suggested to use the scores from standardized proficiency tests like TOEFL, IELTS, or even TOEIC to classify the levels of proficiency between the test takers and to see whether the scores from those tests are correlated with pragmatic competence instead of using the students' GPA.

9. The data collected provide a good evidence of nonlexical intonation signals like *uh*, *um*, or *hum*. Studying these common features is recommended. Additionally, combining paralinguistics and nonlinguistic components like pitch changes, gestures, facial expressions should be explored in future studies.

10. Finally, in terms of testing, more triangulation methods for both qualitative and quantitative data to gain rich insights regarding pragmatic competence should be employed. For example, how students' politeness strategies and their opinions on learning experience influence their pragmatic behaviors and judgment.

REFERENCES

- Aston, G. (1995). Say 'thank you': Some pragmatic constraints in conversational closing. *Applied Linguistics* 6 (1): 57-86.
- Austin, J. (1962). *How to Do Things with Words*. Oxford: Clarendon Press.
- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- Bachman, L. F., & Palmer, A. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Baker, S., Bradley, P., & Huyton, J. (2000). *Principles of Hotel Front Office Operations*. Singapore: Seng Lee Press.
- Bardovi-Harlig, K., & Dornyei, Z. (1998). Do language learners recognize pragmatic violations? Pragmatic vs. grammatical awareness in instructed L2 learning. *TESOL Quarterly* 32: 233-259.
- Batch, T. (2004). Pragmatics and philosophy of language. In Laurence R. H. and Gregory W. (Eds.), *The Handbook of Pragmatics*. Oxford: Blackwell
- Beach, W. A. (1993). Traditional regularities for 'casual' "Okay" usages. *Journal of Pragmatics* 19: 325-352.
- Beebe, L. M., & Cummings, M.C. (1996). Natural speech act data versus written questionnaire data: How data collection method affects speech act performance. In S.M. Grass & J. Neu (Eds.), *Speech Acts Across Cultures: Challenges to Communication in a Second Language*. Berlin: Mouton de Gruyter.
- Billmyer, K., & Varghese, M. (2000). Investigating instrument-based pragmatic variability: Effects of enhancing discourse completion tests. *Applied Linguistics* 21 (4): 517-552.

- Blue, G.M., & Harun, M (2003). Hospitality language as a professional skill. *English for Specific Purposes* 22: 73-91.
- Blum-Kulka, S. (1982). Learning to say what you mean in a second language: A study of the speech act performance of learners of Hebrew as a second language. *Applied Linguistics* 3 (1): 29-59.
- Blum-Kulka, S. (1997). Discourse pragmatics. In Teun A. Van Dijk (Ed.), *Discourse as Social Intention*. SAGE: Publications: London.
- Blum-Kulka, S., & Olshtain, E. (1984) Requests and apologies: A cross-cultural study of speech act realization patterns (CCSARP). *Applied Linguistics* 5 (3): 197-213.
- Blum-Kulka, S., & Olshtain, E. (1986). Too many words: Length of utterance and pragmatic failure. *Journal of Pragmatics* 8: 47-61.
- Blum-Kulka, S., House, J., & Kasper, G. (1989). Investigating cross-cultural pragmatics: An introductory overview. In S. Blum-Kulka, J House & G. Kasper (Eds.), *Cross-Cultural Pragmatics: Requests and Apologies* (pp. 1-36). Norwood, New Jersey: Ablex Publishing Corporation.
- Bouton, L. F. (1988). A cross-cultural study of ability to interpret implicatures in English. *World Englishes* 7 (2): 183-196.
- Boxer, D., & Pickering, L. (1995). Problems in the presentation of speech acts in ELT materials: The case of complaints. *ELT Journal* 49 (1): 44-58.
- Brown, H. D. (2004). *Language Assessment: Principle and Classroom Practice*. New York: Pearson Education.
- Brown, J. D. (2001). Pragmatics tests: Different purpose, different tests. In K. R. Rose & G. Kasper (Eds.). *Pragmatics in Language Teaching*. New York: Cambridge University Press.

- Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Usage*. Cambridge. New York: Cambridge University Press.
- Brown, J. D., & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly* 32 (4): 653-675.
- Carrell, P.L., & Konneker, B. H. (1981). Politeness: Comparing native and non-native judgement. *Language Learning* 31(1): 17-30.
- Cohen, A. D. (1995). Investigating the production of speech acts sets. In S. M. Gass & J. Neu (Eds.), *Speech Acts Across Culture: Challenges to Communication in a Second Language*. Berlin: Mouton de Gruyter.
- Cohen, A. D., & Olshtain, E. (1981). Developing a measure of socio-cultural competence: The case of apology. *Language Learning* 31 (1): 113-134.
- Cohen, A. D., & Olshtain, E. (1994). Researching the production of speech acts. In Tarone, E., Gass, S. M., & Cohen, A. D. (Eds.), *Research Methodology in Second Language Acquisition*. Hillsdale, NJ: Lawrence Erlbaum.
- Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T., & McNamara, T. (1999). *Dictionary of Language Testing*. Cambridge: Cambridge University Press.
- Diethelm Travel's Thailand Tourism Review. *Diethelm Travel's Tourism Round Table: Bringing the Experts Together*. Available from: <http://www.bangkokpost.com/tourismreview2006/21.html> [January 11, 2008]
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Folse, K. S., & Vitanova, G. (2006). Sociolinguistic factors in TESOL: The least teacher and teacher educators should know. *TESL Reporter* 39 (1): 48-58.
- Fukushima, S. C. (1990). Offers and requests: Reference by Japanese learners of English. *World Englishes*. 3: 317-325.

- Galato, A. (2003). Studying compliment responses: A comparison of DCTs and recording of naturally occurring talk. *Applied Linguistics* 24 (1): 90-121.
- Goffman, E. (1967). *Interactional Ritual: Essays on Face-to-face Behavior*. New York: Double Day.
- Grice, H. P. (1975). Logic and conversation. In P. Cole & J. Morgan (Eds.), *Syntax and Semantics*. Vol 3: *Speech Acts*, 41-58. New York: Academic Press. Urbana, IL: University of Illinois.
- Gu, Y. (1990). Politeness phenomena in modern Chinese. *Journal of Pragmatics* 14: 237-257.
- Harding, K. & Henderson, P. (1994). *High Season: English for Hotel and Tourist Industry*. Oxford: Oxford University Press.
- Hinkel, F. (1997). Appropriateness of advice: DCT and multiple choice data. *Applied Linguistics* 18 (1): 1-26.
- Holmes, J. (1991). Review of cross-cultural pragmatics: Requests and apologies. *Language in Society* 22: 119- 126.
- Holtgraves, T. (2007). Second language learners and speech act comprehension. *Language Learning* 57 (4): 595-610.
- Hopkins, C.D., & Antes, R. L. (1985). *Classroom Measurement and Evaluation* (2nd Ed.). Itasca: F.E. Peacock Publishers, Inc.
- House, J. & Kasper, G. (1987). Interlanguage pragmatics: Requesting in a foreign language. In W. Loersch, & R. Schulze (Eds.), *Perspectives on Language in Performance* (pp. 1250-1288). Tuebingen: Narr
- Hudson, T. (2001). Indicators for pragmatic instruction: Some quantitative tools. In K. R. Rose & G. Kasper (Eds.), *Pragmatics in Language Teaching*. New York: Cambridge University Press.

- Hudson, T., Detmer, E., & Brown, J. D. (1995). *Developing Prototypic Measure of Cross-cultural Pragmatics*. Honolulu: Second Language Teaching and Curriculum Center, University of Hawaii at Manoa.
- Johnston, B., Kasper, G., & Rose, S. (1998). Effect of rejoinders in production questionnaires. *Applied Linguistics* 19 (2): 157-182.
- Kasper, G. (1998). Interlanguage Pragmatics. In H. Byrnes (Ed.), *Learning Foreign and Second Languages: Perspectives in Research and Scholarship* (pp. 183-208). New York: The Modern Language Association of America.
- Kasper, G. (2000). Data collection in pragmatics research. In H. Spencer-Oatey (Ed.), *Culturally Speaking: Managing Rapport Through Talk Across Cultures* (pp. 316-341). New York: Continuum.
- Kasper, G., & Blum-Kulka, S. (1993). *Interlanguage Pragmatics*. New York: Oxford University Press.
- Kasper, G., & Dahl, M. (1991). Research methods in interlanguage pragmatics. *Studies in Second Language Acquisition* 13 (2): 215-247.
- Kasper, G., & Roever, C. (2005). Pragmatics in second language learning. In E. Hinkel (Ed.) *Handbook of Research in Second Language Teaching and Learning* (pp. 317-334). Mahwah, NJ: Lawrence Erlbaum.
- Kasper, G., & Rose, K. R. (1999). Pragmatics and SLA. *Annual Review of Applied Linguistics* 19: 81-104.
- Kasper, G., & Rose, K. R. (2001). Pragmatics in language teaching. In G. Kasper (Ed.), *Pragmatics in Language Teaching* (pp. 1-10). Cambridge: Cambridge University Press.
- Kasper, G., & Rose, K. R. (2002). *Pragmatic Development in a Second Language*. Michigan: Blackwell.

- Kasper, G., & Schmidt, R. (1996). Developmental issues in interlanguage pragmatics. *Studies in Second Language Acquisition* 18: 149 – 169.
- Lakoff, R. (1973). Language and woman's place. *Language in Society* 2 (1): 45-80.
- Leech, G. (1977). *Language and Tact*. Linguistic Agency, University at Trier: Trier.
- Leech, G. (1983). *Principles of Pragmatics*. London: Longman.
- Levinson, S. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Liu, S. (2006). *Measuring Interlanguage Pragmatic Knowledge of EFL Learners*. Frankfurt: Peter Lang.
- Matsumura, S. (2003). Modelling the relationship among interlanguage pragmatic development, L2 proficiency, and exposure to L2. *Applied Linguistics* 24 (4):
- Maysa Chanikornpradit & Sukanya Sirikeratikul (2005). Thailand HRI Food Service Sector 2005. *Global Agriculture Information Network (GAIN) report number: TH 5019*. Available from www.fas.usda.gov/gainfiles/200502/146118902.pdf [September 4, 2007] 465- 491.
- Office of Tourism Development (2007). Tourism Institutions. Available from: <http://www.tourism.go.th/main.php> [November 27, 2007]
- Olshtain, E., & Blum-Kulka, S. (1987). Cross cultural pragmatics and the testing of communicative competence. *Language Testing*.
- Richards, J.C., & Sukwiwat, M. (1983). Language transfer and conversational competence. *Applied Linguistics* 4: 113-125.
- Rintell, E. M., & Mitchell, C. J. (1989). Studying requests and apologies: an inquiry into method. In S. Blum-Kulka, J. House & G. Kasper (Eds.), *Cross-Cultural Pragmatics: Requests and Apologies* (pp. 248-272). Norwood, New Jersey: Ablex Publishing Corporation.

- Roever, C. (2004). Difficulty and practicality in test of interlanguage pragmatics. In Boxer, D., and Cohen, A., editors, *Studying Speaking to Inform Language Learning* (pp. 283-301). Clevedon: Multilingual Matters.
- Roever, C. (2005). *Testing ESL Pragmatics: Development and Validation of a Web-Based Assessment Battery*. Frankfurt am Main: Peter Lang.
- Roever, C. (2006). Validation of a Web-based test of ESL pragmatics. *Language Testing* 23 (1): 229 – 56.
- Rose, K. (2000). An exploratory cross-sectional study of interlanguage pragmatic development. *Studies in Second Language Acquisition* 22 (1): 27-67.
- Rubin, J. (1983). 'The Use of "Thank You".' Paper presented at the Sociolinguistics Colloquium, TESOL Convention, Toronto, Canada.
- Ruiz Garrido, M., & Iborra, S. (2006). Why call it business English if we mean English for tourism? Some reflections. *ESP SIG Newsletter*. December: 9-12.
- Sadock, J. (2004). Speech acts. In R.H. Laurence and W. Gregory (Eds.), *The Handbook of Pragmatics*. Oxford: Blackwell.
- Schauer, G. A. (2006). Pragmatic awareness in ESL and EFL contexts: Contrast and development. *Language Learning* 52 (2): 269-318.
- Schiffrin, D. (1994). *Approaches to Discourse*. Malden, MA: Blackwell.
- Schmidt, R. (1993). Consciousness, learning and interlanguage pragmatics. In G. Kasper & S. Blum-Kulka (Eds.). *Interlanguage Pragmatics*. Oxford: Oxford University Press.
- Scotton, M., & Bernsten, J. (1988). Natural conversations as a model of textbook dialog. *Applied Linguistics* 9 (4): 372-384.

- Searle, J. (1975). Indirect speech act. In P. Cole & J. Morgan (Eds.), *Syntax and Semantics*. Vol. 3: Speech Acts. New York: Academic Press.
- Taguchi, N. (2007). Task difficulty in oral speech act production: *Applied Linguistics*. 28 (1): 113-135.
- The English Language Development Center (ELDC) (2005). *Standard of English for Occupation (Vol.1)*. Available from <http://www.eldc.go> [October 25, 2007]
- Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics* 4 (2): 91-112.
- Thomas, J. (1995). *Meaning in Interaction: An Introduction to Pragmatics*. New York: Longman.
- Tourism Authority of Thailand (TAT). (2005). *Thailand Hotel Standard: Star Rating Awarded to Thai Hotels*. Available from: <http://www.tatgoverner.com> [September 29, 2007]
- Trosborg, A. (1987). Apology strategies in Native/Non-Natives. *Journal of Pragmatics* 11: 147-167.
- Vande Berg, C. K. (1997). Corporate versus academic perceptions of the need for language fluency. *Journal of Language for International Business* 8 (2): 16-21.
- Vandermeeren, S. (2005). English language need of business firms. In Michael H. (Ed.), *Language Second Language Needs Analysis* (pp. 169-181). Cambridge: Cambridge University Press.
- Wangpaichitr, S. (2007). "Only the highest quality will do". *2007 Mid-year Economic Review Bangkok Post* (39). Available from: www.bangkokpost.com/economicmidyear2007/contents.html [September 4, 2007]

- Wardllough, R. (1990). *An Introduction to Sociolinguistic* (6th ed.). Oxford: Basic Blackwell.
- Williams, M. (1988). Language taught for meetings and language used in meetings: Is there anything in common?. *Applied Linguistics* 9 (1): 45-58.
- Wolfson, N., Marmor, T., & Jones, S. (1989). Problems in the comparison of speech acts across cultures. In S. Blum-Kuka, J. House & G. Kasper (Eds.), *Cross-Cultural Pragmatics: Requests and Apologies* (pp. 174-194). Norwood, New Jersey: Ablex Publishing Corporations.
- Yamashita, S. O. (1996). *Six Measures of JSL Pragmatics*. Honolulu: Second Language Teaching & Curriculum Center of University of Hawaii at Manoa.
- Yuan, Y. (2001). An inquiry into empirical pragmatics data-gathering methods: Written DCTs, oral DCTs, field notes, and natural conversations. *Journal of Pragmatics* 33 (2): 271-292.
- Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.



APPENDICES

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix A: Hotel Front Office speech acts questionnaire

แบบสอบถามการสื่อสารเพื่อแสดงเจตนาหรือวัจนกรรม (Speech acts) ในภาษาอังกฤษ และสำรวจความคิดเห็นของพนักงานโรงแรมแผนกบริการส่วนหน้าที่มีต่อการสื่อสาร เพื่อแสดงเจตนาในสถานการณ์ต่าง ๆ

วัตถุประสงค์ของแบบสอบถาม: แบบสอบถามนี้ทำขึ้นเพื่อสำรวจการสื่อสารเพื่อแสดงเจตนาหรือวัจนกรรม (Speech Acts) ในภาษาอังกฤษระหว่างพนักงานโรงแรมแผนกบริการส่วนหน้ากับลูกค้าในสถานการณ์ต่าง ๆ และสำรวจความคิดเห็นของพนักงานที่มีต่อการสื่อสารเพื่อแสดงเจตนาในสถานการณ์ต่าง ๆ เพื่อนำไปพัฒนาแบบทดสอบความสามารถทางด้านวัจนปฏิบัติศาสตร์ (Pragmatics) ในภาษาอังกฤษ ในบริบทของงานบริการการโรงแรมแผนกบริการส่วนหน้าแก่นักศึกษาในสาขาวิชาการโรงแรมและการท่องเที่ยว ซึ่งนับเป็นบุคลากรในอาชีพงานบริการการโรงแรมในอนาคตต่อไป

คำชี้แจงการตอบแบบสอบถาม: แบบสอบถามนี้มีทั้งหมด 3 ตอน ขอความกรุณาท่านตอบแบบสอบถามตามความเป็นจริง ซึ่งข้อมูลทั้งหมดถือเป็นความลับ กรุณาส่งคืนแบบสอบถามเมื่อกรอกเรียบร้อยแล้ว

ตอนที่ 1: ข้อมูลส่วนบุคคล

คำชี้แจง: โปรดทำเครื่องหมาย ที่เป็นข้อมูลของท่าน หรือเติมข้อความตามที่กำหนด

1. เพศ	<input type="checkbox"/> ชาย	<input type="checkbox"/> หญิง
2. อายุ	_____ ปี	
3. ตำแหน่งในแผนกบริการส่วนหน้า	<input type="checkbox"/> Front Office Cashier <input type="checkbox"/> Guest Relations Officer <input type="checkbox"/> Concierge <input type="checkbox"/> Front Office Cashier <input type="checkbox"/> Bell Staff: Bell Caption and Bell man <input type="checkbox"/> อื่น ๆ โปรดระบุ: _____	
4. ระดับการศึกษาสูงสุด	<input type="checkbox"/> ป.ว.ช. <input type="checkbox"/> ป.ว.ส. <input type="checkbox"/> ปริญญาตรี <input type="checkbox"/> ปริญญาโท <input type="checkbox"/> อื่น ๆ โปรดระบุ: _____	
5. ประสบการณ์การทำงานในแผนกการ	_____ ปี	

ตอนที่ 2: แบบสำรวจการสื่อสารเพื่อแสดงเจตนาหรือวัจนกรรมในภาษาอังกฤษระหว่างพนักงาน
โรงแรมแผนกบริการส่วนหน้ากับลูกค้าชาวต่างชาติ (Foreign Guests) ในสถานการณ์ต่าง ๆ

คำชี้แจง: กรุณาอ่านข้อความข้างล่างและระบุความเป็นไปได้ของสถานการณ์ต่าง ๆ ที่ท่านต้องสื่อสารกับ
ลูกค้าชาวต่างชาติจากการปฏิบัติงานจริง โดยทำเครื่องหมาย ลงในช่องสี่เหลี่ยมเพียงข้อละหนึ่งช่อง

การสื่อสารเพื่อแสดงเจตนา ในสถานการณ์ต่าง ๆ	เป็นไปได้	เป็นไปได้	เป็นไปได้	เป็นไปได้	เป็นไปได้
1. แจ้งลูกค้าที่กำลังลงทะเบียนเข้าพักให้คอยห้องพัก ประมาณครึ่งชั่วโมง เนื่องจากรายการจองห้องพักเต็ม และแม่บ้านกำลังทำความสะอาดห้องพักอยู่	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. แจ้งลูกค้าว่าทางโรงแรมต้องคิดเงินค่าห้องในอัตราครึ่ง หนึ่งของราคาเต็มหากลูกค้าต้องการ Check-out เวลา 18.00 น.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. แจ้งลูกค้าที่ประสงค์จะย้ายห้องพักไปยังห้องพักที่ติด ริมสระว่าน้ำต้องจ่ายค่าห้องในอีกอัตราหนึ่งซึ่งสูงกว่า อัตราห้องพักที่พักอยู่	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. แจ้งลูกค้าให้ทราบว่าทางโรงแรมพบจำนวน ผู้เข้าพักไม่ตรงกับจำนวนที่ลูกค้าได้ทำการจองมา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. แจ้งลูกค้าให้ทราบว่าโรงแรมจะจำหน่ายเครื่องดื่มที่มี แอลกอฮอล์ ในช่วงเลือกตั้งหรือในวันพระสำคัญ ๆ เช่น วันมาฆบูชา วันวิสาขบูชา เป็นต้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ขอโทษลูกค้าที่มาเป็นครอบครัวว่าห้องพักแบบติดกัน เต็มหมด เนื่องจากลูกค้าไม่ได้แจ้งล่วงหน้า	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ขอโทษลูกค้าว่าทางโรงแรมไม่อนุญาตให้บุคคลที่ไม่ได้ ลงทะเบียนเข้าพักขึ้นห้องพักไปกับลูกค้าได้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. ขอโทษลูกค้าที่ลงทะเบียนเข้าพักคิดว่าโรงแรมได้ขาย ห้องที่ได้จองไว้ให้แก่ลูกค้ารายอื่น เนื่องจากลูกค้ามิได้ แจ้งกับทางโรงแรมว่าตนจะเข้าพักดึก (Check-in late)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ขอโทษลูกค้าที่ตนโทรศัพท์ติดต่อผิดห้องพัก	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ขอโทษบุคคลภายนอกที่ต้องการติดต่อกับลูกค้าว่าทาง โรงแรมไม่สามารถบอกหมายเลขห้องพักของลูกค้าได้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. จัดการข้อร้องเรียนของลูกค้าเนื่องจากไม่ได้ส่วนลด ค่าห้องพัก ที่ได้รับการยืนยันจากแผนกต้อนรับห้องพัก	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. จัดการข้อร้องเรียนของลูกค้าที่ไม่ได้ข้อความที่ บุคคลภายนอกได้ฝากข้อความไว้ให้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

การสื่อสารเพื่อแสดงเจตนา ในสถานการณ์ต่าง ๆ	เป็นไปได้	เป็นไปได้	พอเป็นไปได้	เป็นไปได้	เป็นไปได้
13. จัดการข้อร้องเรียนของลูกค้าเนื่องจากเสียงที่วี จาก ห้องพักข้าง ๆ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. จัดการข้อร้องเรียนของลูกค้าที่แจ้งว่ากระเป๋าของตนถูก รื้อค้นแม้จะพบว่าไม่มีทรัพย์สินใดสูญหายก็ตาม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. จัดการข้อร้องเรียนของลูกค้าที่แจ้งว่าได้กลิ่นบูหรี่ใน ห้องพักประเภทปลอดบุหรี่ของตน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. เสนอให้ความช่วยเหลือลูกค้าโดยการส่งดอกไม้เนื่องใน วันครบรอบวันแต่งงานของภรรยา/สามีของลูกค้า	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. เสนอให้ความช่วยเหลือแจ้ง Morning call ให้ลูกค้าที่ ต้องออกเดินทางเพื่อให้ทันเที่ยวบินในตอนเช้า	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. เสนอให้ความช่วยเหลือติดต่อหมอของโรงแรมเนื่องจาก ลูกค้าแจ้งว่าตนรู้สึกไม่ค่อยสบาย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. เสนอให้ความช่วยเหลือติดต่อสถานทูตเนื่องจากลูกค้า มีความจำเป็นต้องติดต่อกับสถานทูตประเทศของตน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. เสนอให้ความช่วยเหลือรับฝากกระเป๋าหรือสัมภาระ ของลูกค้าที่ได้ Check-out แล้ว เนื่องจากมีเที่ยวบินขา ออกประมาณเที่ยงคืน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. รับปากลูกค้าที่โทรศัพท์จากห้องพัก ที่ขอเครื่องใช้ใน ห้อง เช่น ผ้าเช็ดตัว หรือหมอนเพิ่ม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. รับปากลูกค้าที่ check-out แล้วว่าจะหาสิ่งของที่ลูกค้า ได้โทรมาแจ้งว่าตนได้ลืมไว้ในห้อง และจัดส่งให้ทันที หากได้เจอของสิ่งนั้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. รับปากลูกค้าว่าจะส่งพนักงานขึ้นไปตรวจสอบ เครื่องปรับอากาศที่ห้องพัก เนื่องจากลูกค้าไม่สามารถ ปรับหรือลดอุณหภูมิห้องได้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. รับปากลูกค้าว่าจะโทรแจ้งผู้จัดการให้ไปเปิด Safe deposit box เนื่องจากลูกค้าลืมรหัสที่ตนตั้งไว้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. รับปากลูกค้าว่าจะจองรถโรงแรมให้ไปส่งที่สนามบินใน วัน Check-out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. ขอให้ลูกค้าที่กำลังจะจุดบุหรี่สูบในที่ห้ามสูบให้ไปสูบใน บริเวณที่โรงแรมได้จัดไว้ให้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. ขอให้ลูกค้าที่กำลัง Checkout จ่ายค่าเสื้อคลุมอาบน้ำ เพราะแม่บ้านโทรแจ้งว่าไม่มีเสื้อคลุมอาบน้ำในห้องพัก	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. ขอให้ลูกค้าไม่ให้นำอาหารที่มีกลิ่น เช่น ทุเรียน ขึ้นห้องพัก	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. ขอให้ลูกค้าไม่ให้นำสัตว์เลี้ยง เช่น ลูกสุนัข ขึ้นห้องพัก	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

การสื่อสารเพื่อแสดงเจตนา ในสถานการณ์ต่าง ๆ	เป็นไปได้	เป็นไปได้	พอเป็นไปได้	เป็นไปได้	เป็นไปได้
30. ขอให้ลูกค้ายืนยันวันและเวลา Check-out เนื่องจากลูกค้าได้อยู่เลยกำหนดเวลาเข้าพักที่โรงแรมกำหนด	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. ขอขอบคุณที่ลูกค้าให้ทิป	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. ขอขอบคุณที่ลูกค้าให้ของกำนัล เช่น ชอคโกแลต เป็นของกำนัลก่อน Check-out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. ขอขอบคุณที่ลูกค้าให้บัตรส่วนลดจากห้างสรรพสินค้าที่ตนไปซื้อของมา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. ขอขอบคุณลูกค้าที่ได้แจ้งว่าพบบุคคลที่ไม่น่าไว้วางใจ บนชั้นที่ตนพักอยู่	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. ขอขอบคุณลูกค้าที่เข้าพักและใช้บริการของโรงแรม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. ตอบรับคำชมที่ลูกค้าชมเครื่องแบบของพนักงานโรงแรม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. ตอบรับคำชมที่ลูกค้าชมว่าโรงแรมตกแต่งบริเวณสถานที่ต่าง ๆ ได้อย่างสวยงาม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. ตอบรับคำชมที่ลูกค้าชมการบริการของพนักงานโรงแรมที่บริการได้ดีเยี่ยม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. ตอบรับคำชมที่ลูกค้าชมว่าโรงแรมดูแลทรัพย์สินของตนได้ดีมาก	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. ตอบรับคำชมที่ลูกค้าชมว่าพนักงานใช้ภาษาอังกฤษสื่อสารได้ดี	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

หมายเหตุ: โปรดระบุหนึ่งหรือสองสถานการณ์ที่ท่านได้สื่อสารกับลูกค้าจากประสบการณ์การทำงานจริงของท่านในแผนกการบริการส่วนหน้า โดยระบุตามเจตนาการสื่อสารที่กำหนดข้างล่างนี้

สื่อสารเพื่อแสดงเจตนา	สถานการณ์
แจ้งให้ทราบ (informing)	1..... 2.
ขอโทษ (apologizing)	1. 2.

สื่อสารเพื่อแสดงเจตนา	สถานการณ์
จัดการข้อร้องเรียน (Handling with Complaints)	1. 2.
เสนอให้ความช่วยเหลือ (Offering)	1. 2.
สัญญาหรือรับปากว่าจะทำ สิ่งใดสิ่งหนึ่งให้ (Promising)	1. 2.
ขอให้ทำสิ่งใดสิ่งหนึ่ง (Requesting)	1. 2.
ขอบคุณ (Thanking)	1. 2.
ตอบรับคำชม (Responding with Compliments)	1. 2.

ตอนที่ 3: แบบสำรวจความคิดเห็นของพนักงานแผนกบริการส่วนหน้าที่มีต่อการสื่อสารเพื่อแสดงเจตนาหรือวัจนกรรม (Speech acts) ในภาษาอังกฤษในสถานการณ์ต่าง ๆ

คำชี้แจง: โปรดพิจารณาความยากง่ายต่อการสื่อสารในแต่ละเจตนาในภาษาอังกฤษ โดยทำเครื่องหมาย

ลงในช่องสี่เหลี่ยมที่ตรงกับความคิดเห็นของท่านเพียงข้อใดข้อหนึ่งช่อง

ความคิดเห็นต่อการสื่อสารเพื่อแสดง	ยากที่สุด	ค่อนข้างยาก	ไม่ยากไม่ง่าย	ค่อนข้างง่าย	ง่ายที่สุด
1. การแจ้งให้ลูกค้าทราบข้อมูล (Informing) เช่น ข้อมูลเกี่ยวกับการบริการหรือสิ่งอำนวยความสะดวกในโรงแรม หรือสิทธิพิเศษของลูกค้าในห้องพักในประเภทต่าง ๆ เป็นต้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ความคิดเห็นต่อการสื่อสารเพื่อแสดง	ยากที่สุด	ค่อนข้างยาก	ไม่ยากไม่ง่าย	ค่อนข้างง่าย	ง่ายที่สุด
2. การขอโทษ (Apologies) ลูกค้านื่องจากความบกพร่องในหน้าที่ของตน หรือตนไม่สามารถปฏิบัติตามคำร้องของลูกค้าได้เนื่องจากเป็นข้อระเบียบของโรงแรม หรือตนไม่มีอำนาจในการตัดสินใจในคำร้องนั้น ๆ เช่น การลืมแจ้ง Morning call หรือการไม่สามารถทำการ Up grade ห้องพักได้ เป็นต้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. การจัดการข้อร้องเรียน (Handling with complaints) ที่ลูกค้าไม่พึงพอใจต่อการบริการของโรงแรม เช่น เสียงดังรบกวน หรือความผิดพลาดในการแจ้งราคาค่าห้องพัก เป็นต้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. การเสนอให้ความช่วยเหลือกับลูกค้า (Offering) เช่น แจ้ง Morning call ให้ หรือแจ้งให้พนักงานยกกระเป๋าดูแลกระเป๋าของลูกค้าที่จะ Check-out เป็นต้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. การสัญญาหรือรับปากว่าจะทำสิ่งใดสิ่งหนึ่ง (Promising) ให้กับลูกค้าเกี่ยวกับการให้บริการของโรงแรมเพื่อสร้างความประทับใจแก่ลูกค้า เช่น จัดส่งอุปกรณ์เครื่องใช้ในห้องพักเพิ่มเติม หรือยืนยันตัวเครื่องบินให้ เป็นต้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. การขอให้ลูกค้าทำสิ่งใดสิ่งหนึ่ง (Requesting) เนื่องจากลูกค้าอาจไม่ทราบหรือละเอียดขอควรปฏิบัติ นั้น ๆ เป็นต้น เช่น ขอให้สูบบุหรี่ในที่ที่ทางโรงแรมได้จัดไว้ให้ หรือ ขอคิดราคาเครื่องใช้ในห้องพักที่เป็นทรัพย์สินของโรงแรมที่ลูกค้านำออกไปจากห้องพัก เป็นต้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. การขอบคุณ (Thanking) หากลูกค้าให้รางวัลเล็ก ๆ น้อย ๆ เช่น ทิป หรือให้บัตรส่วนลดที่ได้จากร้านค้า เป็นต้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. การตอบรับคำชม (Responding to Compliment) หากลูกค้าประทับใจและเอ่ยชม เช่น ชมเครื่องแบบชุดทำงานของพนักงานหรือ ชมการให้บริการของพนักงาน เป็นต้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ขอขอบพระคุณทุกท่านเป็นอย่างสูงที่สละเวลาในการตอบแบบสอบถามครั้งนี้

Agreement index for the speech act of apologizing

Questionnaire		Interview									Agreement Index (70%)
Situation	Speech act of Apologizing	Hotel Guests			Managers			F/O Staff			
		G1	G2	G3	M1	M2	M3	S1	S2	S3	
1.	ขอโทษลูกค้าที่ต้องให้รถลงทะเบียนเข้าพักนานเนื่องจากต้องรับรองลูกค้าที่มาลงทะเบียนก่อน	✓	✓	✓	✓	✓	✓	✗	✓	✓	89%
2.	ขอโทษลูกค้าที่ยังไม่สามารถปล่อยห้องพักให้ได้เนื่องจากลูกค้ามาลงทะเบียนเข้าพักก่อนเวลาและไม่มีห้องพักว่างเนื่องจากเป็นช่วงที่มีลูกค้าเข้าพักมาก (High season)	✓	✓	✓	✓	✗	✗	✓	✓	✗	67%
3.	ขอโทษลูกค้าที่ไม่สามารถจัดประเภทของเตียงหรือทำเลที่ตั้งห้องพักที่ลูกค้าขอไว้ได้	✓	✓	✓	✗	✓	✓	✓	✓	✗	78%
4.	ขอโทษลูกค้าที่ลูกค้าไม่สามารถใช้บริการบางอย่างที่ไม่ได้มีอยู่ในเงื่อนไขของการจองได้	✓	✓	✓	✗	✓	✗	✗	✓	✓	67%
5.	ขอโทษลูกค้าที่เพิ่งลงทะเบียนเข้าพักที่ปล่อยห้องพักซ้ำกับลูกค้าที่พักรู้อยู่ก่อน	✓	✗	✓	✗	✗	✗	✓	✗	✗	33%
6.	ขอโทษบุคคลภายนอกที่มาสอบถามข้อมูลของลูกค้าว่าทางโรงแรมไม่สามารถให้ข้อมูลใด ๆ ที่เกี่ยวกับลูกค้าที่พักรู้อยู่ได้เนื่องจากเป็นกฎระเบียบของโรงแรม	✓	✓	✓	✗	✓	✓	✗	✓	✗	67%
7.	ขอโทษลูกค้าแทนพนักงานแม่บ้านที่ทำความสะอาดห้องพักแล้วทำทรัพย์สินของลูกค้าชำรุดหรือเสียหาย	✓	✓	✓	✓	✓	✗	✗	✗	✓	67%

Agreement index for the speech act of apologizing (cont.)

Situation	Questionnaire Speech act of Apologizing	Interview									Agreement Index (70%)	
		Hotel Guests			Managers			F/O Staff				
		G1	G2	G3	M1	M2	M3	S1	S2	S3		
8.	ขอโทษลูกค้าที่ต้องให้คอยผู้จัดการเนื่องจากตนไม่สามารถตัดสินใจในบางเรื่องได้ เช่น ข้อร้องเรียนของลูกค้า ปัญหาที่เกิดจากปฏิบัติงานของตน หรือปัญหาของลูกค้าเอง	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	89%
9.	ขอโทษลูกค้าที่ทางโรงแรมไม่อนุญาตให้ลูกค้านำผู้หญิงอาชีพพิเศษขึ้นห้องได้ทั้งนี้เพื่อความปลอดภัยในชีวิตและทรัพย์สินของลูกค้าเอง	✓	✓	✓	✓	✗	✗	✓	✓	✗	67%	
10.	ขอโทษลูกค้าที่ทางโรงแรมไม่มีสกุลเงินตราต่างประเทศบางสกุลให้แลก	✓	✓	✓	✗	✗	✓	✓	✗	✓	67%	
11.	ขอโทษลูกค้าในเหตุสุดวิสัยบางอย่าง เช่น ลูกค้าต้องใช้บันไดแทนลิฟต์เนื่องจากไฟฟ้ดับ เป็นต้น	✓	✓	✓	✓	✗	✗	✓	✓	✗	67%	
12.	ขอโทษลูกค้าที่ไม่สามารถให้อยู่เกินเวลาออกจากโรงแรม(Late check-out) ได้เนื่องจากทางโรงแรมต้องขายห้องพักให้ลูกค้ารายอื่นตามอัตราการเข้าพัก (Occupancy rate) ที่สูงมากในช่วงนั้น	✓	✓	✓	✓	✗	✓	✓	✗	✓	78%	
13.	ขอโทษลูกค้าที่ต้องให้รอชำระค่าใช้จ่ายเป็นเวลานาน เนื่องจากคอมพิวเตอร์อาจมีปัญหาหรือรอแม่บ้านโทรแจ้งรายการค่าใช้จ่ายในมินิบาร์ เป็นต้น	✓	✓	✓	✗	✗	✓	✓	✓	✗	67%	
14.	ขอโทษลูกค้าที่คิดค่าใช้จ่ายผิดพลาด	✓	✓	✓	✗	✗	✓	✗	✓	✓	67%	
15.	ขอโทษลูกค้าที่เข้าลงทะเบียนล่าช้าที่ได้ขายห้องพักที่ลูกค้าจองไว้ให้แก่ลูกค้าท่านอื่นเนื่องจากลูกค้าไม่ได้ระบุหรือแจ้งกับทางโรงแรมว่าตนจะเข้าพักดึก (Late check-in)	✓	✓	✓	✗	✗	✗	✗	✗	✗	33%	

Agreement index for the speech act of handling complaints

Situation	Questionnaire Speech act of Apologizing	Interview									Agreement Index (70%)
		Hotel Guests			Managers			F/O Staff			
		G1	G2	G3	M1	M2	M3	S1	S2	S3	
1.	จัดการข้อร้องเรียนของลูกค้าที่มีต่อการบริการที่ล่าช้า	✓	✓	✓	✓	✗	✓	✓	✓	✗	78%
2.	จัดการข้อร้องเรียนของลูกค้าเนื่องจากลูกค้าได้แจ้งความประสงค์ให้โรงแรมจัดรถไปรับที่สนามบินแต่ลูกค้าไม่พบพนักงานไปรับที่สนามบิน (Airport Representative)	✓	✓	✓	✓	✓	✗	✗	✓	✓	78%
3.	จัดการข้อร้องเรียนของลูกค้าที่มีต่อห้องพัก เช่น ห้องพักไม่สะอาด ผ้าปูที่นอนไม่ได้เปลี่ยน หรือห้องน้ำสกปรก เป็นต้น	✓	✓	✓	✓	✗	✓	✓	✗	✓	78%
4.	จัดการข้อร้องเรียนของลูกค้าที่มีต่อเสียงดังรบกวนอันเนื่องมาจากการซ่อมแซมของโรงแรม เสียงทีวีของห้องพักข้าง ๆ หรือเสียงดังจากการทำงานของพนักงานแม่บ้านที่ทำงานบนฟลอร์ เป็นต้น	✓	✓	✓	✓	✓	✓	✗	✓	✗	78%
5.	จัดการข้อร้องเรียนของลูกค้าเนื่องจากลูกค้าพบว่าทรัพย์สินของตนที่เก็บไว้ในห้องพักสูญหาย	✓	✗	✓	✗	✓	✓	✗	✓	✓	67%
6.	จัดการข้อร้องเรียนของลูกค้าที่มีต่อสิ่งอำนวยความสะดวกในห้องพักรวด หรือบกพร่อง เช่น หลอดไฟขาด เครื่องทำน้ำอุ่นไม่ทำงาน หรือ ทีวีเสีย เป็นต้น	✓	✓	✓	✗	✓	✓	✓	✓	✓	89%
7.	จัดการข้อร้องเรียนของลูกค้าประจำ (Frequent guest) ที่ไม่ได้หมายเลขห้องพักที่ตนเคยพักประจำตามที่ได้ระบุไว้ในการจองล่วงหน้า	✓	✗	✓	✗	✗	✓	✗	✓	✗	44%

Agreement index for the speech act of handling complaints (cont.)

Situation	Questionnaire Speech act of Apologizing	Interview									Agreement Index (70%)
		Hotel Guests			Managers			F/O Staff			
		G1	G2	G3	M1	M2	M3	S1	S2	S3	
8.	จัดการข้อร้องเรียนของลูกค้าที่มีต่อปัญหากุญแจห้องหรือการ์ดเปิดห้องพัก (Key card/key tag)	✓	✓	✓	✓	✗	✓	✓	✗	✓	78%
9.	จัดการข้อร้องเรียนของลูกค้าที่มีต่อกลิ่นสีที่ทาซ่อมแซมตัวอาคารของโรงแรม	✓	✓	✓	✓	✓	✗	✗	✓	✓	78%
10.	จัดการข้อร้องเรียนของลูกค้าที่มีต่อมารยาทของพนักงานบางคนที่ไม่สุภาพ	✓	✓	✓	✓	✗	✓	✗	✓	✓	78%
11.	จัดการข้อร้องเรียนของลูกค้าเรื่องราคาค่าห้องพักที่ไม่ตรงกับราคาที่ได้ออมา	✓	✗	✓	✗	✗	✗	✗	✓	✗	33%
12.	จัดการข้อร้องเรียนของลูกค้าเนื่องจากลูกค้าไม่ได้รับข้อความที่บุคคลภายนอกได้ฝากไว้ให้	✓	✓	✓	✗	✗	✗	✗	✓	✗	44%
13.	จัดการข้อร้องเรียนของลูกค้าเนื่องจากลูกค้าพบว่ากระเป๋าของตนถูกรื้อค้น	✓	✓	✓	✗	✓	✗	✗	✓	✗	56%
14.	จัดการข้อร้องเรียนของลูกค้าเรื่องห้องพักรื้อกลิ่นบุหรี่เนื่องจากลูกค้าได้ระบุขอห้องพักปลอดบุหรี่	✓	✓	✓	✗	✓	✗	✗	✗	✓	56%
15.	จัดการข้อร้องเรียนของลูกค้าที่อ้างว่าแพ้วัสดุของเครื่องนอนหรือแพ้กลิ่นสเปรย์ปรับอากาศ เป็นต้น	✓	✓	✓	✗	✗	✗	✓	✗	✓	56%

จุฬาลงกรณ์มหาวิทยาลัย

Agreement index for the speech act of requesting

Situation	Questionnaire Speech act of Apologizing	Interview									Agreement Index (70%)
		Hotel Guests			Managers			F/O Staff			
		G1	G2	G3	M1	M2	M3	S1	S2	S3	
1.	ขอให้ลูกค้าช่วยกรอกข้อมูลที่เป็นบางข้อมูลในใบลงทะเบียนเข้าพัก	✓	✓	✗	✓	✓	✓	✓	✓	✗	78%
2.	ขอบัตรเครดิตของลูกค้าชาวกร (Walk-ins) เพื่อทำการการันตีหรือขออนุมัติล่วงหน้า	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
3.	ขอให้ลูกค้าแต่งกายให้เหมาะสมในการเข้าใช้บริการของโรงแรมในบางสถานที่ เช่นในห้องอาหารบางห้องอาหาร หรือในคลับของโรงแรม เป็นต้น	✓	✗	✓	✓	✗	✓	✗	✓	✓	67%
4.	ขอให้ลูกค้าลงทะเบียนบุคคลที่ลูกค้านำมาพักค้างคืนพร้อมแจ้งคิดค่าบริการห้องพักเพิ่มเติมด้วย	✓	✓	✗	✓	✓	✓	✗	✓	✗	67%
5.	ขอให้ลูกค้าสูบบุหรี่ในที่ที่ทางโรงแรมจัดไว้ให้สูบบุหรี่ด้านนอกอาคาร	✓	✓	✓	✓	✓	✗	✓	✓	✗	78%
6.	ขอให้ลูกค้าไม่ให้นำสัตว์เลี้ยงเข้าห้องพัก	✓	✓	✓	✓	✓	✗	✗	✓	✗	67%
7.	ขอให้ลูกค้าช่วยหรีเสียงทีวี เนื่องจากลูกค้าข้างห้องได้โทรไปร้องเรียนที่แผนกบริการส่วนหน้า	✓	✓	✓	✓	✓	✗	✓	✓	✗	78%
8.	ขอให้ลูกค้าไม่ให้นำอาหารที่มีกลิ่นไม่พึงประสงค์เข้าห้องพัก	✓	✗	✓	✓	✓	✗	✗	✓	✗	56%
9.	ขอให้ลูกค้างดการให้บริการในบางสถานที่ในโรงแรมเนื่องจากได้ถูกจองเพื่อจัดงานใดงานหนึ่งขอลูกค้ารายอื่นโดยเฉพาะหรือสงวนไว้สำหรับงานพิธีการใดพิธีการหนึ่ง เป็นต้น	✓	✗	✓	✗	✓	✓	✓	✗	✓	67%

Agreement index for the speech act of requesting (cont.)

Situation	Questionnaire Speech act of Apologizing	Interview									Agreement Index (70%)
		Hotel Guests			Managers			F/O Staff			
		G1	G2	G3	M1	M2	M3	S1	S2	S3	
10.	ขอให้ลูกค้ายืนยันเวลาออกจากโรงแรม (Check-out) ที่แน่นอน เนื่องจากเป็นช่วงที่โรงแรมมีอัตราการเข้าพักสูง	✓	✓	✓	✓	✓	✓	✗	✓	✗	78%
11.	ขอให้ลูกค้าชำระค่าเสียหายที่ทำทรัพย์สินของโรงแรมเสียหาย	✓	✓	✗	✓	✓	✓	✗	✓	✓	78%
12.	ขอให้ลูกค้าที่กำลังจะออกจากโรงแรม (Check out) ชำระค่ามินิบาร์ (Mini bar) ตามที่พนักงานแม่บ้านได้โทรแจ้งขณะที่ลูกค้ากำลังชำระค่าใช้จ่าย	✓	✓	✗	✓	✗	✓	✓	✓	✓	78%
13.	ขอให้ลูกค้าชำระค่าเสื้อคลุมอาบน้ำ ซึ่งถือเป็นทรัพย์สินของโรงแรม	✓	✓	✓	✓	✗	✗	✗	✓	✗	56%
14.	ขอให้ลูกค้าช่วยคืนกุญแจห้องพักรับรองออกจากโรงแรม (Check out)	✓	✓	✓	✓	✓	✗	✓	✗	✓	78%
15.	ขอให้ลูกค้าช่วยกรอกแบบสอบถามของโรงแรมเพื่อจะนำข้อมูลที่ได้ไปใช้ในการปรับปรุงการบริการของโรงแรมต่อไป	✓	✓	✓	✗	✓	✓	✓	✓	✗	78%

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Agreement index for the speech act of informing

Situation	Questionnaire Speech act of Apologizing	Interview									Agreement Index (70%)
		Hotel Guests			Managers			F/O Staff			
		G1	G2	G3	M1	M2	M3	S1	S2	S3	
1.	แจ้งข้อมูลเกี่ยวกับกิจกรรมหรือสิ่งอำนวยความสะดวกต่าง ๆ ในโรงแรม รวมถึงสิทธิประโยชน์ที่ลูกค้าจะได้รับระหว่างการเข้าพักที่โรงแรม	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
2.	แจ้งระยะเวลาการเข้าพักและยืนยันราคาห้องพักให้ลูกค้าทราบ	✓	✓	✓	✗	✓	✓	✓	✓	✓	89%
3.	แจ้งเวลาเปิด-ปิดของร้านค้าและบริการต่าง ๆ ในโรงแรมให้ลูกค้าทราบ	✓	✗	✓	✗	✓	✓	✗	✓	✓	67%
4.	แจ้งให้ทราบถึงสถานที่ท่องเที่ยวหรือแหล่งช้อปปิ้งในย่านเดียวกับโรงแรม พร้อมข้อมูลเกี่ยวกับการเดินทาง	✓	✗	✓	✓	✓	✗	✓	✗	✓	67%
5.	แจ้งให้ทราบถึงมาตรฐานการดูแลความปลอดภัยที่เข้มงวดเป็นพิเศษเนื่องจากมีผู้นำคนสำคัญของประเทศเข้าพักในโรงแรมเป็นต้น	✓	✓	✓	✓	✓	✓	✗	✓	✓	89%
6.	แจ้งให้ทราบว่าทุกสถานที่ในโรงแรมเป็นเขตปลอดบุหรี่ ยกเว้นบริเวณด้านนอกตัวอาคารที่จัดให้เป็นที่เขตสูบบุหรี่ได้	✓	✓	✓	✓	✗	✓	✓	✗	✗	67%
7.	แจ้งให้ทราบถึงข้อควรระวังในสถานที่ต่าง ๆ เช่น ในสถานที่ท่องเที่ยว แหล่งช้อปปิ้ง หรือการโดยสารรถแท็กซี่	✓	✗	✓	✓	✓	✗	✗	✓	✓	67%
8.	แจ้งให้ทราบเรื่องการจองตั๋วเครื่องบินหรือการยืนยันเที่ยวบิน	✓	✗	✓	✓	✓	✓	✓	✓	✓	89%
9.	แจ้งให้ทราบว่ามีความหือพัสดุส่งมาให้	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
10.	แจ้งว่าบัตรเครดิตที่ใช้ชำระค่าใช้จ่ายไม่ผ่านการอนุมัติ	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
11.	แจ้งให้ทราบถึงตารางการซ่อมการหนีไฟของโรงแรม	✓	✗	✓	✗	✓	✓	✗	✗	✓	56%

Agreement index for the speech Act of informing (cont.)

Situation	Questionnaire Speech act of Apologizing	Interview									Agreement Index (70%)
		Hotel Guests			Managers			F/O Staff			
		G1	G2	G3	M1	M2	M3	S1	S2	S3	
12.	แจ้งให้ทราบว่าทางโรงแรมดขาดยเครื่องดื่มแอลกอฮอล์ เช่น ในวันก่อนวันเลือกตั้ง หรือในวันสำคัญทางศาสนา	✓	✗	✓	✗	✓	✗	✓	✓	✓	67%
13.	แจ้งอัตราค่าใช้จ่ายหากลูกค้าต้องการพักเกินเวลาออกจากโรงแรม (Late check out)	✓	✓	✗	✓	✓	✓	✓	✓	✓	89%
14.	แจ้งให้ทราบว่าทางโรงแรมต้องคิดค่าห้องพักเพิ่มเนื่องจากทาง โรงแรมพบว่าจำนวนผู้เข้าพักไม่ตรงกับจำนวนตามที่ลูกค้าได้ทำการ จองมา	✓	✓	✓	✗	✓	✗	✓	✓	✓	78%
15.	แจ้งลูกค้าที่เพิ่งลงทะเบียนเข้าพักให้คอยห้องพักประมาณครึ่ง ชั่วโมงเนื่องจากพนักงานแม่บ้านกำลังทำความสะอาดอยู่	✓	✓	✓	✗	✓	✓	✗	✓	✗	67%

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Agreement index for the speech act of promising

Situation	Questionnaire Speech act of Apologizing	Interview									Agreement Index (70%)
		Hotel Guests			Managers			F/O Staff			
		G1	G2	G3	M1	M2	M3	S1	S2	S3	
1.	รับปากว่าจะจองโต๊ะในห้องอาหารหรือจองที่นั่งในคลับของโรงแรมให้	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
2.	รับปากว่าจะแจ้งแม่บ้านให้ไปทำความสะอาดห้องพักให้	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
3.	รับปากลูกค้าที่ขอให้จัดของขวัญพิเศษ เช่น เด็ก หรือ ช่อดอกไม้ให้แก่คนพิเศษของลูกค้า	✓	✓	✓	✓	✓	✗	✓	✓	✓	89%
4.	รับปากว่าจะย้ายห้องพักที่มีประเภทเดียวกับลูกค้าที่ต้องการให้เนื่องจากไม่สามารถจัดให้ได้ในวันที่ลูกค้าลงทะเบียนเข้าพัก	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
5.	รับปากว่าจะเปลี่ยนห้องพักให้หากมีห้องพักอื่นในประเภทเดียวกันว่าง หรือเปลี่ยนห้องพักตามพลอร์ที่ลูกค้าขอไว้	✓	✓	✓	✗	✗	✓	✗	✓	✓	67%
6.	รับปากว่าจะจองหรือยืนยันตั๋วเครื่องบินให้	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
7.	รับปากว่าจะตามหามอบของโรงแรมมาให้เนื่องจากลูกค้าแจ้งว่าตนไม่ค่อยสบาย	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
8.	รับปากว่าจะแจ้งแผนกليمูขึ้นเพื่อจัดรถของโรงแรมไปส่งที่สนามบินในวันที่ลูกค้าจะออกจากโรงแรม	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
9.	รับปากว่าจะจัดส่งผ้าเช็ดตัว หมอน หรือเครื่องใช้ต่าง ๆ หากลูกค้าโทรขอเพิ่ม	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%

Agreement index for the speech act of promising (cont.)

Situation	Questionnaire Speech act of Apologizing	Interview									Agreement Index (70%)
		Hotel Guests			Managers			F/O Staff			
		G1	G2	G3	M1	M2	M3	S1	S2	S3	
10.	รับปากว่าจะจัดอาหารเช้าใส่กล่องให้เนื่องจากลูกค้าต้องออกจากโรงแรมหรือมีโปรแกรมทัวร์แต่เช้า	✓	✓	✓	✓	✓	✓	✗	✓	✓	89%
11.	รับปากว่าจะแจ้งพนักงานรับโทรศัพท์ (Operator) ให้โทรศัพท์ปลุกตามเวลาที่ลูกค้าสั่งไว้	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
12.	รับปากว่าจะส่งช่างของโรงแรมไปตรวจเช็คเครื่องทำความเย็นที่มีปัญหาในห้องพัก	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
13.	รับปากว่าจะส่งของที่ลูกค้าทำหาย (Lost & found) ไปตามที่อยู่ที่ให้ไว้ หากพบเจอของสิ่งนั้น ๆ	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
14.	รับปากว่าจะหาหมายเลขโทรศัพท์หรือข้อมูลการท่องเที่ยวหรือข่าวสารต่าง ๆ ที่ลูกค้าต้องการ	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%
15.	รับปากว่าจะส่งไปสการ์ด จดหมาย หรือจัดบรรจุหีบห่อ และจัดส่งตามที่ลูกค้าขอให้ส่งให้	✓	✓	✓	✓	✓	✓	✓	✓	✓	100%

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix C: The test specifications

Test task specifications

Purpose	To assess pragmatic ability of Thai students in hospitality oriented programs related to the context of hotel Front Office Department
Definition of construct	Ability to produce the correct speech act, the expressions and vocabulary, the amount of information given, and degree of appropriateness (levels of formality, directness and politeness) in the speech acts under the study in different situations in hotel Front Office Department.
Setting	<i>(See description of the test)</i>
Time allotment	45 minutes
Instructions	<ul style="list-style-type: none"> • Language English & Thai (optional) • Channel Visual • Instructions Explicit (See the test)
Characteristics of input and expected response	<i>(See description of the test)</i>
Scoring method	Use analytic scale adapted from Hudson et al (1995) comprising four major descriptors, namely, the correct speech acts, expressions and vocabulary, amount of information given, and degree of appropriateness (levels of formality, directness, and politeness). Five level bands of very effective (5), effective (4), somewhat effective (3), ineffective (2), and very ineffective (1) are used.

Description of the test

Setting	
Physical characteristics	<ul style="list-style-type: none"> ▪ Location Computer laboratory arranged for testing ▪ Noise level <ul style="list-style-type: none"> ▪ Quite ▪ Possible air-conditioning ▪ Lightning Well-lit ▪ Materials <ul style="list-style-type: none"> ▪ Computer, loudspeakers, headphone ▪ Microphone ▪ Recorder program ▪ No dictionary or any assessable search engine
Participants	The fourth-year Thai university students majoring in the tourism and hotel from Bangkok University, Dhurakit Pundit University and Kasetsart University having completed required English courses in the curriculum.
Time of the task	Outside the class time on the appointed dates and time
Input (see the FOP-Test)	
Format	<ul style="list-style-type: none"> ▪ channel Computer-mediated presentation with audio and images ▪ Form Language & non-language (images applied in the test items) ▪ Language English (Technical English) ▪ Length 50 minutes including instructing and rehearsing the test ▪ Type An oral discourse completion test designed by computer program called Adobe Captivate ▪ Speededness One minute per one item approximately
Language characteristics	
<i>Organizational characteristics</i>	
<ul style="list-style-type: none"> ▪ Grammatical ▪ Textual 	<ul style="list-style-type: none"> ▪ Simple statements based on the given situations and speech acts given in the test ▪ Vocabulary and expressions related to the hotel Front Office operation ▪ In-service encounter related to the hotel Front Office operation and situations likely to happen in the Front Office and five problematic speech acts reflected from Thai hotel personnel
<i>Pragmatics characteristics</i>	
<ul style="list-style-type: none"> ▪ Functional ▪ Sociolinguistics 	<ul style="list-style-type: none"> ▪ Situations given in order to perform the speech acts of promising, informing, requesting, handling complaints, and apologizing. ▪ Politeness strategies and degrees of appropriateness
<i>Topical characteristics</i>	
	Problematic speech acts in English reflected from Thai hotel personnel and politeness dimension in the context of hotel Front Office Department

Expected response	
Format	
▪ Channel	Elicitation speaking test
▪ Form	Language (English)
▪ Language	Specific English used in given situations/technical English
▪ Type	Monologue speech
▪ speededness	One minute/ one respond (approximately)
<hr/>	
Language Characteristics	
<i>Organizational characteristics</i>	
▪ Grammatical	▪ Select appropriate linguistic forms to realize a certain speech act and then perform speech acts appropriately and successfully when communicating with the simulated hotel guest
▪ Textual	▪ Related to the hotel Front Office work performances based on situations likely to happen in Front Office Department and given speech acts in the test
<i>Pragmatics characteristics</i>	
▪ Functional	▪ Interpret the simulated hotel guest's utterance and perform the speech acts of promising, informing, requesting, handling complaints, and apologizing appropriately and effectively
▪ Sociolinguistics	▪ Appropriateness and politeness in the hotel business
<i>Topical characteristics</i>	
	Response to the simulated hotel guest's needs and wants by performing the speech acts of promising, informing, requesting, handling complaints, and apologizing
<hr/>	
Relationship between input and response	
Reactivity	Non-reciprocal
<hr/>	
Scope of relationship	Narrow and topic based (mainly focus on responses to the simulated hotel guest's utterance and how the test taker would handle the simulated guest's needs)
<hr/>	
Directness of relationship	Both direct and indirect <ul style="list-style-type: none"> ▪ Direct – response to the simulated hotel guest's wants ▪ Indirect – use the test taker's subject knowledge related to the hotel services
<hr/>	

Appendix D: The qualifications of experts related to hotel and services

Ms. Anchalee Pathan

EDUCATION

- 1988 – 1989 : International Hotel & Tourist Management School (I-TIM)
- 2005 – 2009 : Bachelor's degree majoring in Child Development from the Faculty of Home Economy, Sukhothaimathirat University
- 2010 – present : Bachelor's degree majoring in English from the Faculty of Humanities, Ramkhamhaeng University

EXPERIENCES

- 1989 – 1990 : Guest Relation Officer at Dusit Thani Hotel, Bangkok.
- 1990 – 1991 : Catering Office at Air Lanka
- 1991 - 1992 : Ground Staff at Northwest Airlines
- 1992 - 1993 : Reservation Officer at Korean Air
- 1993 – 2010 : Flight Attendant of Gulf Air

Mr. Subharerk Subponghsang

EDUCATION

- 1988 – 1989 : Hotel and Tourism Institute (HTTI), Front Office Department

EXPERIENCES

- 1989 - 1990 : Information Clerk at The Landmark Bangkok
- 1990 – 1991 : Front Receptionist at Shangri-la Hotel Bangkok
- 1991 - 1993 : Front Receptionist at The Grand Hyatt Erawan Bangkok
- 1993 – 1994 : Front Receptionist at the Twin Towers Hotel
- 1994 - 1997 : Assistant Front Office Manager at Siam City Hotel
- 1997 – 2001 : Flight Attendant of Swiss Airlines
- 2002 – 2007 : The Assistant Front Office Manager at The Grand Hyatt Erawan Bangkok
- 2007 – present : Flight Attendant of Swiss Airlines

Mr. Paul Mahoney

EDUCATION

- 1985 - 1988 : Bachelor's degree in Mathematics (Honors) from University College London
- 1991 : A fully qualified Chartered Accountant (England and Wales)
- 1996 : Teaching of English (TEFL) qualification from International House, London

EXPERIENCES

- 1988 – 1995 : Audit Manager for PricewaterhouseCoopers, London
- 1998 – 2000 : Teaching Mathematics, Accounting, and English as a Foreign Language in Northern Thailand
- 2007 – present : Lecturing Finance at professional level internationally, in Central and Eastern Europe

Appendix E: The Front Office Pragmatic-Test (FOP-Test)



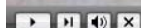
General Directions:

This test paper, the Front Office Pragmatic-Test (FOP-Test), is designed to test pragmatic knowledge of Thai Hotel Management and Tourism students. It is a test of your ability to interpret the hotel guest's intentions and to produce appropriate speech in order to respond to the situations given in the context of the hotel's front office department.

The method of this test is an elicitation test. There is no speakers' interaction, but you should try your best to give appropriate speech to the situations given in the test. Your score will be based on four criteria: giving the correct speech act, using appropriate expressions and vocabulary, giving the appropriate amount of information and using appropriate levels of formality, directness, and politeness. The total time for this test is approximately 20 minutes, including the reading of the directions.

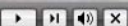
Directions [cont.]

This test consists of 15 test situations. Each situation, including your response, should take about 1 minute, and the next situation will run on automatically. **Remember**, your response will be spoken just once, so you need to fully understand each of the situations given and try your best to respond effectively and professionally, as the hotel's representative, in each test situation.



Directions

In each test item, you will both hear and see the description of the situation happening in the hotel front office department, in English. When the description of the situation stops, you will both hear and see the script of the hotel guest's speech elicited. After the hotel guest stops speaking, say aloud what you would naturally say in response to the situation given, as if you are a member of staff in the front office department. While you are speaking, you need to record your speech in the Sound Recorder program which appears on your computer screen. Any potential follow up response by the hotel guest has been intentionally left out of all the situations.



Here is an Example

Now, you will hear an example situation along with the written script.

*Situation: The guest called and asked for a pair of slippers.
You promised to have them sent to the room, but you forgot.
Then, she called again.*

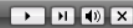


Here is an Example [cont.]

*The guest: I don't know who I should ask for.
I called almost half an hour ago.*



After the hotel guest stops speaking, you give your response to the hotel guest.





Situation 1

You receive a phone call from the guest room.
The guest needs extra pillows.

The guest : *Hello. I'm calling from room 902.
Can I have two more pillows, please?*

You :

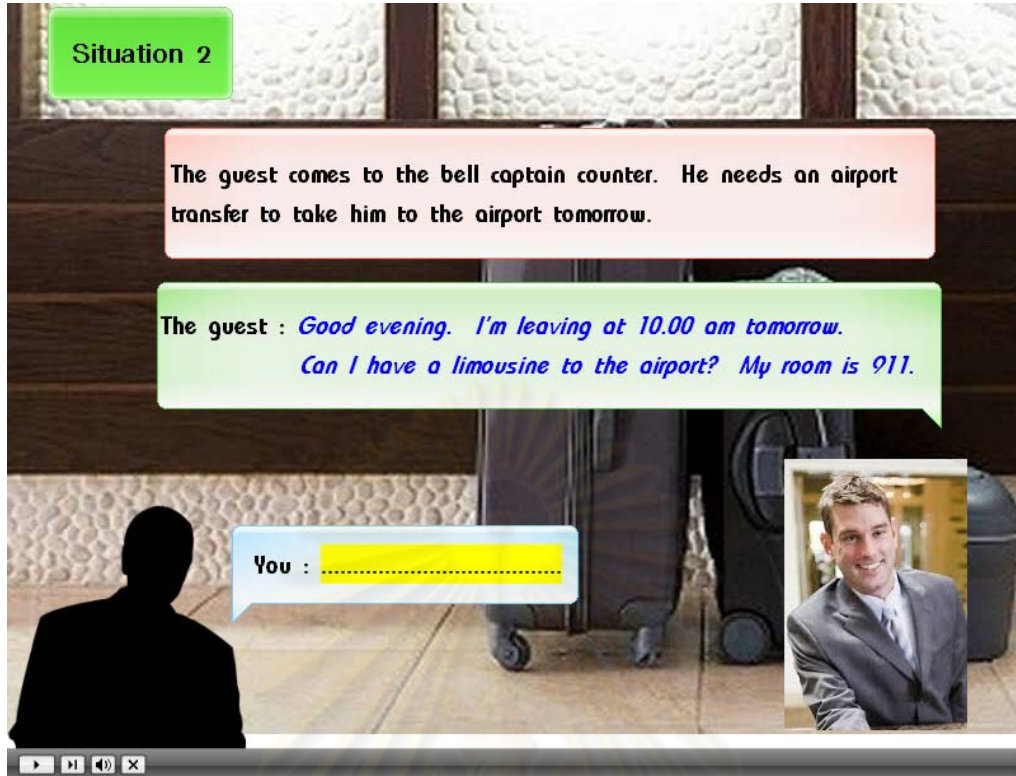
▶ ⏪ ⏩ ⏹

Situation 2

The guest comes to the bell captain counter. He needs an airport transfer to take him to the airport tomorrow.

The guest : *Good evening. I'm leaving at 10.00 am tomorrow.
Can I have a limousine to the airport? My room is 911.*

You :

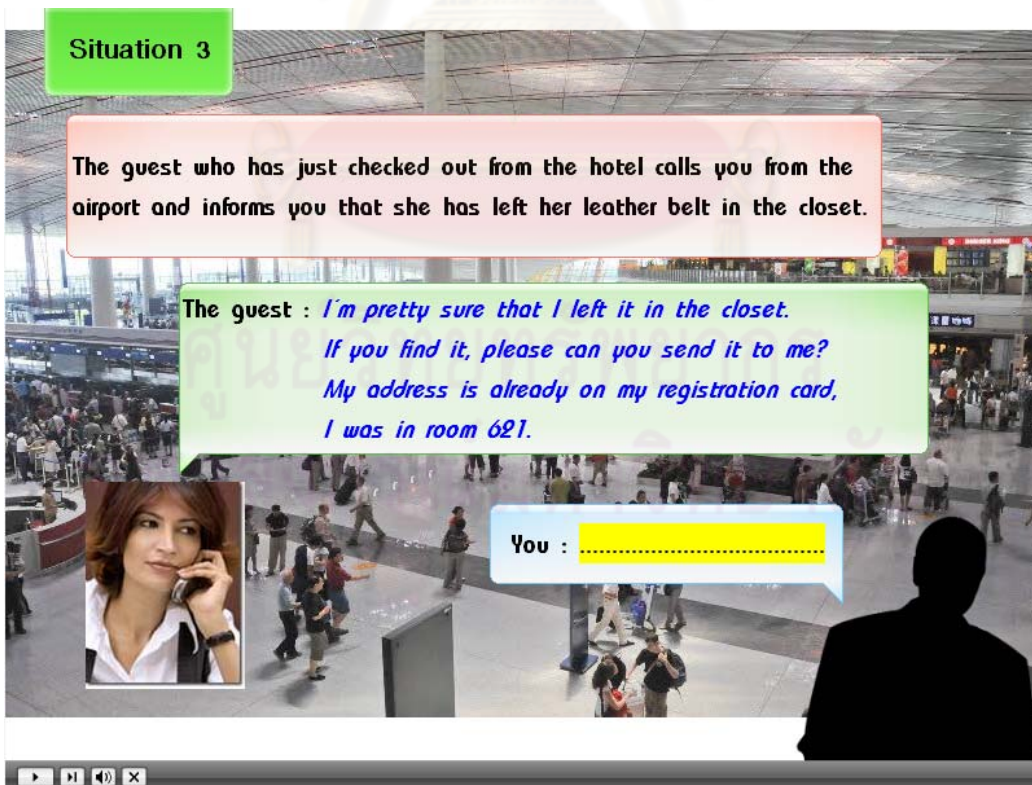


Situation 3

The guest who has just checked out from the hotel calls you from the airport and informs you that she has left her leather belt in the closet.

The guest : *I'm pretty sure that I left it in the closet.
If you find it, please can you send it to me?
My address is already on my registration card,
I was in room 621.*

You :



Situation 4

This picture is a hotel brochure. Scan the hotel facilities below.

The double room offers large king size bed, ..., High Speed wireless Internet, ... and much more

The guest : *Where can I access the internet?*

You :

Situation 5

The guest is settling the bill upon checking out. The expenses will be paid by credit card. Unfortunately, her credit card has not been approved for the transaction. You hand the credit card to the guest.

The guest : *Anything wrong?*

You :

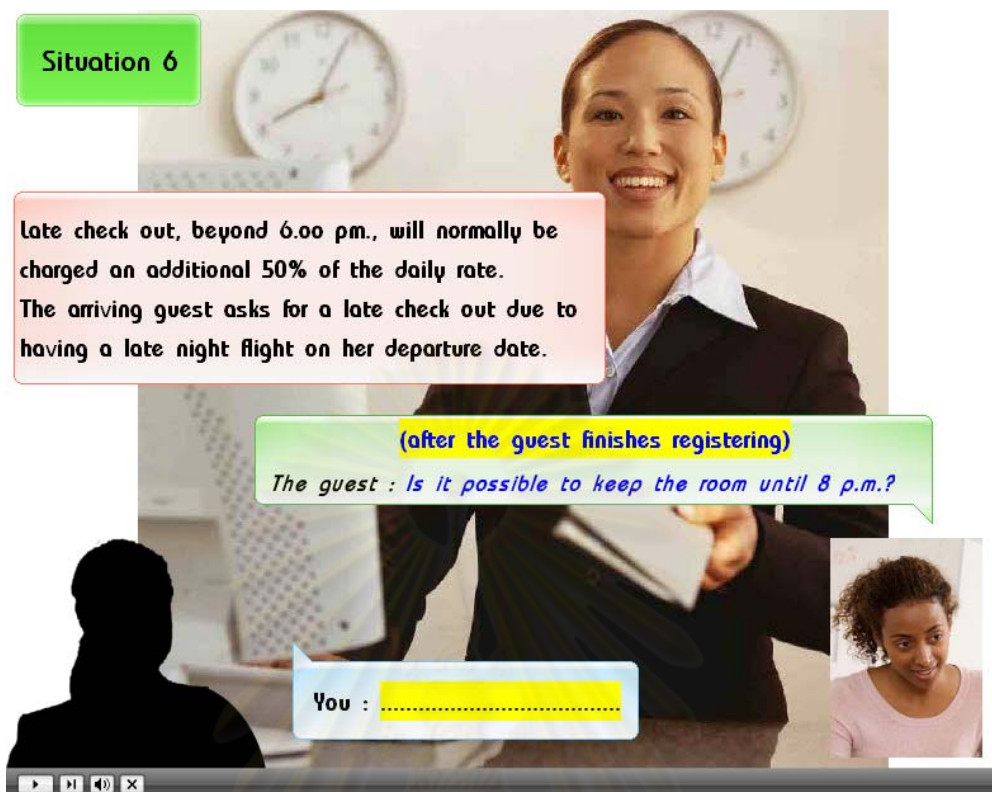
Situation 6

Late check out, beyond 6.00 pm., will normally be charged an additional 50% of the daily rate. The arriving guest asks for a late check out due to having a late night flight on her departure date.

(after the guest finishes registering)

The guest : Is it possible to keep the room until 8 p.m.?

You :



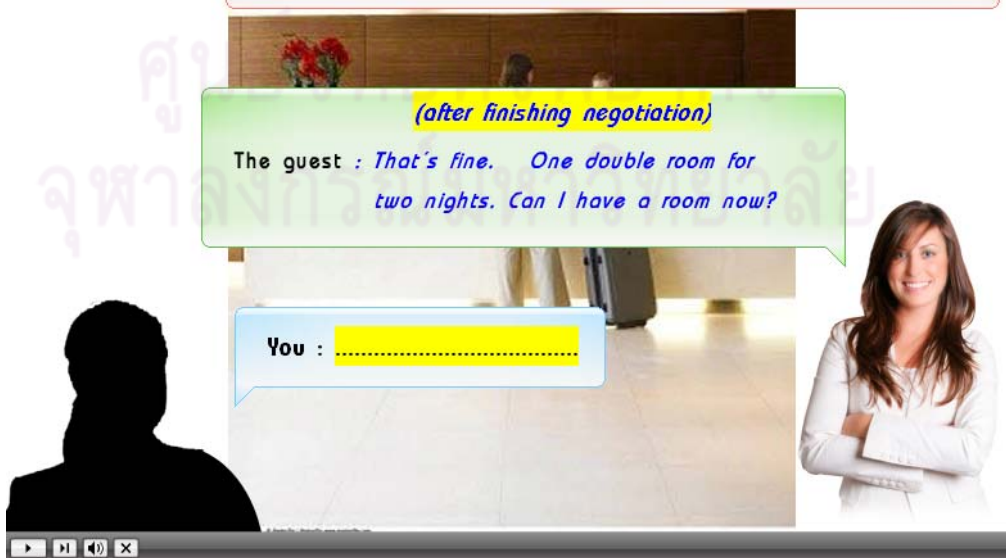
Situation 7

One guest, who does not have a reservation, comes to you at the counter and asks for a double room. During this time, the hotel has rooms available, and the guest is also satisfied with the price. However, it is hotel policy to ask for a credit card when checking in walk-in guests.

(after finishing negotiation)

The guest : That's fine. One double room for two nights. Can I have a room now?

You :



Situation 8

Due to the high season, the hotel has a high occupancy rate. You have to ensure that the guest who is checking in will leave at the check out time, 12 pm. on the departure date, so that you can assign or block the room for the arrival guest appropriately.

(The guest finishes registering and hands you the completed registration card for you to check. There is no desired check out time given by the guest.)

The guest : *Here you are.
Have I missed anything out?*

You :

The video player interface includes a play button, a volume icon, and a close button at the bottom left.

Situation 9

Some hotels provide the price list of room supplies or amenities in the guest rooms. So if the guests want to keep an item as a souvenir intentionally, or by mistake, or damage it, they have to pay for it. While a departing guest is settling the bill at the cashier counter, housekeeping calls you to inform you that the guest has taken two hotel bathrobes with them. So you raise this matter with the guest.

The guest : *What's the matter?*

You :

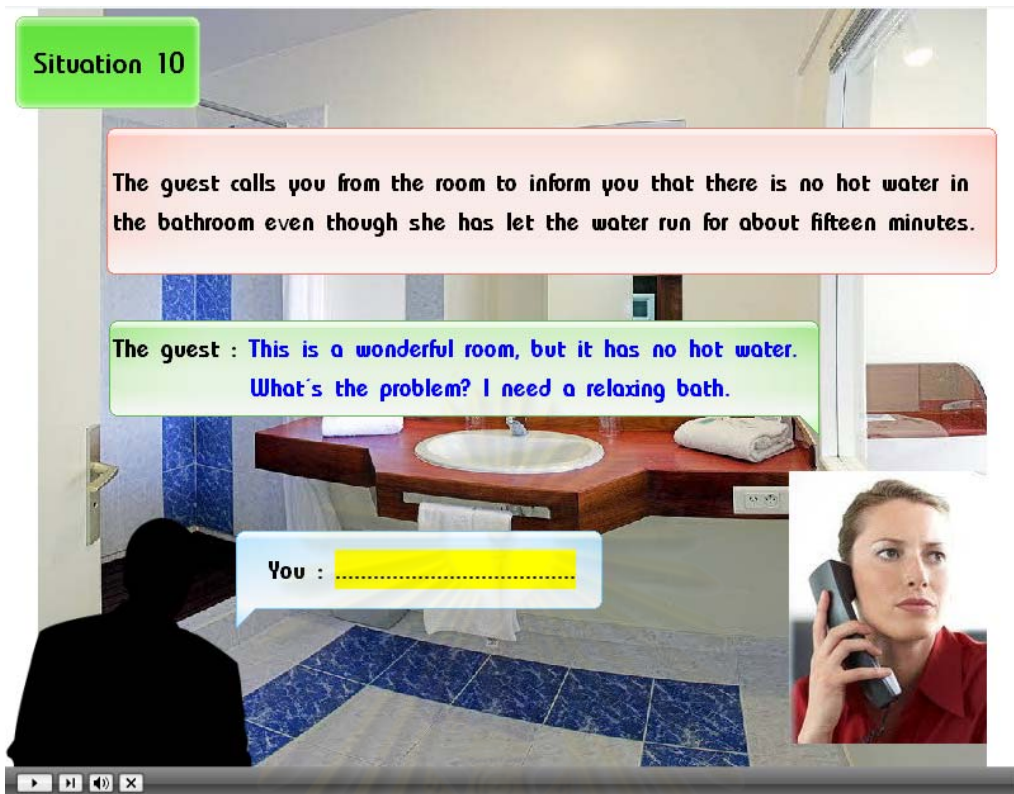
The video player interface includes a play button, a volume icon, and a close button at the bottom left.

Situation 10

The guest calls you from the room to inform you that there is no hot water in the bathroom even though she has let the water run for about fifteen minutes.

The guest : This is a wonderful room, but it has no hot water. What's the problem? I need a relaxing bath.

You :

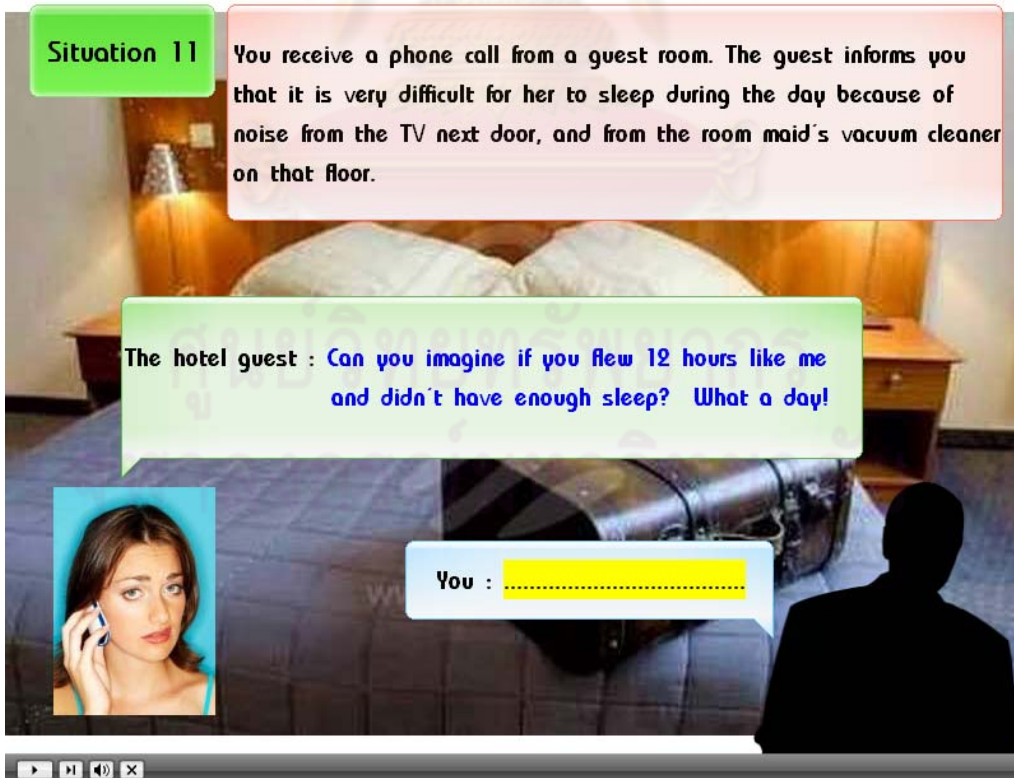


Situation 11

You receive a phone call from a guest room. The guest informs you that it is very difficult for her to sleep during the day because of noise from the TV next door, and from the room maid's vacuum cleaner on that floor.

The hotel guest : Can you imagine if you flew 12 hours like me and didn't have enough sleep? What a day!

You :



Situation 12

The guest made a request for an airport transfer.
On the day of arrival, the airport representative did not show up.
Her family was kept waiting for almost an hour.
Then they had to pay for a taxi at the airport which seemed to be overpriced.

(upon checking-in)

The guest : This is our first trip to Thailand and this hotel is a place we looked forward to visiting. We were expecting to be met at the airport, but we saw nobody. Besides, the taxi at the airport was outrageously expensive!

You :



Situation 13

The guests are often upset by things you do not have authority to handle.
One guest asks for some sort of discount due to ineffective services.
You need to call the manager.


The guest : It's hardly worth it. Should we pay for a room that was so hot for our first night? I want to talk to someone.

You :



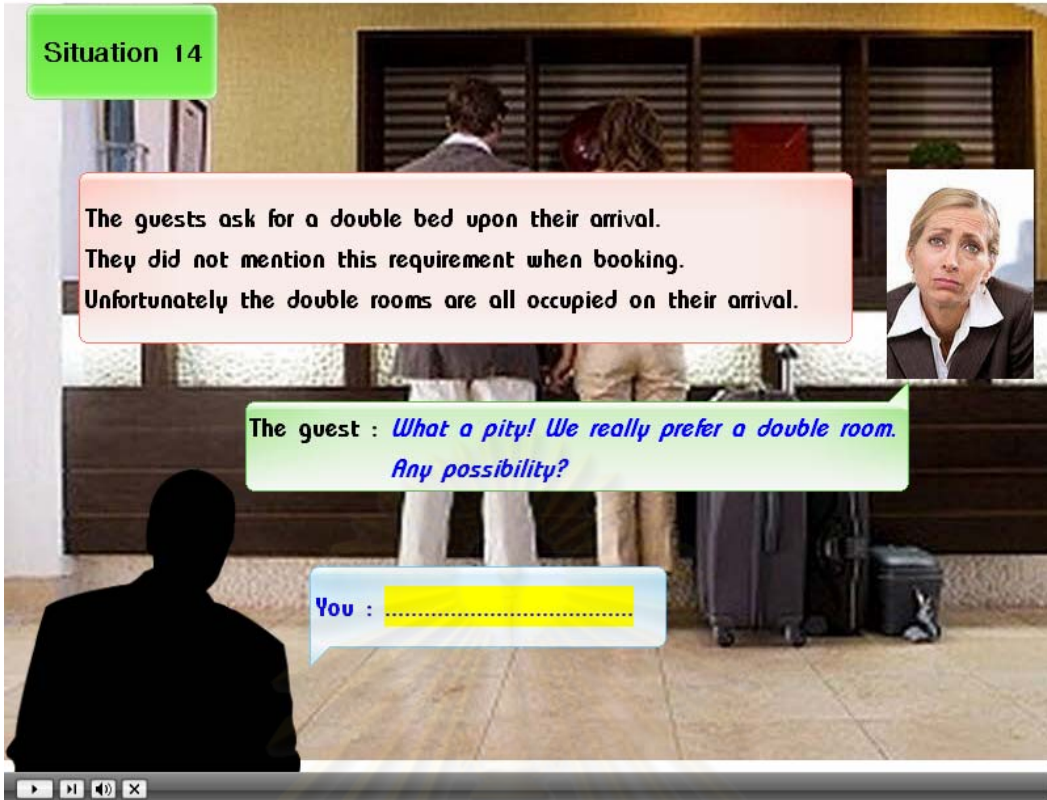
Situation 14

The guests ask for a double bed upon their arrival. They did not mention this requirement when booking. Unfortunately the double rooms are all occupied on their arrival.



The guest : *What a pity! We really prefer a double room. Any possibility?*

You :




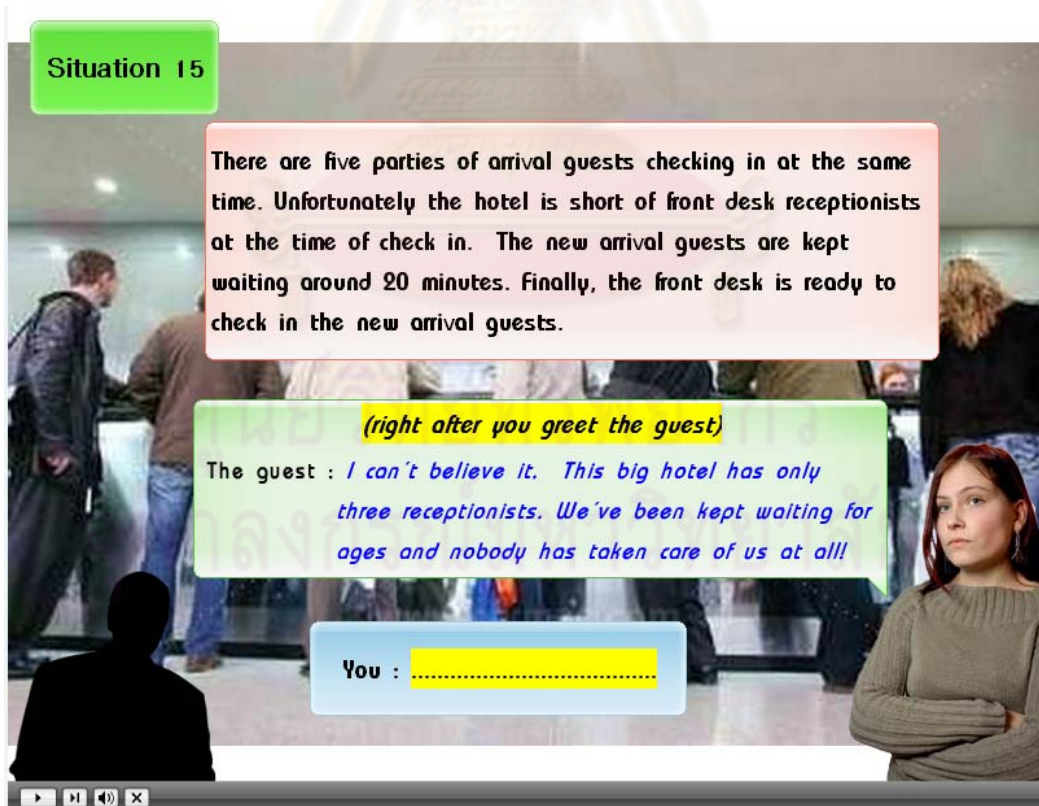
Situation 15

There are five parties of arrival guests checking in at the same time. Unfortunately the hotel is short of front desk receptionists at the time of check in. The new arrival guests are kept waiting around 20 minutes. Finally, the front desk is ready to check in the new arrival guests.

(right after you greet the guest)

The guest : *I can't believe it. This big hotel has only three receptionists. We've been kept waiting for ages and nobody has taken care of us at all!*

You :



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix F: Pragmatic questionnaire

แบบสอบถามเกี่ยวกับความรู้ทั่วไปด้านวจนปฏิบัติศาสตร์ (Pragmatics)

คำชี้แจงทั่วไป

แบบสอบถามนี้เป็นแบบสอบถามเกี่ยวกับความรู้ทั่วไปทางด้านวจนปฏิบัติศาสตร์ (Pragmatics) หรือศาสตร์ที่อธิบายการเลือกใช้รูปภาษาของผู้ใช้ภาษาเพื่อให้การสื่อสารนั้น ๆ สัมฤทธิ์ผล แบบสอบถามนี้มีทั้งหมด 2 ตอน โดยแต่ละตอนมีรายละเอียดดังต่อไปนี้

แบบสอบถามตอนที่ 1

แบบสอบถามตอนที่ 1 เป็นแบบสอบถามความรู้ทั่วไปด้านวจนปฏิบัติศาสตร์ของนักศึกษาการบริการ การโรงแรมและการท่องเที่ยว ซึ่งมีทั้งหมด 15 ข้อ หนึ่งในแบบสอบถามนี้จัดทำเป็นภาษาไทย แต่ส่วนของบทสนทนาและประโยคที่ใช้ในแบบสอบถามจะเป็นภาษาอังกฤษ ทั้งนี้เพื่อใช้ตีความเจตนาของกลุ่มสนทนาและการใช้วัจนกรรม (speech acts) หรือถ้อยคำเพื่อสื่อเจตนาเป็นภาษาอังกฤษได้อย่างเหมาะสม

แบบสอบถามตอนที่ 2

แบบสอบถามตอนที่ 2 เป็นแบบสอบถาม Meta-pragmatic knowledge ซึ่งมีทั้งหมด 5 ข้อ โดยคำถามทั้ง 5 ข้อจะใช้สถานการณ์ในแผนกการบริการส่วนหน้าของโรงแรมเป็นตัวกำหนดบริบทของวัจนกรรม ซึ่งมีทั้งหมด 5 วัจนกรรม ได้แก่ วัจนกรรมการสัญญา (promising) วัจนกรรมการแจ้งให้ทราบ (informing) วัจนกรรมการขอให้ทำสิ่งใดสิ่งหนึ่ง (requesting) วัจนกรรมการจัดการข้อร้องเรียน (handling complaints) และวัจนกรรมการขอโทษ (apologizing) ตามลำดับ ซึ่งในแต่ละสถานการณ์ของแต่ละข้อจะมีการตอบกลับทั้งหมด 5 แบบ (a, b, c, d, e) และในแต่ละแบบจะมีเกณฑ์ความเหมาะสมให้ท่านเลือก 5 เกณฑ์จากมีประสิทธิภาพน้อยที่สุด (Very ineffective) ไปถึงมีประสิทธิภาพมากที่สุด (Very effective) (เรียงจาก 1-5) โดยท่านสามารถให้เกณฑ์การตอบกลับในแต่ละแบบได้เพียงเกณฑ์เดียวและครั้งเดียวเท่านั้น

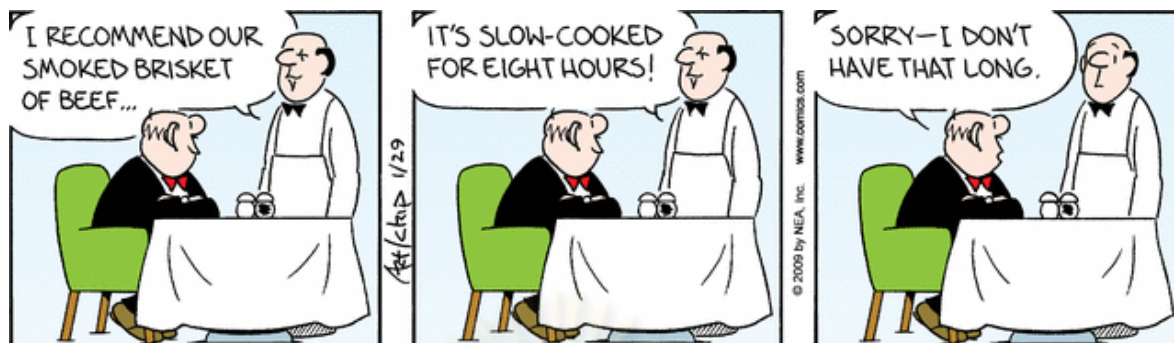
แบบสอบถามตอนที่ 1

คำชี้แจง: แบบสอบถามตอนที่ 1 นี้มีทั้งหมด 15 ข้อ ขอให้ท่านพิจารณาแต่ละข้อความและตอบข้อความนั้น ๆ

โดยใส่เครื่องหมาย ✓ ในช่องที่กำหนด

ข้อ	ข้อความ	ใช่	ไม่ใช่
1.	การสื่อสารโดยการพูดที่สัมฤทธิ์ผล คือการที่ผู้พูดตั้งใจที่จะสื่อเจตนาของตนให้ผู้รับทราบ และผู้รับซึ่งหมายถึงคู่สนทนาและบุคคลอื่น ๆ ที่มีส่วนร่วมในการสนทนานั้นๆ จะต้องเข้าใจเจตนาตามความต้องการของผู้พูดด้วย		
2.	การสื่อสารโดยการพูดที่สัมฤทธิ์ผลในภาษาอังกฤษนั้นขึ้นอยู่กับความสามารถของคู่สนทนาในการใช้ภาษาอังกฤษให้ถูกต้องตามหลักไวยากรณ์เสมอ		
3.	การสื่อสารโดยการพูดจำเป็นต้องใช้ถ้อยคำที่มีรูปภาพและความหมายที่ชัดเจนตลอดเวลาเพื่อผู้ฟังจะได้ทราบเจตนาที่แท้จริงของผู้พูด		

โปรดพิจารณาบทสนทนาระหว่างบริกรและลูกค้าในสถานการณ์สมมติข้างล่าง เพื่อใช้ตอบข้อความที่ 4 และ 5



ข้อ	ข้อความ	ใช่	ไม่ใช่
4.	เจตนาในการสื่อสารของบริกรต่อลูกค้าในการ์ตูนช่องที่สองคือ ต้องการแจ้งให้ลูกค้าทราบถึงเวลาที่ใช้ในการปรุงเมนูดังกล่าวเท่านั้น		
5.	การสื่อสารระหว่างลูกค้าและบริกรในสถานการณ์สมมตินี้ถือว่าไม่สัมฤทธิ์ผลเพราะลูกค้าไม่มีเวลาคอยอาหารที่ใช้เวลาปรุงนานถึง 8 ชั่วโมง		

โปรดพิจารณาสถานการณ์และบทสนทนาข้างล่าง เพื่อตอบข้อความที่ 6 และ 7

สถานการณ์: ลูกค้าผู้เข้าพักรายใหม่ที่เพิ่งลงทะเบียนเข้าพักโทรศัพท์จากห้องพักติดต่อพนักงานต้อนรับ (Receptionist) ที่เพิ่งรับลงทะเบียน

Receptionist : *Good morning. How can I help you?*

Hotel Guest : *... I think this room smells very strange.*

ข้อ	ข้อความ	ใช่	ไม่ใช่
6.	เจตนาในการสื่อสารของลูกค้าที่เข้าพักมีเพียงเจตนาเดียว คือ ต้องการแจ้งให้พนักงานต้อนรับทราบว่าห้องที่ตนพักนั้นมีกลิ่นอับ หรือกลิ่นไม่พึงประสงค์		
7.	การสื่อสารของลูกค้าที่เข้าพักนับว่าสัมฤทธิ์ผลหากพนักงานต้อนรับรับทราบสิ่งที่ลูกค้าแจ้งบอกและจัดบันทึกรายงานส่งให้แผนกแม่บ้านรับทราบต่อไป		

โปรดพิจารณาสถานการณ์และบทสนทนาข้างล่าง เพื่อตอบข้อความที่ 8 และ 9

สถานการณ์: พนักงานต้อนรับ (Receptionist) รับโทรศัพท์ของลูกค้าที่เข้าพักในโรงแรมที่โทรศัพท์มาจากห้องพัก

Receptionist : *Reception. Can I help you?*

Hotel Guest : *Oh, hello, this is Mrs. Rogers from room 718. I'm afraid I've lost my watch – it's a Rolex, and very expensive. I think I may have left it in the sauna changing room – or maybe in the pool area*

ข้อ	ข้อความ	ใช่	ไม่ใช่
8	เจตนาในการสื่อสารของ Mrs. Rogers มีเพียงเจตนาเดียวคือ ต้องการแจ้งให้พนักงานต้อนรับทราบว่าคนได้ถอดนาฬิกาไว้และลืมไว้ ณ บริเวณใดบริเวณหนึ่งในโรงแรม		
9	เจตนาหลักในการสื่อสารของ Mrs. Rogers ที่ระบุยี่ห้อนาฬิกาชื่อดัง ราคาแพง เพื่อต้องการให้พนักงานต้อนรับทราบถึงฐานะหรือสถานภาพทางสังคมของตนเท่านั้น		

โปรดพิจารณาสถานการณ์และประโยคข้างล่าง เพื่อตอบข้อความที่ 10

สถานการณ์: พนักงานโรงแรมที่ให้บริการทั่ว ๆ ไป (Concierge) แสดงเจตนาให้คำสัญญากับลูกค้าที่เข้าพักในโรงแรมว่าจะจัดหากล่องและห่อสิ่งของที่ลูกค้าซื้อมาเพื่อนำกลับไปประเทศของตน

- (1) I promise to do it.
- (2) I guarantee that I'll have it finished tomorrow.

ข้อ	ข้อความ	ใช่	ไม่ใช่
10.	ประโยค 2 ประโยคดังกล่าวมีเจตนาถ่วงคำสัญญา แต่ประโยคที่สื่อได้ตรงตามเจตนาและสื่อได้เป็นธรรมชาติมากที่สุดคือ ประโยค (1) เพราะมีคำกริยา promise (สัญญา) กำกับอยู่		

ข้อ	ข้อความ	ใช่	ไม่ใช่
11.	หากคำว่า “หน้า” (face) หมายถึงภาพลักษณ์ที่ทุกคนต้องการมีในสังคม หรือความต้องการให้เป็นที่ยอมรับในสังคม ฉะนั้นในการสื่อสารจึงจำเป็นต้องรักษาหน้าผู้พูดหรือผู้ฟังด้วยเช่นกัน		

โปรดพิจารณาประโยคคู่ข้างล่าง เพื่อตอบข้อความที่ 12

สถานการณ์: พนักงานต้อนรับขอให้ลูกค้าที่กำลังลงทะเบียนเข้าพักลงลายมือชื่อในใบลงทะเบียน

- (1) Sign your name?
- (2) Would you mind signing your name?

ข้อ	ข้อความ	ใช่	ไม่ใช่
12.	หากเปรียบเทียบทั้ง 2 ประโยค เห็นได้ว่าประโยคที่พนักงานโรงแรมรักษาหน้าลูกค้าที่กำลังจะเข้าพักคือประโยค (1)		

โปรดพิจารณาสถานการณ์และประโยคคู่ข้างล่าง เพื่อใช้ตอบข้อความที่ 13-14

สถานการณ์: พนักงานต้นห้อง (Butler) แจ้งให้ลูกค้าคนสำคัญ (VIP guest) ทราบว่าตนพร้อมที่จะบริการอาหารเย็นแล้ว

- (1) Would like to eat, sir?
- (2) Dinner is served, sir.

ข้อ	ข้อความ	ใช่	ไม่ใช่
13.	การใช้คำเรียกขาน (Address terms) ในภาษาอังกฤษ เช่น Sir, Madam หรือ Mr. เป็นการใช้ภาษาอย่างสุภาพอีกแบบหนึ่ง		
14.	ประโยคที่ถือว่าใช้ภาษาได้อย่างสุภาพอย่างเป็นทางการและเหมาะสมที่สุด คือ ประโยค (2)		

โปรดพิจารณาสถานการณ์และประโยคคำตอบสองประโยคข้างล่าง เพื่อใช้ตอบข้อความที่ 15

สถานการณ์ : พนักงานต้อนรับเสนอขายห้องพักให้แก่ลูกค้าที่เข้าพักในโรงแรมที่ต้องการเปลี่ยนห้องพัก

Receptionist : *Would you like one of our Executive rooms, Mr. Lewis, on the top floors with some wonderful views?*

Hotel Guest (1) : *Well, actually, no, I wouldn't. My wife doesn't really like using the lift and also she's got a bad leg, so I was hoping we could have a room near the ground floor.*

Hotel Guest (2) : *No, thank you. The lower floor is good for us.*

ข้อ	ข้อความ	ใช่	ไม่ใช่
15.	หากเปรียบเทียบคำตอบของลูกค้าคนที่หนึ่งและคนที่สอง เห็นได้ว่าประโยคตอบปฏิเสธที่รักษาน้ำผู้ถามมากกว่าคือคำตอบของลูกค้าคนที่หนึ่ง		

แบบสอบถามตอนที่ 2

คำชี้แจง: แบบสอบถามตอนที่ 2 มีทั้งหมด 5 ข้อ ซึ่งในแต่ละข้อจะเป็นสถานการณ์ในแผนกบริการส่วนหน้าของโรงแรม ซึ่งใช้เป็นบริบทของวัจนกรรม (speech acts) หรือถ้อยคำที่สื่อการกระทำทางเจตนา 5 วัจนกรรม ได้แก่ วัจนกรรมการสัญญา (promising) วัจนกรรมการแจ้งให้ทราบ (informing) วัจนกรรมการขอให้ทำสิ่งใดสิ่งหนึ่ง (requesting) วัจนกรรมการจัดการข้อร้องเรียน (handling with complaints) และ วัจนกรรมการขอโทษ (apologizing) ตามลำดับ ในแต่ละสถานการณ์จะบทสนทนาบางตอนระหว่างลูกค้าที่เข้าพักในโรงแรมและพนักงานบริการส่วนหน้าของโรงแรม ขอให้ท่านพิจารณาความเหมาะสมของการตอบกลับของพนักงานบริการส่วนหน้าทั้ง 5 แบบ (a, b, c, d, e) ตามเกณฑ์ที่กำหนดจากมีประสิทธิภาพน้อยที่สุด (Very ineffective) ถึงมีประสิทธิภาพมากที่สุด (Very effective) (เรียงจาก 1 –5) โดยท่านสามารถให้เกณฑ์แก่การตอบกลับในแต่ละแบบได้ เพียงเกณฑ์เดียวและครั้งเดียว เท่านั้น โดยทำเครื่องหมาย X ในช่องที่กำหนด

①	②	③	④	⑤
Very ineffective	Ineffective	Somewhat effective	Effective	Very effective

1. ลูกค้าที่เข้าพักในโรงแรมฝากกุญแจห้องที่เคาน์เตอร์เพื่อจะ sightseeing ข้างนอก และได้บอกพนักงานต้อนรับส่วนหน้าช่วยแจ้งแผนกแม่บ้านทำความสะอาดห้องให้ด้วย

Hotel Guest : *I'm going out. Please tell the housekeeping to makeup my room, 615.*

Receptionist :

- | | | | | | |
|---|---|---|---|---|--|
| ① | ② | ③ | ④ | ⑤ | <i>a. Don't worry, madam. It's housekeeping job.</i> |
| ① | ② | ③ | ④ | ⑤ | <i>b. OK. OK.</i> |
| ① | ② | ③ | ④ | ⑤ | <i>c. Certainly madam. We will inform the housekeeping to have your room clean immediately, madam.</i> |
| ① | ② | ③ | ④ | ⑤ | <i>d. 615? Don't worry.</i> |
| ① | ② | ③ | ④ | ⑤ | <i>e. Certainly madam. We will take care for that.</i> |

2. เนื่องจากทุกสถานที่ในโรงแรมเป็นเขตปลอดบุหรี่ ยกเว้นบางส่วนของที่ทางโรงแรมจัดให้เป็นที่สูบบุหรี่ เช่น บริเวณด้านนอกตัวอาคาร พนักงานบริการทั่วไป (Concierge) บังเอิญเห็นลูกค้าที่เข้าพักในโรงแรมท่านหนึ่ง กำลังจุดบุหรี่สูบในที่ห้ามสูบ

Hotel guest : *(the hotel guest is about to lit the cigarette)*

Concierge :

- | | | | | | |
|---|---|---|---|---|---|
| ① | ② | ③ | ④ | ⑤ | <i>a. Sorry sir. Can you smoke outside?</i> |
| ① | ② | ③ | ④ | ⑤ | <i>b. Excuse me, sir. Our hotel provides smoking area outside if you wish. We're terribly sorry for this inconvenience, sir. We hope you don't mind smoking outside, sir.</i> |
| ① | ② | ③ | ④ | ⑤ | <i>c. Sir, no smoking here. Sorry.</i> |
| ① | ② | ③ | ④ | ⑤ | <i>d. Excuse me, sir. We're so sorry sir. Smoking is not allowed here. It's hotel regulations, sir. Would you mind smoking outside?</i> |
| ① | ② | ③ | ④ | ⑤ | <i>e. Excuse me, sir. You can smoke outside if you wish, sir.</i> |

3. ในช่วงที่โรงแรมมีลูกค้าเข้าพักมาก (High season) พนักงานต้อนรับที่รับลงทะเบียนเข้าพักจำเป็นต้องถามเวลา Check-out กับลูกค้าผู้เข้าพักรายใหม่ให้แน่นอน ทั้งนี้ทางโรงแรมจะได้เตรียมห้องพักให้กับลูกค้าของโรงแรมท่านอื่นที่จะมาเข้าพักในวันนั้นได้ทันเวลา

Hotel guest : *(completed the registration card and handed to the receptionist)*

Receptionist : *(checked the check out time and found out that check-out time has not been mentioned)*

- | | | | | | |
|---|---|---|---|---|---|
| ① | ② | ③ | ④ | ⑤ | <i>a. Sorry madam. What time will you be leaving?</i> |
| ① | ② | ③ | ④ | ⑤ | <i>b. Excuse me, madam. Could you possibly give me your check-out time? We are quite fully booked at this moment.</i> |
| ① | ② | ③ | ④ | ⑤ | <i>c. Sorry madam. Please give me your check-out time. We need to check for sure because we're very busy now.</i> |
| ① | ② | ③ | ④ | ⑤ | <i>d. Could you give me your check-out time? I need to make sure for that</i> |
| ① | ② | ③ | ④ | ⑤ | <i>e. Excuse me, madam. We are really fully booked at this period of time. Do you mind telling us what time you will be leaving, madam?</i> |

4. มีบุคคลภายนอกมาฝากข้อความเกี่ยวกับการนัดหมายให้กับลูกค้าที่เข้าพักในโรงแรมท่านหนึ่งกับพนักงานบริการทั่วไป (Concierge) ที่ทำงานในรอบบ่าย แต่ปรากฏว่าลูกค้าท่านนั้นไม่ได้รับข้อความซึ่งเป็นการนัดหมายในช่วงเช้าของอีกวันหนึ่งแต่อย่างใด ลูกค้าคนดังกล่าวได้มาร้องเรียนกับพนักงานบริการทั่วไปที่ทำงานในรอบเช้า เพราะได้พลาดนัดหมายที่สำคัญไป

Hotel guest					: <i>You know how this meeting means to me!</i>
Concierge					:
①	②	③	④	⑤	a. <i>I'm sorry too, sir. What should I suppose to do?</i>
①	②	③	④	⑤	b. <i>We are terribly sorry, sir. We understand that how this meeting is important to you. Please accept our apology and let us see how we could make this up for you.</i>
①	②	③	④	⑤	c. <i>I'm so sorry sir. Let me find out how this thing happened and I will let you know sir.</i>
①	②	③	④	⑤	d. <i>We're so sorry for this. Please accept my apology and let me talk to the manager and see what we should you.</i>
①	②	③	④	⑤	e. <i>I'm sorry too, sir. Let me find out who got the message yesterday.</i>

5. ลูกค้าผู้เข้าพักรายใหม่ใช้เวลาเดินทางโดยเครื่องบินทั้งหมดประมาณ 18 ชั่วโมง จำเป็นต้องคอยพนักงานแม่บ้านทำความสะอาดห้องอีกประมาณครึ่งชั่วโมง หลังจากลงทะเบียนเข้าพักเรียบร้อยแล้ว เนื่องจากเป็นช่วงที่โรงแรมมีลูกค้าเข้าพักเต็มหมด ไม่มีห้องว่างเหลืออยู่แม้แต่ห้องเดียว

Hotel guest : *We flew for 18 hours and do I need to wait for half an hour again?*

Receptionist :

①	②	③	④	⑤	a. <i>We're terribly sorry, madam, for keep you waiting. We do understand how tired after having a long flight, but we really fully booked now. By the way, the housekeeping is urgently taking care of your room. It'll probably be finished not more than half an hour. Would you mind waiting in the lobby and refreshing with our welcome drink? We do apologize for this inconvenience.</i>
①	②	③	④	⑤	b. <i>The room will be OK in 30 minutes. I'm sorry.</i>
①	②	③	④	⑤	c. <i>I'm so sorry madam. We're quite busy now. Anyway, your room will be ready for a half an hour. We do apologize madam.</i>
①	②	③	④	⑤	d. <i>Sorry for keep you waiting, madam. Can you wait for 30 minutes?</i>
①	②	③	④	⑤	e. <i>I'm terribly sorry, madam. We don't really have room available now. I've already informed the housekeeping to finishing your room as soon as possible. Would you mind waiting in the lobby and refreshing with our welcome drink? I'm so sorry for that.</i>

*****จบแบบสอบถาม*****

Appendix G: The consent form

แบบคำชี้แจงในการเก็บข้อมูล

ข้าพเจ้า นางสาว สรรพร ศิริจันทร์ นิสิตปริญญาเอก สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ (English as an International Language) สหสาขาวิชา จุฬาลงกรณ์มหาวิทยาลัย ขณะนี้ข้าพเจ้ากำลังทำวิทยานิพนธ์ในหัวข้อเรื่อง **การวัดความสามารถทางวัจนปฏิบัติศาสตร์ของนักศึกษาการบริหารการโรงแรมและการท่องเที่ยวในบริบทของแผนกบริการส่วนหน้า (Assessing Pragmatic Ability of Thai Hotel and Tourism Students in the Context of Hotel Front Office Department)** ซึ่งเครื่องมือที่ใช้ในการวิจัย คือ แบบทดสอบความสามารถทางวัจนปฏิบัติศาสตร์ (ศาสตร์ที่อธิบายการเลือกใช้รูปภาษาของผู้ใช้ภาษาเพื่อการสื่อสารนั้น ๆ สัมฤทธิ์ผล)

การวิจัยในครั้งนี้จะไม่สามารถลุล่วงได้หากมิได้รับความอนุเคราะห์จากภาควิชา..... คณะ มหาวิทยาลัย ที่ได้อนุญาตให้ผู้วิจัยได้เก็บข้อมูลจากนิสิต/นักศึกษา ซึ่งผลงานวิจัยในครั้งนี้จักเป็นประโยชน์ต่อนิสิต/นักศึกษาที่เรียนด้านวิชาการ โรงแรมและการท่องเที่ยวที่นับเป็นทรัพยากรบุคคลที่สำคัญยิ่งในอุตสาหกรรมการท่องเที่ยวในอนาคต ที่จะได้รับถึงความสามารถทางวัจนปฏิบัติศาสตร์ในภาษาอังกฤษเพื่อการสื่อสารนั้น ๆ สัมฤทธิ์ผลและเป็นไปอย่างมีประสิทธิภาพในงานด้านการให้บริการ และยังเป็นประโยชน์ต่อการเรียนการสอนที่จะให้ผู้เรียนได้ตระหนักถึงความสำคัญของการใช้ภาษาอังกฤษในด้านวัจนปฏิบัติศาสตร์ ที่นอกเหนือไปจากความสามารถในการใช้ภาษาอังกฤษในด้านอื่น ๆ

อนึ่งผลของแบบทดสอบในครั้งนี้ถือเป็นความลับและไม่มีผลต่อการเรียนของนิสิต/นักศึกษาแต่ประการใดขอให้นิสิต/นักศึกษาทำแบบทดสอบนี้อย่างเต็มความสามารถ เพื่อผู้วิจัยจะได้นำข้อมูลที่ได้นำไปวิเคราะห์ และรายงานผลตามความเป็นจริงในลำดับต่อไป

ขอขอบคุณที่ให้ความร่วมมือในการเก็บข้อมูลในครั้งนี้เป็นอย่างยิ่ง

(สรรพร ศิริจันทร์)

ผู้วิจัย

(สำหรับนิสิต/นักศึกษา)

ข้าพเจ้า นิสิต/นักศึกษาชั้นปีที่ ภาควิชา.....

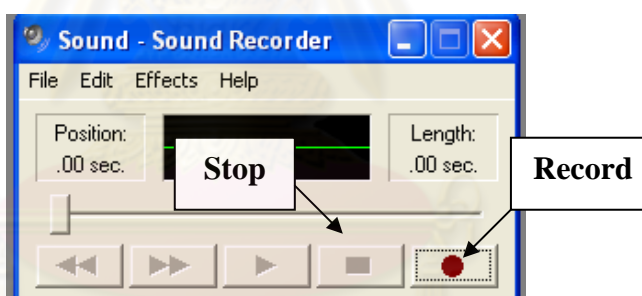
คณะ..... มหาวิทยาลัย รับทราบวัตถุประสงค์ของการวิจัย และยินดีให้ความร่วมมือในการเก็บข้อมูลของผู้วิจัย เพื่อนำผลที่ได้ไปวิเคราะห์และรายงานผลในลำดับต่อไป (หมายเหตุ: โทรศัพท์ หรือ e-mail ในกรณีหากมีการติดต่อกลับ)

Appendix H: Instructions for the test administration

คำชี้แจงในการทำแบบทดสอบ

แบบทดสอบนี้เป็นแบบทดสอบวัดความสามารถด้านวจนปฏิบัติศาสตร์ของนักศึกษาการบริหารการโรงแรมและการท่องเที่ยวในการตีความเจตนาของแขกพักในโรงแรม และการใช้วัจนกรรม (Speech acts) หรือถ้อยคำที่สื่อการกระทำทางเจตนาเป็นภาษาอังกฤษ วิธีของแบบทดสอบนี้เป็นการทดสอบแบบพูดทางเดียว โดยจะไม่มีการโต้ตอบระหว่างคู่สนทนา โดยท่านจะได้รับ**บทบาทสมมติให้เป็นพนักงานคนหนึ่ง**ใน**แผนกบริการส่วนหน้าของโรงแรม โดยตำแหน่งงานนั้นจะขึ้นอยู่กับสถานการณ์ที่กำหนดในแบบทดสอบ** ซึ่งเป็นสถานการณ์ที่เกิดขึ้นในแผนกบริการส่วนหน้าของโรงแรม ขั้นตอนในการทำแบบทดสอบมีดังต่อไปนี้

1. ท่านจะได้ฟังสถานการณ์ที่เกิดขึ้นในแผนกบริการส่วนหน้าเป็นภาษาอังกฤษ ในขณะที่ฟังจะมีบทบรรยายของสถานการณ์นั้น ๆ ปรากฏเป็นภาษาอังกฤษในเวลาเดียวกัน
2. เมื่อเสียงและบทบรรยายของแต่ละสถานการณ์จบลง โปรดฟังบทพูดบางตอนของลูกค้ำที่เข้าพักในโรงแรมที่มีต่อสถานการณ์นั้น ๆ ซึ่งบทพูดดังกล่าวจะปรากฏพร้อมกับบทบรรยาย
3. เมื่อบทพูดของแขกพักในโรงแรมจบลง ขอให้ท่านพูดตอบในสถานการณ์นั้น ๆ โดยทำการบันทึกเสียงของท่านลงในโปรแกรม Sound Recorder ในเครื่องคอมพิวเตอร์ที่ท่านกำลังทำแบบทดสอบอยู่นี้ โดยท่านเพียงกดปุ่มบันทึก (Record) เพื่อทำการบันทึกเสียง และเมื่อท่านพูดจบในแต่ละสถานการณ์ ให้กดปุ่มหยุด (Stop) เพื่อทำการหยุดชั่วคราว เพื่อฟังสถานการณ์ในแบบทดสอบข้อใหม่ต่อไป โดยท่านจะทำวิธีการเดียวกันนี้ในแบบทดสอบทุกข้อ จนจบแบบทดสอบ



4. เมื่อท่านทำแบบทดสอบเสร็จเรียบร้อยแล้ว ขอให้ท่านตั้งแฟ้ม (File) เพื่อเก็บบันทึกข้อมูลซึ่งเป็นเสียงคำตอบของท่าน โดยทำการเก็บบันทึกข้อมูล (Save as) และกำหนดตั้งชื่อไฟล์เป็นชื่อและนามสกุลของท่าน โดยเก็บแฟ้มข้อมูลของท่านไว้ที่หน้าจอคอมพิวเตอร์ (Desk top) นั้น ๆ

แบบทดสอบนี้มีทั้งหมด 15 ข้อ (15 สถานการณ์) โดยระยะเวลาที่ละไว้เพื่อบันทึกเสียงของท่านในแต่ละสถานการณ์นั้นจะใช้เวลาประมาณ 45 วินาที และเมื่อแบบทดสอบแต่ละข้อจบ แบบทดสอบข้อใหม่จะดำเนินต่อไปโดยอัตโนมัติ ดังนั้น ขอความกรุณาท่านฟังแต่ละสถานการณ์ด้วยความเข้าใจและสื่อสารตอบกลับในสถานการณ์นั้น ๆ ให้เหมาะสมที่สุด โดยคะแนนของแบบทดสอบนี้ขึ้นอยู่กับเกณฑ์หลัก 4 ประการ ได้แก่ การใช้วัจนกรรมที่ถูกต้อง การใช้คำศัพท์หรือสำนวนได้อย่างเหมาะสมและถูกต้อง การให้ปริมาณคำตอบที่เหมาะสม และระดับความเหมาะสมในการใช้ภาษา ซึ่งได้แก่ การใช้ภาษาอย่างสุภาพ การใช้ภาษาอย่างเป็นทางการ และการใช้ภาษาแบบตรงหรืออ้อมได้อย่างเหมาะสม

Appendix I: Transcription conventions

The transcriptions conversions were used for detailed transcription of the test takers' responses. The actual responses from 90 test takers from all level language ability groups were transcribed with the transcriptions notions as follows:

-	A hyphen indicates short pause.
+	A plus marker indicates long pause.
++	A double of plus marker indicates extended pause.
xxxx	A quadruple of "x" marker indicates unintelligible word.
//	A double stork marker indicates reformulation of the speech.
>....<	"More than" and "less than" signs indicate the speaker noticeably produced his/her speech quicker than normal speech.
<....>	"Less than" and "more than" signs indicate that the speaker noticeably produces his/her speech slower than normal speech.
(.)	A period within parentheses indicates silent, incomplete, or no answer.
:	Colon indicates that the speaker has lengthened sound or syllable. The more colons, the greater extend of the stretching.
()	Empty parentheses indicate the presence of uncertainty, doubt, or an unclear fragment on the tape.

Appendix J: The rater's qualifications

Mr. Rodney Hermsmeier

EDUCATION

- 1971 - 1974 : Bachelor's degree in School of Education from Quincy University, the United States
- 1974 : Illinois Teaching Certificate for secondary school
- 1979 : British Columbia Teacher Certification, Canada
- 1985 – 1987 : Master's degree in Library and Information Science from University of Hawaii, the United States

EXPERIENCES

- 1987 - 1989 : School librarian at Junior College, Quincy, Illinois
- 1989 - 2000 : School librarian and teacher of History at St. Nichols Secondary School, Texas
- 2000 – present : Teaching at Assumption Samutprakarn School



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix K: The rater reminder and sample of grading form

Dear.....,

My name is Ms. Sonporn Sirikhan, a Ph.D. candidate in the English as an International Language Program at Chulalongkorn University. I am currently working on my dissertation entitled, “*Assessing Pragmatic Ability of Thai Hotel Management and Tourism Students in the Context of Hotel Front Office Department*”.

My research instrument named the **Front Office Pragmatic Test (FOP-Test)** is an oral completion test which the test takers were asked to respond to the given situations in the context of hotel Front Office Department.

From the voice data and the transcripts attached, I would like to ask for your cooperation to listen to and rate them according to the attached rating scales and descriptors which are adapted by the researcher. I also provide the training manual in case you may find difficulty in rating.

As having a professional degree in English teaching and experiencing Thai students communication in English for a number of years, your qualification is essentially needed for the accountable rater. I also realize that your schedule is a busy one and that your time is valuable, but I am sure that you want to improve the quality of assessment of English for specific or occupational purposes particularly in hotel Front Office context as much as I do.

Thank you in advance for your kind cooperation.

Yours sincerely,

Sonporn Sirikhan

Note for the rater

The instrument of my study named The Front Office Pragmatic Test (FOP-Test) is an oral discourse completion test which the test taker was asked to listen to a brief situational description with the written script and give a response by saying aloud what they would say in the given situation. The test includes 15 situations which were constructed systematically and used to study under the five speech acts of promising, giving information, requesting, handling with complaints, and apologizing orderly.

The data transcription you have in hand will be rated based on the analytic scale adapted from Hudson et al. (1995) comprising of four major descriptors, namely, the correct speech acts, expressions and vocabulary, amount of information given, and degree of appropriateness (levels of formality, directness, and politeness) as given in the table below. In order to facilitate your grading, it is important to note that this given criteria is a simplified one (the one for the main study is also attached). The speech from each situation will be graded according to these four descriptors. There is also a note for you in case you have questions in grading each descriptor.

1. The correct speech acts

	The correct speech acts
5 (Very Effective)	- Recognize the hotel guest's intentions immediately. - Can speak in response correctly and effortlessly.
4 (Effective)	- Has only occasional problems understanding the hotel guest's intentions. - Can effortlessly respond to the interlocutor's intention.
3 (Somewhat effective)	- May understand the hotel guest's intentions, but hesitate due to lack of ability/confidence. - Can give a fair response to the interlocutor's intentions.
2 (Ineffective)	- Has difficulty understanding the hotel guest's intentions. - Generally responses are irrelevant.
1 (Very ineffective)	- Has great difficulty understanding the hotel guest's intentions. - Cannot respond to the hotel guest's intentions.

Since each situation is designed to elicit a particular speech act and problems might occur in grading. For grading in this category, you should answer the question of "*how appropriate is this speech act for this situation?*". It is suggested that as long as the response includes the speech act intended to elicit in a given situation, it should be considered that the test taker gives appropriate and correct speech act. For example, a request might begin with an apology: "*I'm sorry, ...*", this is still the correct speech act expected in a situation given.

Besides, it is important to remind you that the fluency and intonation are not considered in this rating. You will also experience non-verbal behavior such as pause, tone of voice, pitch, intonation, and volume or non lexical intonation signal such as *uh-oh, er, hm*, and so on. These features will not be rated; however, the researcher marked these features in the transcriptions in order to recommend for further study. Even the fluency and the discourse intonation are not issues in this study; however, if you feel the absence of his/her speech could cause misunderstanding or bring uncomfortable to the hearer (the simulated hotel guest), it can be graded correspondingly to your intuition.

2. Expressions and vocabulary

	Expressions and vocabulary
5 (Very Effective)	<ul style="list-style-type: none"> - Uses a wide range of vocabulary and expressions with precision. - Has a good command of idioms.
4 (Effective)	<ul style="list-style-type: none"> - Has an adequate (good) range of expressions and vocabulary. - Use formulaic phrases and expressions effectively.
3 (Somewhat effective)	<ul style="list-style-type: none"> - Has a limited (fair) use of expressions and vocabulary. - Most depend largely on formulaic expressions, little generative capacity.
2 (Ineffective)	<ul style="list-style-type: none"> - Expressions and vocabulary are often inaccurate and awkward. - Formulaic phrases and expressions are ill-used and sound chunky.
1 (Very ineffective)	<ul style="list-style-type: none"> - Poorly expresses the information needed to respond to the interlocutor. - Can only use words in isolation or poor expressions that are ineffective.

This category focuses on how the test taker uses the expressions and vocabulary in his/her response to a given situation. Please grade based on the criteria given, but if you are in doubt, your intuition of a native English speaker can be taken into consideration. However, it is also important to note that ungrammaticality is not an issue of the study, so please do not let the ungrammatical response you may find in the test taker's response influences your rating. It is suggested to judge the acceptability of the response as a whole. Nonetheless, it might be difficult to distinguish between ungrammatical wording and non-typical wording. If you are in doubt, your native speaker intuitions can be used in rating.

3. The amount of information

	The amount of information given
5 (Very Effective)	<ul style="list-style-type: none"> - Proficiently and effectively provides that correct amount of information. - Can expand on the hotel guest's intentions. - Can add explanations as required.
4 (Effective)	<ul style="list-style-type: none"> - Provides relevant information. - Fair response to situations. - Fairly well expands explanations as required.
3 (Somewhat effective)	<ul style="list-style-type: none"> - Provides relevant information although sometimes abrupt or unnecessary. - Simplistically interprets the hotel guest's intentions. - Can expand explanations somewhat understood.
2 (Ineffective)	<ul style="list-style-type: none"> - Can communicate only essential information. - Provides fairly incomplete information. - Cannot expand explanations when required.
1 (Very ineffective)	<ul style="list-style-type: none"> - Cannot give information required. - Information given is incomplete and/or irrelevant. - Cannot expand an explanation.

The amount of information required for the situations in this test are varied. The consideration that how much the test taker should say will depend on a particular situation. However, the response should be clear and importantly satisfy the simulated guest in the test. You may experience the response that is very short and direct without any elaboration because of the test taker's English proficiency; it is suggested to use your native speaker intuition to judge whether a response seems to be abrupt or too much information. Importantly, the amount of information provided to the simulated guest should be satisfy his/her wants.

4. Degree of appropriateness

	Degree of appropriateness
5 (Very Effective)	<ul style="list-style-type: none"> - Excellent choice of words, phrases, verbs, or terms of address. - High awareness of the hotel guest's needs/concerns. - Responds in highly effectively ways.
4 (Effective)	<ul style="list-style-type: none"> - Good choice of words, phrases, verbs, or terms of address. - Good awareness of the hotel guest's needs/concerns. - Responds fairly well.
3 (Somewhat effective)	<ul style="list-style-type: none"> - Fair choice of words, phrases, verbs, or terms of address. - Fair awareness of the hotel guest's needs/concerns. - Some difficulty responding and helping the hotel guest's to save face.
2 (Ineffective)	<ul style="list-style-type: none"> - Cannot enhance the relationship or communicative process. - Very limited awareness of the listener's needs/concerns. - Cannot, in some situations, respond politely or help the hotel guest to save face.
1 (Very ineffective)	<ul style="list-style-type: none"> - Uses incorrect or inappropriate words, phrases, verbs or terms of address. - Is not aware of the hotel guest's needs/concerns. - Cannot respond appropriately or save face of the hotel guest.

Due to many dimensions or elements of politeness, it is virtually impossible to define a definite politeness formula to any situation given. So please consider the utterance as a whole and grade how it is appropriately polite. Therefore, focus on what you notice and use your native speaker intuitions. It is highly suggested you should rate them as you feel most appropriate, but do not use what you think you might say in that particular situation.






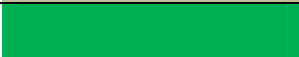


While rating, to the best of your ability, judge each response independently from the others. Try not to let the other responses influence your decision of the response in question. In a difficulty, you are allowed to use your native speaker intuition to interact with each response without bias from the last one.

Rating form for the FOP-Test

Transcript	Sit. 1	Sit. 2	Sit. 3	Sit. 4	Sit. 5	Sit. 6	Sit.7	Sit. 8	Sit. 9	Sit. 10	Sit. 11	Sit. 12	Sit. 13	Sit. 14	Sit. 15
	Promising			Informing			Requesting			Handling complaints			Apologizing		
<i>The correct speech acts</i>	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<i>Expressions and vocabulary</i>	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<i>The amount of information given</i>	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<i>Degree of appropriateness</i>	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Appendix L: Sample of responses

Three samples of the test takers' responses from each language ability group are presented in this appendix. They were actual responses so no corrections have been made. All transcripts were analyzed and reanalyzed into the major categories of linguistic features found from the data collected. Highlighting was used for counting. The colors marked relevant observed phenomena are as follows:

Linguistic feature	Color code	
Routine patterns	Olive green	
Formulaic expression of regret	Orange	
Politeness markers	Blue	
Adverbials	Purple	
Affirmation markers	Tan	
Address form	Green	
The use of "we" form	Yellow	
Minor features	Pink	

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Transcript

High 1

Promising	Situation 1	<i>OK I will manage the pillow for you for two at room 902 - certainly.</i>
	Situation 2	<i>Yes, sir. We will manage the limousine for you to the airport tomorrow at 10 am, sir. Anything else, sir?</i>
	Situation 3	<i>Yes, sir. I will check it for you and when I found it I will send it for you certainly sir, after the address that you: registration card.</i>
Informing	Situation 4	<i>Um. We're ready have the speed wireless inter in the room so you can access the internet by yourself in the room - sir.</i>
	Situation 5	<i>Yes, your credit card is: ah: not been approved. So would you mind me give me another card? Or pay it in a + cash? Please.</i>
	Situation 6	<i>Yes. If I will keep the room until 8 pm and after that: er: would you mind leave the room certainly, please?</i>
Requesting	Situation 7	<i>OK. One double room for two nights sir and: er - you can + you can use the room certainly.</i>
	Situation 8	<i>Excuse me, madam. This is the high reason, so would you mind to telling your leaving time so we will sure that we have to make sure that: um:: the room is ready for the next customer.</i>
	Situation 9	<i>I'm sorry sir, the housekeeping just called me that you are taking two hotel bathrobes with you – so: er: would you mind :er: return it to us, please? And ..hm. I'm sorry that: er: may be you not intend to pick it up. - I'm sorry for you madam.</i>
Handling Complaints	Situation 10	<i>Uhm: I'm so sorry, sir. I will call the maintenance to help you certainly at the room. Please - sir.</i>
	Situation 11	<i>I'm so sorry for that sir. Er: I will - I will call the next door to si:: to be silent sir and do you want anything else, sir?</i>
	Situation 12	<i>Hm. I'm so sorry madam - very sorry: um: can I do anything for you to and make up for you and make you feel better? An:d I will - have some deduction for the room price for you if you don't mind.</i>
Apologizing	Situation 13	<i>Uhhh: madam. I'm very sorry for that - that you have very terrible room. So I'll have a discount for you for 20% if you don't mind. Can I do that for you sir?</i>
	Situation 14	<i>Uhhh: I'm afraid I will check it for you again + Oh:h , we're so sorry: uh: we don't have a double room available now. So can you wait a minute: er: for some guest – some guest will be check out . Can you wait it in the lobby? Or I will manage the single room for you now.</i>
	Situation 15	<i>We're so sorry: er: this is a very high season time. So: er: everyone is very busy so can I help you, sir - and sorry for - that you waiting so long.</i>

Transcript

High 2

Promising	Situation 1	Certainly sir, I will send you two extra pillows to your room number 902 immediately.
	Situation 2	Yes, of course sir. I will inform the limousine department to send you a limousine to the airport at 10 am for sure.
	Situation 3	Yes, of course madam. I will inform the housekeeper to - check it in your room and if we found it, I will - I promise you to send it to your address according to the- registration card.
Informing	Situation 4	Yes, madam. Er: you can access to the internet: er: in your room because we provide a Wi-Fi high speed wireless internet. It's very convenience.
	Situation 5	Sorry madam. I'm afraid that your credit card is not improved. Er: so do you have any other credit card? Or you can contact to your bank. >I'm sorry about that madam.<
	Situation 6	Er: well: madam, in that case if you have: er: the necessary - situation, we can keep your room till 8 pm. Don't worry.
Requesting	Situation 7	Yes, of course madam. One double room for two nights for you + The room is available - and we guarantee our service. Please have a - nice holiday.
	Situation 8	Er: sorry madam, can you give me // er: could you give me your exact:: exactly departure time because we're- fully booked now. >Please accept my apologize.<
	Situation 9	I'm sorry to inform you that: er: the housekeeping - said to me - yo:u have: er: take a bathrobe with you: er: and it is a policy to + calculate on your- bill also. So do you want // would you like the bathrobes with you?
Handling Complaints	Situation 10	Er: please accept our apologize // our apology madam. I will immediately send the maintenance staff to check it.
	Situation 11	Oh, I'm sorry about that madam. I will send our staff to - you:: the next room - and please apologize - accept our apologize.
	Situation 12	I'm sorry to hear that: er: I will have a check immediately and I will let you know how was it that happened. >Please accept our apology< .
Apologizing	Situation 13	Sorry: I'm sorry madam to hear that. Please: er: wait our manager. I will contact her immediately. You can talk to her if you want a discount or - let me know - what could we do for you.
	Situation 14	Er:: I'm sorry madam, I'm afraid our room is fully book and if you like a double room, can it be // would it be possible to have extra bed instead? - I will let the housekeeper do that immediately if you want.
	Situation 15	So please accept our apology. Can yo:u wait in the lobby and relax with the refresh welcome drink and I: will send someone to invite you to the reception desk - if we are ready. Thank you.

Transcript

High 3

Promising	Situation 1	<i>Yes, of course. I will send two pillows to your room right away.</i>
	Situation 2	<i>Yes, of course, sir. I will prepare limousine for you at 10.00 am. Your room number is 911. Thank you.</i>
	Situation 3	<i>Yes, of course, madam. I will send it to you at the address that you have recorded the xxxx card. - Thank you for letting us know.</i>
Informing	Situation 4	<i>You can access the internet from your bed room. In the bed room has a lot of facilities such as king size bed room, American breakfast and: all of them you can see from the brochure.</i>
	Situation 5	<i>Sorry madam, your credit card has not been approved. Would you like to pay us by cash or you have another credit card?</i>
	Situation 6	<i>Sure madam, but it have//it will be normally charged 50% from the daily rate.</i>
Requesting	Situation 7	<i>Certainly sir xxxx Could you please give us your credit card number? It's a policy of that hotel that if you walk-in first time, you must//you need to give us your credit card number.</i>
	Situation 8	<i>Um: yes, madam. We have to inform you that you: will - // you would // you have to check out - and leave the hotel before 12.00 pm. on the xxxx time.</i>
	Situation 9	<i>I'm sorry to tell you that housekeeping called us and tell us that may be you have taken two bathrobes by mistake. Could you please check it out.</i>
Handling Complaints	Situation 10	<i>We have to apologize for the mistake. I will let the maintenance department know right away and send some people to check it out for you. We're sorry for the mistake.</i>
	Situation 11	<i>We're sorry for the inconvenience situation like this. I will let the housekeeper know that about your problem and I will talk to the guest next room and see what else I can do. We're so sorry about this.</i>
	Situation 12	<i>We're so sorry about this and I will find the problem and tell you that what happened exactly. May be we can ask you// we can give you more// we can give you extra benefit for the apologize.</i>
Apologizing	Situation 13	<i>Of course, sir. I'm so sorry about this. I'll call the manger for you. Could you please follow me this way?</i>
	Situation 14	<i>Could you change to another room? May be king size bed room or queen size bed room or may be you're looking to the other facilities.</i>
	Situation 15	<i>We're so sorry that: letting your waiting or 20 minutes. We have to apologize about this. May be we'll send you some extra gift to your room. We apologize and show our sorry.</i>

Transcript

Average 1

Promising	Situation 1	Certainly sir. We will inform to housekeeping to take two more pillows to your room is 902.
	Situation 2	Certainly sir. We promise you to contact you to the limousine to go to the airport tomorrow, sir.
	Situation 3	Certainly madam. May I have your name madam and may I have you: room number also - and we promise to send your - your: belt into our address as soon as possible.
Informing	Situation 4	We already have set all Hi-speed wireless internet in every room in my hotel, madam.
	Situation 5	Excuse me madam. Your credit card has been not accepting - Could you please change to be the new one for us, madam?
	Situation 6	I'm terribly sorry madam, but you have to pay charge an extra 50% if you leaving after check out time - madam.
Requesting	Situation 7	Could you please paying for - the rate to me + er: + credit card. We accept just credit card - Thank you.
	Situation 8	May I have your check in: time // check out time madam?
	Situation 9	We're sorry madam. You have to pay charge for - item souvenir - it's not including in your room rate - madam.
Handling Complaints	Situation 10	We're terribly sorry madam. We will inform the mechanic to - check in your bathroom madam. May be it's 10 minutes. Thank you.
	Situation 11	We're terribly sorry madam. We will inform to housekeeping as we inform to another customer to be - please calm down for you. Thank you.
	Situation 12	We're terribly sorry about this problem. We will solve xxxx this problem and we will - inform you - to this manager to solve this problem, madam.
Apologizing	Situation 13	We're terribly sorry madam. We: will urgently to inform this problem to the manager, madam.
	Situation 14	We're very sorry about that madam. We will find the way to - to :: to find the new room for you.
	Situation 15	We're terribly sorry about this problem madam. We will + we will urgently contact to: to: : (.)

Transcript

Average 2

Promising	Situation 1	<i>Of course, madam. I promise - I promise send it to your as soon as possible.</i>
	Situation 2	<i>Of course, madam + + we will have a limousine to airport.</i>
	Situation 3	<i>Of course, madam. I promise send - it to you as soon as possible. I will take care for that.</i>
Informing	Situation 4	<i>Of course, madam. You can access the internet in this here.</i>
	Situation 5	<i>Sorry madam. Your credit card has not been approved.</i>
	Situation 6	<i>Of course madam. It's possible to keep the room until 8.00 pm.</i>
Requesting	Situation 7	<i>Of course madam - the hotel policy - for a credit card for walk- in guest. One guest (.)</i>
	Situation 8	<i>Of course madam. You can assign or block the room for the arrival guest appropriately.</i>
	Situation 9	<i>We're terribly sorry this inconvenience, sir. We hope you don't mind.</i>
Handling Complaints	Situation 10	<i>We do apologize for this in:in convenience - please accept our apologize and I will check it - now.</i>
	Situation 11	<i>We do apologize for this inconvenience.</i>
	Situation 12	<i>We do apologize for this inconvenience. Please accept our apologize. I will // I promise + to ++ (.)</i>
Apologizing	Situation 13	<i>We do apologize for this inconvenience. - Please accept my apologize and let me talk to the manager (.)</i>
	Situation 14	<i>We're ter:ribly sorry madam for keep you - waiting. We do understand (.)</i>
	Situation 15	<i>xxxx We do apologize for this inconvenience. We - we - pr: we - will take care - of us.</i>

Transcript

Average 3

Promising	Situation 1	Certainly sir . I promise - the two pillows will - I will take two pillows to your room >as soon as possible.<
	Situation 2	Certainly sir . The limousine will arrive - at the airport - for you at - before 10 am. tomorrow.
	Situation 3	Certainly madam . I'll send your leather belt to - you - to you - as soon as possible. >Thank you, madam <.
Informing	Situation 4	Um: you - can access the internet by the Hi speed wireless internet i:n your room + >in your room.<
	Situation 5	Excuse me, madam . Your credit card has not been approved. Um: would you mind to - <pay by cash?>
	Situation 6	Excuse me, madam - it is + impossible to keep the room until 8.00 pm + um: you can + (.)
Requesting	Situation 7	Certainly - madam , one double room for two nights. Um: - OK and: you buy - you pay by> credit card or cash?<
	Situation 8	Excuse me, madam - could you possible give me your check out time? - Um: you will check out - about 12 pm on departure date.
	Situation 9	Sorry madam : um: the housekeeping report me that you've taken hotel bathrobe + i:n //at your room: um: + and you will - pay (.)
Handling Complaints	Situation 10	Oh, so sorry madam . I will - I will call to the engineer to - repair it and - I will change your: ah: //would you mind to change your room. I will change your room to the - to the better room.
	Situation 11	So sorry madam . I will - call to the next room to - to turn off - to turn off the volume of TV - and I'm so sorry about the our inconvenience for you. Please accept our apologize.
	Situation 12	Sorry madam . Um: please accept our apology and - let me find out how this thing happened and I will let you know madam : um: (.)
Apologizing	Situation 13	So sorry madam - about your room and: um: please accept my apology and let me talk to the manager and - see what we should you - and I: I will - and I will told about the problem to my manager.
	Situation 14	So sorry madam . Um: this is our mistake. I will change your room to: um: <suite room> or - double room. Are you OK, madam ?
	Situation 15	I'm sorry madam for - keep you waiting. Um: + . would you mind waiting in the lobby and refreshing with - our welcome drink. We do apologizes for this inconvenience. I'm sorry madam .

Transcript

Low 1

Promising	Situation 1	Yes, please. I will take it for you. Just a moment.
	Situation 2	I certainly sure. I will take it for you. I organize it. Don't worry.
	Situation 3	Absolutely, don't worry. I'm finding it and send to you as soon as (.)
Informing	Situation 4	You can use internet from wireless of hotel. I service you everywhere in hotel - If you have a problem, you can + can tell me.
	Situation 5	Sorry, the credit card is wrong, it's not approving is um: - my account.
	Situation 6	Sorry because it's the room of hotel. I can't do like that. If you want to check out late. I can help you to // to find some where to keeps your pack // your bag. Sorry.
Requesting	Situation 7	Yes, sir, but you have to - you have to has a credit card for reservation this xxxx yes, all right. It's OK.
	Situation 8	Thank you. You xxxx miss anything. Don't worry. If you miss anything, I will take it // send it for you.
	Situation 9	Sorry. I will - I will extra. You should have extra pay for service that a xxxx you buy it from the room because the room of hotel - before you check out.
Handling Complaints	Situation 10	I'm sorry for this wrong. I will - I will manage as soon as I can. Please wait just a moment, please.
	Situation 11	I'm sorry. I will - I will try to stop the sound - the sound like that and organize if for you. Don't worry. OK, it will be OK. I'm sorry.
	Situation 12	I'm sorry for this wrong. Um: I'm so sorry, but I will pay you for your // I will give you // I will pay you for - for taxi expensive that you pay and give you some - some trip for free to tour in Thailand // in Bangkok. I'm sorry.
Apologizing	Situation 13	I'm sorry for this wrong. Please calm down. I will - I will inform my manager and organize this problem. Please just wait a moment, please.
	Situation 14	I'm sorry. Now I don't have a double room for you xxxx for you because when you regis, you don't inform me // you didn't inform me about the double bed, OK but I will organize//manage it for you. I'm sorry. I will organize as soon as I can. Just a moment.
	Situation 15	I'm sorry. I will - I will take you to the sofa for relax and I take you some juice. Please wait just a moment. I'm sorry for this wrong.

Transcript

Low 2

Promising	Situation 1	<i>Certainly, sir. Please wait in a room.</i>
	Situation 2	<i>Certainly, sir. We're: er: we're preparing now.</i>
	Situation 3	<i>Certainly. Er: if we find er: I just – I just take I just take. Er: I just take it// give it for you.</i>
Informing	Situation 4	<i>Oh, yes, er: we have – we have a speed – speed internet er: in // we have hi speed interent er: in: in er: in hotel: in the room.</i>
	Situation 5	<i>Oh sorry. Your credit card has not been approved for the er: transaction.</i>
	Situation 6	<i>Er. no, we keep the room until beyond 6.00 er: 6.00 pm. we're now really be charged an additional 50% of the daily rate.</i>
Requesting	Situation 7	<i>Er: certainly er: we: we: we: we have a – we have a – we have a room available.</i>
	Situation 8	<i>Er: yes. Er: it's time to check out at er: 12.00 pm.</i>
	Situation 9	<i>Er: no problem I (.)</i>
Handling Complaints	Situation 10	<i>Oh, I'm I'm so sorry.</i>
	Situation 11	<i>Oh, OK er: we will to check now.</i>
	Situation 12	<i>Er: yes. Er: this is – this has problem (.)</i>
Apologizing	Situation 13	<i>Yes, er: we will call the manager. Let's call the manager er: to talk to you.</i>
	Situation 14	<i>Er: no er: xxxx when booking (.)</i>
	Situation 15	<i>Er: I'm so sorry. Er: we: we: we: we: we: we have a fast work now. Sorry sir.</i>

Transcript

Low 3

Promising	Situation 1	Yes, just a moment please. I will um: send to your room now. Thank you.
	Situation 2	Just a moment please. Er: I will check a car: to um: to check time for you.
	Situation 3	Yes, I will check em: your number romm is er: 621? OK I will send to you.
Informing	Situation 4	The double room xxxx king size bed and Hi-seed wireless internet. You can enjoy er: intenet in the double room.
	Situation 5	Um: sorry madam. Um: your credit car has not been approved for the tran:saction. I'm sorry.
	Situation 6	Um::: I'm so sorry. Your late check out – late check out um: is 6.00 pm. but xxx check out is 8.00 pm, I will normally to be charged and additional 50% of the daily rate.
Requesting	Situation 7	Yes, just a moment please. I will check one double room
	Situation 8	Um: I'm sorry – I'm sorry xxx um: the xxxx hotel has room available but you can – king size? I'm sorry (.)
	Situation 9	Sorry madam. Um: + housekeeping department call me to inform you that you have taken two bathrobes with um: xxxx I'm sorry, so you – (.)
Handling Complaints	Situation 10	Um: sorry miss – I will call to the engineering department to check. Um: the – hot water in your room. Just a moment, please.
	Situation 11	I'm sorry madam. I will – I will check it for you now. Um: can I – can you tell me what your room//what your number room?
	Situation 12	Um: I'm sorry madam. I will give free//give you for free optional our for trip to Thailand. I'm very sorry.
Apologizing	Situation 13	Yes, Just a moment please. Um: I'm sorry – everything. I will call my manager. Just a moment please.
	Situation 14	I'm so sorry madam, but my room is full um: I will check a nearby hotel – for//and check double room for you and –um: hotel transfer for you, OK?
	Situation 15	I'm sorry madam. Wait for a minute, please. You can wait for - you can wait for at the lobby. I will server you some drink? free – I'm sorry, really sorry. Wait a minute, please.

BIOGRAPHY

Ms. Sonporn Sirikhan earned the certificate in the department of hotel Front Office from Hotel and Tourism Training Institute (HTTI), Bang Saen, established by Tourism Authority of Thailand (TAT) in 1989. Her working experience in hotel Front Office department as a Front Desk receptionist was from 1989 - 1992. She received her bachelor's degree majoring in English from the Faculty of Humanities (First class honors), Payap University, Chiangmai, in 1997 and obtained her master's degree majoring in Teaching English as a Foreign Language (TEFL) from the Faculty of Education, Chiangmai University, in 2002. Her current position is English instructor at the English Department, the Faculty of Art, Payap University. Her research interests include ESP teaching, language and cultures, teaching materials development, and pragmatic assessment.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย