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และ วิชาปฏิบัติศาสตร์ภาษาในระหว่าง



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**CORRECTION MAKING AMONG THAIS AND AMERICANS:
A STUDY OF CROSS-CULTURAL AND
INTERLANGUAGE PRAGMATICS**

Mrs. Pranee Modehiran

สถาบันวิทยบริการ

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งานนี้มีวัตถุประสงค์เพื่อศึกษาการแก้ความเข้าใจผิดในผู้พูดคนไทยและผู้พูดคนอเมริกันในเชิงวิ
จยปฏิบัติศาสตร์ข้ามวัฒนธรรม และในผู้เรียนชาวไทยใช้ภาษาอังกฤษในเชิงวิจัยปฏิบัติศาสตร์ภาษา
ในระหว่าง ข้อมูลที่ใช้ในการวิเคราะห์ที่ได้มาจากการตอบแบบสอบถามของนักศึกษามหาวิทยาลัยเขต
หญิงจำนวน 400 คน และจากการสัมภาษณ์ร้อยละสิบของกลุ่มตัวอย่าง

ผลการวิจัยพบว่า ในการแก้ความเข้าใจผิด ผู้พูดคนไทยและคนอเมริกันต่างก็ให้ความสำคัญกับ
สถานภาพระหว่างผู้พูดผู้ฟังทั้งด้านสถานภาพทางสังคม อายุ และผลเสียถ้าไม่แก้ความเข้าใจผิดที่จะ
เกิดขึ้นกับผู้พูดหรือผู้ฟังในปริมาณและแบบฉบับของตน นอกจากลักษณะเฉพาะที่เป็นการใช้รูปภาษา
เพื่อคุณภาพ เช่น คำลงท้ายในภาษาไทยและรูปกริยาอดีตในภาษาอังกฤษ ผู้พูดคนไทยและคน
อเมริกันต่างมีวิธีการแก้ความเข้าใจผิดเช่นเดียวกัน แต่นิยมใช้วิธีการเหล่านั้นแตกต่างกัน ทั้งนี้ การที่
คนไทยนิยมใช้การปฏิเสธโดยบอกว่าผู้ฟังเข้าใจผิดหรือจำผิด อาจทำให้เกิดปัญหาการสื่อสารข้าม
วัฒนธรรมได้

สำหรับการศึกษาภาษาในระหว่างของผู้เรียนชาวไทยในการใช้ภาษาอังกฤษเพื่อแก้ความเข้าใจ
ผิด ผลการศึกษาพบว่า โอกาสและปริมาณประสบการณ์การใช้ภาษาอังกฤษมีผลโดยตรงต่อการใช้
ภาษาอังกฤษเพื่อแก้ความเข้าใจผิด ผู้เรียนคนไทยที่เรียนในสหรัฐอเมริกาใช้ภาษาอังกฤษแก้ความเข้าใจ
ผิดได้เหมือนภาษาเป้าหมายมากกว่าผู้ที่เรียนในไทย อย่างไรก็ตาม ผู้เรียนในประเทศไทยประสบ
การณ์ภาษาอังกฤษสูงเป็นกลุ่มที่แสดงการถ่ายโอนภาษาแม่มากที่สุด แทนที่จะเป็นผู้เรียนในประเทศ
ไทยประสบการณ์ภาษาอังกฤษต่ำ ทั้งนี้ เนื่องจากกลุ่มประสบการณ์ต่ำมีความสามารถในการใช้ภาษา
อังกฤษไม่มากพอที่จะมีการถ่ายโอนทางวิจัยปฏิบัติศาสตร์ได้

ภาควิชา... ภาษาศาสตร์.....
สาขาวิชา...ภาษาศาสตร์.....
ปีการศึกษา...2548.....

ลายมือชื่อผู้เขียน.....
ลายมือชื่ออาจารย์ที่ปรึกษา.....

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KEY WORD: CORRECTION MAKING /CROSS-CULTURAL / INTERLANGUAGE / PRAGMATICS

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This study investigates correction making among Thais and Americans as a cross-cultural study and among Thai learners of English as an interlanguage study. The data were collected from 400 female university students by questionnaires. Ten percent of the respondents were also interviewed.

The results revealed that correction making among Thais and Americans were influenced by three investigated factors: social status, age, and consequences of failing to correct, but to different degrees and in different manners. Except for politeness devices which were linguistic forms specifically used (final particles in Thai and past tense in English), Thais and Americans shared correction making strategies, but in some different degrees of preferences. Potential miscommunication could possibly occur when Thais rejected by stating that the hearer had misunderstood or made a mistake.

For Thai learners of English, the results revealed that there was a direct correlation between length and degree of exposure to the target language and appropriateness of use of correction making strategies. Thai learners who studied in the United States could make corrections in a more target-like manner than those who studied in Thailand. However, learners who studied in Thailand with high English language exposure, rather than the ones with low exposure, showed the most transfer of language, since the low exposure group possesses inadequate ability to make a pragmatic transfer.

Department...Linguistics.....

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CHAPTER I

INTRODUCTION

Different pragmatic norms of different societies often result in a conflict of expectations leading to misperceptions about the other group (Boxer, 2002). Cross-cultural misunderstandings can incur negative consequences to all communicative parties. Wiezbicka (1991) states that the way people express themselves in their language reflects certain aspects of the culture in their speech community. For example, Polish and English have different ways of offering. In English offers are made by asking about the hearer's desire, "Would you like ... ?", while in Polish this is considered rude. The appropriate way of offering something in Polish is by asking directly, as in "Moje sie czegas' napijeszt' (Perhaps you will drink something?). Studies of cross-cultural pragmatics, which view cross-cultural communication from a two-way perspective, can help alleviate cross-cultural misunderstandings and lead people to better mutual understandings across different societies (Boxer, 2002).

Actually, miscommunications can occur even when both parties speak the same language. With different languages, miscommunications may occur even more easily. Potential miscommunications occur when the speakers from one culture use the language being learned of another culture. This often causes negative consequences for the learner because it is often seen as the obligation of the learner to produce target-like patterns of use of language. Bardovi-Harlig and Hardford (1993), for instance, report that NNSs' refusals addressed to their academic advisors unintentionally sounded inappropriate. For example, they stated that courses suggested by their advisor were too easy or too difficult. They used suggestions in assertive way, as in "I will take language testing" or "I've just decided on taking the

language structure.” NS students gave explanations when they rejected their advisor's course suggestion and suggested options, such as “how about I take x course instead”, and they used softening forms such as “I was thinking” or “I have an idea ... I don't know how it would work out, but...”. As a result, refusals of the NNSs’ were less successful than those of the NSs. Bardovi-Harlig and Hardford (1993) suggest that second language (L2) learners should receive lessons in raising pragmatic awareness.

Thus, research on interlanguage pragmatics, or research on the language use of the learner, can help reveal problems in the L2 acquisition process. Studies of interlanguage pragmatics, which view cross-cultural communication as a one-way perspective, focus on the language the learner uses in acquiring the norms of the target language (Boxer, 2002). Interlanguage studies mainly investigate how close the learner performs to the target language, how L2 perception and production are influenced by the native language, and what the path of L2 acquisition is.

The current study is an investigation of cross-cultural and interlanguage pragmatics focusing particularly on correction making in situations where the speaker making a correction knows the hearer has made a factual error. The term “correction making” is used in this study to mean a verbal strategy intended to communicate a correction. How one makes corrections is interesting to study because even though correction, meaning the act of changing something in order to make it right or better, may have a positive goal, it is not always easy for speakers to make corrections in culturally appropriate ways. This is because making a correction may be counter to the “face wants” of the hearer, and may be considered a face-threatening act (FTA), according to Brown and Levinson’s politeness model (1987).

Making a correction can be a communicative act that threatens both the positive face and the negative face of the person being corrected. The person being corrected

(H) loses some positive self-image by showing misunderstanding. The person being corrected also loses some rights to non-distraction because the person making a correction (S) is distracting him or her from what he or she is saying whether or not the correction is warranted.

1.1 Aims of the study

The current study has three major purposes. First, the study aims at investigating how Thais and Americans make corrections in their own native languages as a study of cross-cultural pragmatics. Second, as a study of interlanguage pragmatics, the purpose is to investigate correction-making strategies in the English of Thai learners of English as a second language (ESL)¹ with short/long length of stay in the United States and of Thai learners of English as a foreign language (EFL) with high/low English language exposure in Thailand. Third, the study aims at investigating three variable factors hypothesized to influence the strategies of making corrections in all the investigated groups. The first two variable factors are factors determining the roles of the addressees *vis à vis* the addressers: the relative age and the relative social status of the addressee (the hearer (H) who is corrected) and the addresser (the speaker (S) who is making a correction.) The third variable factor is the consequence of failing to correct, whether to H or to S.

1.2 Research Questions

More specifically, this study is designed to investigate the following research questions:

¹ Rose (1999) explains that “when the host community is (primarily) English-speaking, there is an ESL context (e.g., Australia, Canada, England, New Zealand, the United States); when the host community is not English-speaking, there [is] an EFL context (e.g., China, France, Japan, Peru, Saudi Arabia, Thailand)” (p. 167).

1. What are the strategies that Thai native speakers (NSs) use in making corrections in Thai (Thais speaking Thai, TT, NSs using L1)?
2. What are the strategies that American English NSs use in making corrections in English (Americans speaking English, AE, NSs using L1)?
3. What are the contrastive aspects between TT and AE?
4. What are the strategies that Thai learners of English as a second language (ESL) with a long length of stay in the United States use in making corrections (T-ESL-long, NNSs using L2)?
5. What are the strategies that Thai ESL learners with a short length of stay in the United States use in making corrections (T-ESL-short, NNSs using L2)?
6. What are the strategies that Thai learners of English as a foreign language (EFL) with high English language exposure use in making corrections (T-EFL-high, NNSs using L2)?
7. What are the strategies that Thai EFL learners with low English language exposure use in making corrections (T-EFL-low, NNSs using L2)?
8. What are the contrastive aspects among the four Thai L2 learner groups (T-ESL-long, T-ESL-short, T-EFL-high, and T-EFL-low) when compared to the target language (AE) and the native language (TT)?
9. How does the variable factor of the relative age of the addresser and the addressee influence the strategies used by all groups (AE, TT, T-ESL-long, T-ESL-short, T-EFL-high, and T-EFL-low)?
10. How does the variable factor of relative social status of the addresser and the addressee influence the strategies used by all the groups?
11. How does the variable factor of negative consequences of failing to correct influence the strategies used by all the groups?

1.3 Hypotheses

So far, there are several studies in the area of contrastive aspects between Thais and Americans in speech act realizations: apologies (Bergman and Kasper, 1993), compliment responses (Gajaseni, 1994), refusals (Sairhun, 1999), and requests (Wiroonhachaipong, 2000). All of these studies report differences in the use of strategies in performing speech acts between Thais and Americans. Those who investigate interlanguage or the language of the learner (Bergman & Kasper, 1993; Sairhun, 1999) also report linguistic influence from the native language (Thai) on the performance of the target language (English). Based on the findings of those investigators and of the pilot study of this project, the hypotheses proposed to the current study are:

1. Thais will use more strengthening devices² than Americans in making corrections.
2. For Thai learners making corrections in English, those in the ESL groups will perform in a more target-like manner than those in the EFL group.
3. For ESL Thai learners, those with long-length of stay in the United States will perform in a more target-like manner than those with short-length of stay.
4. For EFL Thai learners, those with high English language exposure will perform in a more target-like manner than those with low English language exposure.

² Strengthening devices consist of pragmatic formulas that are used to confirm the mistake of the addressee's old information (rejections), or to confirm the correctness of the corrector's new information (explanations) (See how to use these devices for coding data in the section of data analysis).

5. The relative age of the participants is a variable factor influencing the use of correction making strategies in all the investigated groups, but to different degrees and in different manners.
6. The relative social status of the participants is a variable factor influencing the use of correction making strategies in all the investigated groups, but to different degrees and in different manners.
7. The consequence of failing to correct is a variable factor influencing the use of correction making strategies in all the investigated groups, but to different degrees and in different manners.

1.4 Organizations

There are six chapters presented for this study. Chapter 1 presents aims of the study and specifies the research questions. Chapter 2 provides reviews of the literature relevant to this study. Chapter 3 outlines the research design and data analysis procedures. Chapter 4 presents the results of cross-cultural study. Chapter 5 presents the results of interlanguage study, and Chapter 6 discusses conclusions, implications and suggestions for further research.

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CHAPTER II

LITERATURE REVIEW

Chapter two presents reviews of literature relevant to the study. It begins with speech act theory and politeness theory. Then, woman talk is presented, since the current study investigates only female subjects. Next, a concept of “semantic formulas” from which “pragmatic formulas” in the current study originated is discussed. Studies on cross-cultural and interlanguage pragmatics are then presented. Finally, the chapter ends up with a discussion about the previous study of correction making.

2.1 Speech Act Theory

Language studies formerly focused only on linguistic forms. Later, it is found that only linguistic forms cannot help participants attain effective communication due to its complex nature. A question, for instance, may not always be uttered to ask. It can also be uttered to assert information. For example, Sara, an employee said to a boss, Helen, who misunderstood the date of a charity concert fair, “*Isn’t the concert next Tuesday?*” Sara did not only want to ask Helen, but also wanted to inform her about the correct date of the fair. With that one question, Sara might also want to do some other things, such as she probably wanted Helen to re-check information, and did not want Helen to make an unnecessary trip to the fair. The boss then noticed that there might be something wrong with his/her understanding, might re-check the correct information, and might not go to the fair.

It can be seen from the example above that investigation of only linguistic forms cannot be sufficient for studies of language in communication. Luksaneeyanawin (1994) suggests that language study includes investigation of speaker’s intention and

situational contexts of individual speech event including the hearer, the relationship between participants, and time and space of each situational context. This concept of language study originated from speech act theory, the seminal theory on language use of Austin (1962) and Searle (1975).

Speech act theory was first presented by Austin (1962) in his influential work *How to Do Things with Words*. He introduced an assumption based on philosophy of language that “saying” something can also entail “doing” something. He claims that many declaratives are not used with intention of making true or false statements. For example,

I bet you a buck it will rain tomorrow.

I pronounce you husband and wife.

I sentence you to five years in prison.

I declare war with Iraq.

Austin (1962) indicates that these sentences are not used to describe a state of affairs, but to perform actions. It can be seen that after one has declared war or sentenced somebody to prison, things have changed substantially. Austin’s concepts of performative verbs manifest great improvement in philosophy of language, since before him, there has only been observation about true or false of utterance conditions. Austin entitles types of verbs which are used to convey speakers’ intentions “*performatives*.” Some examples of performatives include *request*, *apologize*, *thank*, *suggest*, *etc.*

Later, Searle (1975) postulates that speech act can be performed without directly stating performative verbs. For example, people can apologize without saying “*I apologize*”, or ask without saying “*I ask*”. He explains that people can see whether

the condition to perform the act is satisfied or not from contexts and utterances themselves. Thus, Searle (1975) introduced the concept of *indirect speech act*.

It can be seen from classic example of Searle (1975) how people can say something, and mean that, and also mean something else at the same time.

A: Let's go to the movie tonight.

B: I have to study for an exam.

From conversation above, A's utterance is an invitation, while B's utterance is an affirmative statement. However, A, as well as other people, know from contexts of communication that B's utterance functions as a refusal to A's invitation. According to Searle (1975), B's utterance is an indirect speech act which manifests two levels of meaning: a refusal to an invitation, and an assertion of information stating a want to study for an exam.

Speech act theory has been subjected to some criticism by several researchers including Ben-Amos (1981), Leech (1983), Mey (1993), Levinson (1983), among others. These researchers argue that speech act theory is not sufficient to use as framework for analysis pragmatic interaction. The major limitation is that it is difficult and also impossible to make a cover taxonomy of speech acts. Ben-Amos (1981, p.115) argues that the verb "insist" as in "*I insist that Socrates was mortal*" is an assertives, but "*I insist that you leave the room immediately*" is clearly directives.

2.2 Politeness Theory

Brown and Levinson (1987) claim that in situation of conversation every human being possesses a "face" to maintain. "Face" means human's personal feeling of self-value, and this value can be harmed, preserved or boosted through communication with others. There are two aspects of face –positive and negative. A positive face

appears in the human's need to be approved of or respected by others, while a negative face appears in the need to be free in actions or not to be impeded by others. Face-threatening acts (FTAs) are illocutionary acts that are likely to damage or threaten a person's face. For example, a person's negative face is more or less imposed by the request to do or not to do something, since the requested person is restricted from the freedom of doing his/her action and has to consider whether or not he/she would defer to take or not to take an action as the request. In contrast, a compliment, for example, can satisfy the positive face of the person receiving it. A person's positive and negative face can also be harmed at the same time. For instance, correction making, despite its positive goal in bringing the addressee to correct understanding, can harm the person's positive face, since the correction reveals his/her misunderstanding. The negative face of the person being corrected can also be harmed, since he/she is being distracted from what he/she is saying whether or not the correction is justified.

Brown and Levinson (1987) propose three factors influencing choices of language use among conversational participants: power, social distance, and ranking of imposition. Power means the relative social status between the hearer and the speaker which is specifically defined in individual speech community. For instance, there may be some difference between addressing to a boss and a janitor. Social distance means the relative familiarity between the hearer and the speaker. Speaking to a colleague can be different from to a stranger.

Ranking of imposition refers to the extent to which a proposition of an illocutionary act entails cost to the hearer. For example, asking someone to lend you some money has a greater degree of imposition than asking someone to pass you the newspaper. As for correction making, different purposes of corrections can incur

different degrees of imposition. Corrections made for benefits of the hearer have lighter degree of imposition than corrections made for benefits of the speaker. For example, a correction made to prevent the hearer from an unnecessary trip to a fair has lighter degree of imposition than a correction made to prevent the speaker from being misunderstood that he/she made a mess on the floor (See 3.2.1.1).

Despite its influential and effective framework, the face theory has also been criticized by several researchers mostly about the claim of universality. Findings of speech acts studies in Polish (Wiezbicka, 1985), in Japanese (Matsumoto, 1988), and in Chinese (Gu, 1990) show that the concept of negative politeness may be irrelevant in some cultures. Blum-Kulka (1987), Wiezbicka (1985, 1991), Wolfson (1989) argue that a linear relationship between indirectness and politeness is not found in their findings.

2.3 Woman Talk

Studies of gender and conversational styles suggest that American women and men make use of their linguistic resources differently (Aries, 1977; Coates, 1986, 1995; Thorne, Kramarae & Henley, 1983). Linguistic features which American women tend to use include qualifiers (e.g., *so*, *adorable*, *divine*), existential quantifiers (e.g., words like *maybe*, *kind of*, *might*, *quite*), prefaces of personal feelings (e.g., *I think*, *I guess*, *I don't know*), rising intonation or tag questions (e.g., The test is on Tuesday, *isn't it?* That can't be right, *can it?*) (Lakoff, 1975; Tannen, 1990; Wood, 1999 among others).

For Thai language, the Thai language has a variety of formal phonological, morphological, and syntactic means for encoding the gender of the speaker. Truwichien (1979) reports that female speakers generally use more expressive words

than male speakers. Khamhiran (1989) points out some obligatory differences in language use between Thai women and men, for example, uses of different sets of self-reference terms, and different politeness particles. She also claims that women tend to use high-toned-expressive words like “*táytaay*” or “*wáay*” (exclamations).

It can be seen from several studies stated above that women and men in American and Thai cultures use language somehow differently. In doing research in language use, gender can be a factor to be considered. However, the scope of this study will be limited to women’s language.

2.4 Semantic Formulas and Analysis of Speech Acts

Fraser (1981) proposes a concept of “semantic formulas” used in investigating a speech act of apology. Semantic formulas represent the mediums by which a particular speech act is achieved in terms of the primary content of an utterance (Fraser, 1981). In making an apology, one or more semantic formulas can be used each time. A list of semantic formulas and semantic sub-formulas used as strategies in apologizing (Fraser, 1981, p.258-271) includes:

1. An expression of apology (the essential part)
 - a. An expression of regret (e.g., *I’m sorry*)
 - b. A formulaic expression of “*Excuse me*”
 - c. An offer of apology (e.g., *I apologize*)
 - d. A request for forgiveness (e.g., *Forgive me*)
2. An explanation or account of the situation (e.g., *It was raining very hard*)
3. An acknowledgement of responsibility (e.g., *I’ll buy you a new one*)
4. An offer of repair (e.g., *I’ll bring it in tomorrow*)
5. A promise of forbearance (e.g., *It won’t happen again*)

Many later researchers investigating speech acts have used concept of “semantic formulas” as an analytical framework for their studies, for example, as in the study on speech act of apology by Cohen and Olshtain (1981), Holmes (1989), and Bergman and Kasper (1993), the study on speech act of refusals by Beebe, Takahashi & Uliss-Weltz (1990), and the study on speech act of correction by Takahashi and Beebe (1993). Semantic formulas used by Takahashi and Beebe (1993) in their study of speech act of correction included “positive remarks” (e.g., *It was a very good presentation, but...*) and “softening devices” (e.g., *I think... I believe...* or questions expressing uncertainty or other expressions intended to lighten the gravity of the interlocutor’s mistake) (See also 2.7).

For investigation of correction making among Thais and Americans, the current study also used concept of “semantic formulas” originated by Fraser (1981). However, the term is adapted into “pragmatic formulas”, since the current study investigates how to use language in making corrections in different contexts of situations and participants, which is more proper for “pragmatic” than “semantic” (See 3.3.2).

2.5 Cross-Cultural Study

2.5.1 Cross-Cultural Studies and Potential Miscommunication

Cross-cultural pragmatics deals with the potential of two-way miscommunication caused by different norms of interaction across societies (Boxer, 2002). Cross-cultural research can help alleviate potential miscommunication caused by different rules of speaking in different languages and cultures.

Miscommunication can sometimes occur even when people offer compliments. In Japan, for example, eating and drinking loudly is intended as a compliment to the

cook, whereas it is considered impolite to the Westerners. Westerners themselves may also face miscommunication caused by making inappropriate compliments. Wolfson (1981) reports the case of miscommunication between an American politician and French media. The American politician was criticized by a French newspaper for violating internal affairs of the country just because he praised a French politician for doing his duty effectively.

Davis and Henze (1998) provide another example of cross-cultural miscommunication in a work context. Their study shows a situation of cross-cultural miscommunication between three colleagues of different ethnic backgrounds in a non-profit organization in the USA. The three participants were a European-American team director, and two bilingual team members: Spanish-English, and Chinese-English. The director habitually distributed tasks in a non-enforcing way by offering the task to whoever can accept it rather than assigning it to a particular person. In the process, the two team-members, the Chinese-American and the Spanish-English bilingual, misunderstood each other. Hearing the Chinese-American making excuses, the Spanish-English bilingual kept agreeing to take on more tasks even though it seemed to overload him. The Chinese-American would comply with the Spanish-English bilingual, thinking that perhaps the latter needed the pay that was received by putting in some extra-work. Later, they discussed the situation, which appeared to be a case of miscommunication. Since they had been classmates in graduate school in applied linguistics, they realized some linguistic and cultural difficulties they were having. The Chinese-American remarked that, in her culture, excuses were usually made before taking a task, but modestly uttered, just in case she would be unable to successfully complete it. The Spanish-English bilingual, on the other hand, thinking that it was refusal, tried to help by taking on more and more.

Bailey (2000) provides another example of cross-cultural miscommunication between Korean shopkeepers and African-American customers in Los Angeles. The research, which is in the context of racial conflict, was conducted through recorded interactions and interviews. The results show that the Korean shopkeepers perceived the African-American customers as speaking loudly and rudely, while the African-American customers perceived the Korean shopkeepers as unfriendly, reticent, and, therefore, racist. The behaviors that African-Americans considered friendly were considered low educated by the Korean shopkeepers. African Americans generally expanded the greetings and closings with personal talk trying to show intimacy. When their talk was not responded to, they continued talking. These talking styles were considered by the Korean shopkeepers as inappropriate.

In addition to miscommunication, cross-cultural studies can also address subjects of different norms of social behaviors which are reflected on different ways of speaking. To investigate cross-cultural speech behaviors, speech acts are analyzed across languages and cultures to see whether they are patterned differently or similarly.

2.5.2 Cross-Cultural Studies of Speech Acts

For cross-cultural pragmatics focusing on speech act investigation, some examples of pioneer studies include Takahashi and Beebe (1987) on refusals in English and Japanese, Takahashi and DuFon, (1989) on requests in English and Japanese, and Trosborg, (1987) on apologies in English and Danish. Cross-Cultural Speech Act Realization Project (CCSARP) conducted by Blum-Kulka and Olshtain (1984) was a project attempting on investigating universalities as well as specific characteristics of apologies and requests across languages and cultures.

Davie (1987) provides an example of a cross-cultural study investigating into different ways of speech behaviors in different speech communities by reporting some striking differences between English and Moroccan speech acts. In making an apology, where English speaking people would say, "I'm sorry", Moroccan people might say /ila jsamah/ "May God forgive". In uttering an encouraging statement, where English speaking people would say, "Good luck", Moroccan people will say /laj?awn/ "May God help". How Moroccan people produce their speech acts reflects their cultural beliefs and practices.

Liao and Bresnahan (1996) investigate speech act of refusals among Americans and Chinese using 6 imaginary situations in questionnaires. The subjects were assigned to make refusals to different social status hearers (higher, equal, and lower status Hs). They found that Americans and Chinese had their own preferences in making refusals. For example, in making refusals to higher status Hs when being asked for some help after class, Chinese preferred to preface their refusals with address terms which were names of position such as *Lao-Shi* (teacher) or *Jiao-Sho* (professor), while Americans rarely used address terms in their refusals. By contrast, Americans preferred to use positive remarks (*I'd love to..., but*) before making refusals, while Chinese did not.

During these days, there are many cross-cultural studies of speech acts. Examples stated above are only some among others. For cross-cultural studies of speech acts concerning Americans and Thais on which the current study focuses, there are also several studies to be exemplified as follows.

Bergman and Kasper (1991) investigate perception of factors concerning speech act of apology among Americans and Thais. The factors influencing speech act of apology they investigated include the relative social status and distance between the

hearer and the speaker, feeling of obligation to apologize, feeling of face loss, and likelihood to be forgiven. Questionnaires of 20 imaginary situations together with rating scales were used as data collection. It is found that Americans and Thais have different perception about factors concerning offense deeds. For example, Americans perceived that reputation damaging and examination cheating were offenses which should not be forgiven, while Thais perceived that every situation of all offenses were offenses which should be forgiven. However, both Americans and Thais perceived that the stronger the offense was, the more feeling of face loss and the more obligation to make an apology the speaker would have.

Gajaseni (1994) studies compliment responses in American English and Thai. Forty Americans and forty Thais were asked to respond orally to 16 compliment situations in questionnaire. The subjects were also interviewed. It is found that there were 13 types of compliment responses, which were put along a continuum between acceptance and rejection. Americans tended to accept compliments more often than Thais. Thais tended to be brief, while Americans gave long responses. Although both groups were affected by the complimenter's social status, the influence was more obvious among Thais.

Sairhun (1999) makes a contrastive study of speech act of refusals among Thais and Americans by using discourse completion questionnaire. It is found that Thais preferred to use indirect strategies when refusing requests and offers, while Americans preferred directness. In making refusals, Thais tended to use intensifiers in expressing apology and gratitude much more often than Americans. The relative social status between the speaker and the hearer affected the way of making refusals among Thais more than Americans. Sairhun (1999) also investigates into language use in making refusals of Thai learners of English and reports a pragmatic transfer.

Wiroonhachaipong (2000) investigates speech act of requests in Thai and American English by using discourse completion questionnaire. She found that the structure Thais most frequently used was “Supportive Moves + Head Act + Supportive Moves”, while the structure Americans most frequently used was “Head Act only” (A “Head Act” is an essential part of a request, while “Supportive Moves” are parts that modify a Head Act, for example Greeting, Thanking, Reasoning etc.). Thais used overall 1,094 Supportive Moves, while Americans used only 488. The findings imply that Thais were concerned about the hearer’s face when making requests more than Americans did. It is also found that social status influences request strategies among Thais, but not Americans.

It can be seen from examples presented above that cross-cultural studies can help revealing differences in language use across languages and cultures. Realizing the differences can also help increasing awareness that different rules of speaking in different speech communities may have potential to cause stereotypes, prejudice, and discrimination against entire groups of people.

Actually, even within the same language spoken in the same speech community, different viewpoints may also result in potential miscommunication. It may be even more difficult for participants from different languages and cultures to attain better understanding. As a result, learners who have to use second or foreign language may encounter some consequences from miscommunication. Interlanguage studies, which are discussed in the following section, address this problem.

2.6 Interlanguage Study

Interlanguage refers to “the linguistic system evidenced when adult second language learners attempted to express meanings in the language being learned”

(Selinker, 1972; Tarone, 1998, p.71). Interlanguage pragmatics, or the study which views cross-cultural communication as a one-way perspective, focuses on the language the learner uses in acquiring the norms of the target language (Boxer, 2002).

During the seventies, interlanguage studies focused mainly on learners' phonological, morphological and syntactic knowledge of the target language. Earlier studies then focused on use rather than acquisition process (Kasper & Rose, 1999). Later, some pioneer researchers, Huebner (1979) and Hymes (1972) among others, brought L2 learners' acquisition of pragmatic and discourse knowledge of the target language to broader attention of second language acquisition (SLA) researchers (Blum-Kulka, House, and Kasper, 1989; Kasper & Schmidt, 1996).

2.6.1 Longitudinal versus Cross-sectional

Attempting to deal with SLA investigation, various approaches have been used by researchers. Longitudinal and cross-sectional studies are two major approaches originally used in interlanguage pragmatic research.

To address SLA development, a *longitudinal* that allows an “analysis of change” (Molenaar, 1999, p.143) is used in SLA research. Larsen-Freeman and Long (1991, p.11) provide the following description of the longitudinal approach for SLA research:

A *longitudinal* approach (often called a case study in the SLA field) typically involves observing the development of linguistic performance, usually the spontaneous speech of one subject, when the speech data are collected at periodic intervals over a span of time.

Since they tend to come from spontaneous speech, data from a *longitudinal* study are authentic, and, therefore, reliable. A *longitudinal* study is a “process-oriented approach” (Larsen-Freeman, 1991, p. 11; Lalleman, 1996; Robson, 1993), since it investigates a second language learner's developmental process over time.

Orum, Feagin, and Sjoberg (1991) claim that a case study (or a *longitudinal* study) can be very important in producing new ideas and theories.

Huebner (1979, 1983a, 1983b) is among the very first who conducted a longitudinal study of SLA. He investigated the interlanguage developmental process in using English articles of a Hmong refugee from Laos, named Ge, who lived in Hawaii. Huebner began his data collection one month after Ge's arrival in Hawaii and continued collecting data every three weeks for one year. In his study, he suggests exact investigations into learners' real developmental states rather than into how closely learners approximate the target language. For ILP research, several examples of *longitudinal* studies include Schmidt (1983), Siegal (1994, 1996), Bardovi-Harlig and Hartford (1993), and Bouton (1990, 1994).

However, due to the small sample in the study, it may be difficult to make a generalization, or it can be "specific for the (small group of) individual speakers" (Lalleman, 1996, p. 9), and "ungeneralizable" (Larsen-Freeman & Long, 1991, p.11). In addition, a *longitudinal* study tends to be difficult to conduct, since it is "time-consuming" (Lalleman, 1993, p 10), and it "is demanding on the time and resources of the investigator" (Robson, 1993, p. 50).

Another option of research designs for SLA researchers is a *cross-sectional* or a "sample survey" (Bethlehem, 1999, p. 110). Larsen-Freeman and Long (1991, p. 11) describe *cross-sectional* studies of SLA:

In a *cross-sectional* approach, the linguistic performance of a large number of subjects is studied, and the performance data are usually collected at only one session. Furthermore, the data are usually elicited by asking subjects to perform some verbal task, such as having subjects describe a picture.

Cross-sectional research is often used to investigate a causal hypothesis, "a testable expectation that an independent variable is a cause of a dependent variable"

(Adler & Clark, 1999, p. 160). A *cross-sectional* design is “useful for describing samples and the relationship between variables” (ibid.). Data from a *cross-sectional* study are large enough to make a generalization through statistical means within a reasonable time (Lalleman, 1996; Larsen-Freeman & Long, 1991; Robson, 1993).

Several examples of *cross-sectional* ILP studies include Banerjee and Carrell (1988), Bardovi-Harlig and Hartford (1990, 1991), Hartford and Bardovi-Harlig (1992), and Murphy and Neu (1996).

However, this “snap-shot” (Robson, 1993, p. 49) or “outcome-oriented” (Larsen-Freeman & Long, 1991, p. 12) approach “depends crucially on choosing a representative, non-biased sample” (Robson, 1993, p. 49). Moreover, data from a cross-sectional study are not spontaneous, but “controlled measurement (use of artificial tasks)” (Larsen-Freeman & Long, 1991, p. 12). It might be the case as Robson (1993) points out that “there is legitimate scepticism about whether or not the often perfunctory survey responses carry real meaning” (p. 50).

One of the serious drawbacks of a cross-sectional study is that, as an approach of only one time investigation, it does not allow observation of learners’ developmental process. To address issues of L2 acquisitional development, a pseudo-longitudinal study, which will be discussed in the following section, is, therefore, introduced as an alternative approach.

2.6.2 Pseudo-longitudinal

Pseudo-longitudinal studies are *cross-sectional* studies that have incorporated the investigation of different proficiency levels of L2 learners. Kasper and Schmidt (1996) and Kasper and Rose (1999) use the term *pseudo-longitudinal* to refer to *cross-sectional* research that examines pragmatic developmental issues by classifying

the subjects according to proficiency level and assuming that these different proficiency levels represent different developmental stages across time.

In response to the need of addressing L2 developmental process in SLA studies, recent researchers explicate *cross-sectional* in terms of *pseudo-longitudinal* (Gass and Selinker, 2001; Kasper, 1998; Lalleman, 1996)). Several examples of pseudo-longitudinal studies include Hassal (1997), Houck and Gass (1996), Maeshiba et al., (1996), and Rose (2000), among others.

Cross-sectional studies without learners' proficiency classification are even called a *single-moment* study by some researchers (Cook, 1993; Kasper & Rose, 1999; Rose, 2000). The term *single-moment* denotes some negative viewpoint to the studies not including learners' different proficiency levels.

Therefore, for *pseudo-longitudinal* studies, there have to be a major assumption that different levels of language proficiency represent learners' developmental stages across time instead of following the real progress of the same learners over time. The warranty of such an assumption is still debatable (Gass & Selinker, 2001; Lalleman, 1993). However, pseudo-longitudinal is an alternative approach that allows cross-sectional to deal with phases of L2 acquisition process. The research design of the current study is pseudo-longitudinal.

2.7 Previous Study of Correction Making

In a previous study of correction making, Takahashi and Beebe (1993) examined three groups of speakers: 15 Japanese learners of English, 25 Japanese speaking Japanese, and 15 English speakers speaking English. The three groups of subjects were asked to complete a discourse completion questionnaire. The

questionnaire was composed of two classroom situations: a professor making a correction to a student, and a student making a correction to a professor.

They found that American English native speakers use more “softening devices” (for example, ‘I think’ ‘I believe’ or interrogative utterances expressing uncertainty or other expressions intended to lighten the gravity of the interlocutor’s mistake) and “positive remarks” (like ‘That was a great account, but...’) with lower status listeners than higher status ones. By contrast, Japanese using English and Japanese using Japanese show the reverse; that is, they use more “softening devices” and “positive remarks” with higher status listeners than lower status ones. The result shows the linguistic influence of L1 on L2 because the Japanese speaking English used the same pattern in making a correction in their L2 as their L1 rather than that of the target language.

Takahashi and Beebe’s (1993) use of *semantic formulas* (Fraser, 1981) as “positive remarks” and “softening devices” to manifest correction making strategies can be useful as a framework for later analysis of correction making. Unfortunately, because they only want to show pragmatic transfer, or cross-linguistic influence as they call it, of the Japanese L2 learners, they do not go into detail about how these semantic formulas characterize the correction-making strategies either of Japanese using Japanese, Japanese using English, or Americans using English.

In addition, because their research is limited to only two situations, it may be difficult to draw conclusions about the speech patterns of Americans or Japanese in everyday contexts. Those two situations are even limited to the classroom where the respondents have to take the roles of both the teacher and the student. Classroom situations are usually constrained by many conditions. In a classroom situation, students who give answers are demonstrating their ability to grasp the lessons. If

there is any factual error in their answers, it is the duty of the teacher to make a correction. However, when there are errors of form, the role of correction is less clear. When and how to do that, however, remains an empirical question. Many researchers have argued about whether or not all errors should be corrected, and of those that are, how they should be corrected: explicit correction, recast, metalinguistic clues, elicitation of self or peer correction, repetition, etc., (Ancker, 2000; Doughty & Williams, 1998; Norris & Ortega, 2001).

Moreover, the investigation of Takahashi and Beebe (1993) represents a *single-moment study* (Cook, 1993; Kasper & Rose, 1999; Rose, 2000) because it does not distinguish subjects as the basis of proficiency levels. An alternative is a *pseudo-longitudinal study* (Ibid.) which is cross-sectional incorporating subjects classified according to proficiency level and assuming that these different proficiency levels represent different developmental stages across time (discussed in 2.5.2.). Still needed is research on making corrections that is designed to deal with the division of proficiency levels of the subjects in order to see acquisition development.

CHAPTER III

RESEARCH DESIGN

Chapter 3 presents the research design of the current study. The chapter discusses the methodology and the sample groups. For the methodology, two research tools: data collection tools and analysis tools are presented. An English exposure questionnaire, a discourse completion test (DCT), and a semi-structured interview are discussed in the part of data collection tools, while an analysis of pragmatic formulas and a statistic analysis are presented in the part of analysis tools. Before the discussion of the DCT design, a part of methodological issues in which various methods of study are compared to see their advantages and disadvantages is presented. Finally, the sample groups of the study including the sample groups for the study of cross-cultural and interlanguage pragmatics are discussed.

3.1 Methodology

3.1.1 Data Collection Tools

3.1.1.1 English Language Exposure Questionnaire

English language exposure questionnaire (adapted from Sudasna et al., 2002) was constructed in order to make discrimination between subjects who were Thai learners of English studying in Thailand with high English language exposure and the ones with low English language exposure (See also 3.1.2.1 Sample Groups for Interlanguage Pragmatic Study). Extent of English language exposure among subjects who were Thai learners of English as a foreign language (EFL) was therefore measured by English language exposure questionnaire. The questionnaire was constructed under the principal that more English contact hours mean more degree of English language exposure.

An important assumption made in this study is that more degree of English knowledge can be obtained by more contact hours with English language. Those contact hours with English language include activities concerning English language which are organized by educational institutes the learners attending and by EFL learners themselves.

Activities organized by educational institutes are mainly inside and outside classroom. Inside classroom activities include English classes learners have and English grades they have obtained. Number of English classes relates to quantity of opportunities to use English of EFL learners and their English grades can indicate their level of achievement in learning English. Outside classroom activities include doing assignments for English subjects and having extra curriculum activities that require use of English.

Activities enhancing contact hours with English language which are organized by EFL learners themselves include all extra school-time classes and activities that learners provide for themselves including English self-practice in all skills. For example, in addition to regular extra school-time class EFL learners have, they can also have some intensive English class, some English courses taken abroad in an English speaking country, or some experience of traveling abroad in an English speaking country. They may have some extra curriculum activities or part-time jobs using English such as being English tutor, tour guide, correspondent, public relations, or operator. Possible list of all English self-practice activities EFL learners may also have includes: listening to teaching tapes, English radio, English songs; watching English news, documentaries, movies, video; self- speaking English, tape-recording, having English conversation; reading English newspaper, magazines, novels, internet

messages; corresponding using English by (e-) mail; and playing games using English, scrabble, crosswords.

Assigning score weight to English language activities

English language activities allow EFL learners to expose to use of English language. These activities assign different score weights to English language exposure questionnaire. This means that all activities using English asked in the questionnaire are weighed according to possibly real activities in an EFL learner's daily life. Within one day or twenty- four hours, activities of an imaginary EFL learner can be like this (See Figure 3.1):

- Sleep: 7 hours
- Eat, bathe, travel, rest: 4 hours
- Classes and extra curriculum activities at school/university: 7.5 hours (4.5 hours of classes and activities using English, 3 hours of other classes)
- Extra school-time English class: 1.5 hours
- English self-practice: Extra curriculum activities and/or part-time jobs using English, English language reading, listening, writing, and/or speaking: 4 hours

Thus, in one day or 24 hours, this imaginary EFL learner spends the maximum possible time of 10 hours in using English. The proportion of time used for English in one day for this EFL learner is, therefore, 4.5:1.5:4 (English classes and activities at school/university: Extra school-time English class: English self-practice). The proportion of contact hours with English in one-day time of this EFL learner can be shown by circle graph below:

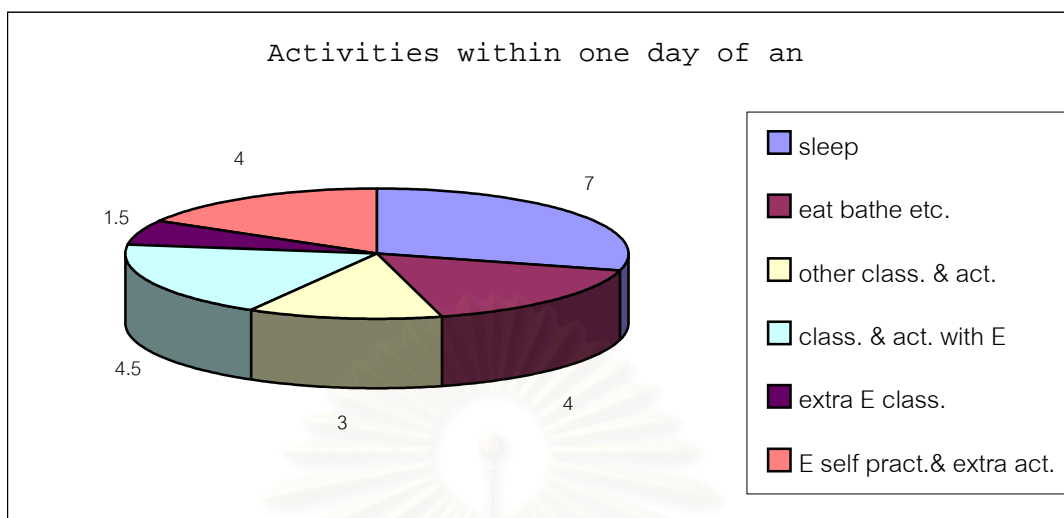


Figure 3.1 Activities within one day of an EFL learner

Therefore, English language exposure questionnaire in this study is constructed by using the same possible proportion of one-day time using English of the imaginary EFL learner. This means that maximum contact hours with English (approximately 10 hours in one day) obtain full marks from the questionnaire test. The total of maximum score of the English language exposure questionnaire is 240 marks (See Appendix C and D for English language exposure questionnaire in English and in Thai and Appendix E for scoring criteria used for the questionnaire). Percentage of score weight for activities using English in the questionnaire is 45.8: 15.0: 39.2 (See Table 3.1), which approximates 4.5:1.5:4, the proportion of activities using English within one day of an EFL learner stated above.

Table 3.1 Score weight according to proportion of English contact hour activities

Section Activities	A+B	C	Total	
			Marks	Percentage
School	62	48	110	45.8
Extra school	30	6	36	15.0
Self-practice	28	66	94	39.2
Total	120	120	240	100.0

In this study, one hundred and fifty female university students were asked to do the English language exposure questionnaire. All tests were scored and arranged in order from the highest to the lowest. The highest score result was 147.5 while the lowest 12.5. The first 50 whose score ranging from 147.5 to 63.5 were assigned to the group of EFL learners with high English language exposure. The last 50 whose score ranging from 48.5 to 12.5 were assigned to the group of EFL learners with low English language exposure. The 50 in the middle whose score ranging from 63.0 to 48.0 were cut off in order to ascertain the difference between the high and the low group.

3.1.1.2 Discourse Completion Test

a) Methodological Issues

Within the field of pragmatics, there is disagreement as to which approach of collecting data is the most effective: observation accompanied by tape recording or field-notes, or elicitation by role play, or by a kind of questionnaire called discourse completion test (DCT) which can be oral or written. The authenticity of naturally occurring speech favors observation over elicitation. Nonetheless, natural speech cannot be observed and tape-recorded without the presence of the observer and the tape-recorder which itself influences the nature of the data collected (Cheshire, 1982; Milroy, 1987). Cheshire (1982) noted that the speakers who are aware of being studied might produce unnatural speech styles. Moreover, Beebe and Takahashi (1989) claim that collecting specific speech acts in natural data by a tape recorder is effectively impossible because each situation is socio-linguistically different. One possible solution, the secretly hidden tape-recording, is widely objected to on ethical grounds.

Another alternative method of natural speech data collection in speech act realization research is field-note taking. In taking field-notes, investigators have to write down the speech act they have just experienced as soon as possible. Several examples of research using the field-note technique include Wolfson (1989), Yuan (2001), Beebe and Takahashi (1989), and Eisenstein and Bodman (1993). However, Beebe (1994), Beebe and Takahashi (1989) and Yuan (2001) have noted the limitations of the note-taking approach. Specifically, it cannot report exact words used in the situation, especially when the conversation is complex and long. In addition, Beebe and Cummings (1996) noted, "...ethnographic data and notebook data are often unsystematic. The social characteristics (e.g., age, socioeconomic status, ethnic group) of the informants are frequently unreported and often unknown...examples tend to come from an undefined target population, and the sample population as well, is often undefined" (p. 67).

Since both methods of data collecting from natural speech have some limitations, some speech act researchers turn to the use of "role play" to elicit data. Rintell and Mitchell (1989) claim that role plays are assumed to be "a good indication of [the subjects'] 'natural' way of speaking" (p. 251). The responses in role plays can be either audio-taped (for example, Rintell & Mitchell, 1989; Aston, 1995) or video-taped (for example, Garcia, 1989; Trosborg, 1987). However, data from role plays cannot be taken as similar to data collected in natural settings because the respondents in role plays are just "imaginary characters" (Aston, 1995, p. 64). Aston (1995) comments, "the relevant concerns may be the putting on of a performance which is entertaining for actors and observers alike, giving rise to the overacting, laughter, and distancing from role which typify much role-play interaction" (p.64).

Since the 1980's, researchers' attention has shifted to more efficient but less time-consuming elicitation methods called "discourse completion tasks (DCTs)". First introduced in written form, the DCT requires the informants to read the particular situations in the questionnaire and respond by writing what they might actually say in such situations in the blank provided. By using written DCTs, researchers can efficiently gather a large amount of data in a reasonable time without the labor of transcription (Beebe & Cummings, 1996; Garton, 2000; Olshtain, 1993; Rintell & Mitchell, 1989; Yuan, 2001). However, many researchers (Aston, 1995; Bardovi-Harlig 1999; Hartford & Bardovi-Harlig, 1992; Rose, 1994; Wolfson et al., 1989) claim that the written DCT approach is restricted in several ways. For example, as written language, it does not provide a real situation to prompt the informants, and it does not allow any conversational negotiations.

To address these problems, oral DCTs have been introduced. For oral DCTs, the informants speak out their responses to the prompt (written) situations. The responses are tape-recorded and then transcribed. Yuan (1998) reported that the oral DCT approach is time consuming and unworkable. Later, she conducted a study comparing oral and written DCTs, and found that oral DCTs give a significantly larger number of speech features than written DCTs (Yuan, 2001). However, responses to oral DCTs may exhibit considerable reframing, hesitation, and repetition due to an over-awareness of giving a response to the prompt situations, or the lack of language competence of low-proficiency L2 learners (Henze, personal communication, October 23, 2002). In the study of French and Dutch requests using oral DCTs, Mulken (1996) unintentionally supports this hypothesis when he reports, "One reason for the relative length of the French responses may be the fact that these

subjects were less used to this kind of experiences [giving responses to the oral DCT] and were more anxious to give what they considered the ‘norm-oriented’ answer. These averages [of the word numbers in the French’s requests] include (abundant) hesitations and recyclings.” (p. 693).

It can be seen as stated above that each method has its own advantages and disadvantages. Bardovi-Harlig (1999) recommends that researchers choose the most suitable method for the task at hand as “fitting the method to the question” (p. 257). Similarly, Garton (2000) states, “different methods have different merits” (p.28).

b) Discourse Completion Test Design

The current study employed a discourse completion test (DCT) to examine the research questions for three reasons. First, since the study investigated variable factors in producing correction making, it needed to use an elicitation task. According to Garton (2000), “DCTs can clearly focus on specific hypotheses and, thus, gather more data on aspects of language relevant to these hypotheses” (p. 28). Second, because the study investigated different groups of speakers, a large database was needed to contrast groups and make generalizations. Collecting enough relevant data could be a very awkward process without using a written DCT instrument (Boxer, 2000). Finally, in making cross-cultural comparisons possible, DCTs could render “a good idea of the stereotypical shape of the speech act” (Beebe and Cummings, 1996, p. 21).

The DCT in this study was designed to test the hypotheses regarding factors influencing the correction making strategies of the groups to be investigated. There were several factors considered to influence ways of speaking: gender (Lakoff, 1975; Tannen, 1990 and so on), age (Simpson, 1997; Wongwarangkul, 2000 and so on), the

relative distance and the relative social status between the speaker (S) and the hearer (H), and the effect of degree of impositions (Brown & Levinson, 1987).

Gender and the relative distance between S and H were the two factors not to be investigated in this study. Therefore, every imaginary addressee in the questionnaire was designed to be female so that in each imaginary encounter, the female subjects addressed someone of the same gender. There is evidence to suggest that same gender conversational pairs interact differently from opposite gender conversational pairs. In a study of Hungarian requests, Garton (2000) claims that “More conditionals, negatives, and politeness forms were used in asymmetrical F-M [female-male] and M-F situations than in symmetrical F-F and M-M conversations” (p.15). Providing that gender differences were not in the scope of the current study, every speech situation in the questionnaire was designed to be symmetrical; that was, female addressing female.

The relative distance between S and H in this study was entirely fixed as colleagues. Friends, acquaintances, or colleagues are in the middle of the S and H relationship continuum, whereas strangers and intimates are at either end. According to the Bulge Theory, acquaintances need more strategies to maintain uncertain relationships, while strangers and intimates do not need as much, since the relationships among them are already clear; that is, distant for the strangers and close for the intimates (Wolfson, 1988).

Thus, there were three variable factors considered for developing the DCT in this study: the relative age and social status between S and H and the degree of impositions of corrections (consequences of failing to correct). These three variable

factors belong to two domains: the roles of the addressee *vis à vis* the addresser (Table 3.2) and the consequence of failing to correct (Table 3.3).

Table 3.2 Roles of the addressee *vis à vis* the addresser

Age/ Social Status	Older	Younger
Higher	Older boss	Younger boss
Lower	Older janitor	Younger janitor

The roles of the addressee *vis à vis* the addresser in the questionnaire (Table 3.2) were examined in terms of two variable factors: the relative age and the relative social status of the addressee (the one who is corrected) and the addresser (the one who is making a correction). The questionnaire was designed to explore the correction strategies of speakers who differed in age (younger or older) and in social status (lower and higher) from the hearer.

The variable factor of the relative social status between S and H in this study was derived from one of the three social variables influencing everyday speech listed by Brown and Levinson (1987): the relative social distance and social status between S and H, and the ranking of impositions.

The relative age between S and H is a very important variable factor influencing the Thai speech patterns. Simpson (1997) claims that there is “the necessity of ascertaining the age of an interlocutor” (p. 9) in Thai conversation. Even among speakers of equal status who are acquaintances, the older interlocutor is addressed as “phi↓i” meaning “older sibling” by the younger one, while the younger is addressed as “n□:≡N” meaning “younger sibling” by the older. In Thai language, “there is no term for brother or sister that does not encode the meaning of ‘younger’ or ‘older’” (Simpson, 1997, p.9).

The other influencing variable factor in making a correction in this study was consequences of failing to correct (Table 3.3). Corrections generally occur because the addresser or S making a correction does not want the addressee or H to remain misinformed for fear that negative consequences may occur either to oneself or to the other party.

Table 3.3 Consequences of failing to correct

Consequences of failing to correct Roles of addressee	To addressee being corrected (Corrections for H)	To addresser making corrections (Corrections for S)
Older boss	Situation 1	Situation 2
Younger janitor	Situation 3	Situation 4
Younger boss	Situation 5	Situation 6
Older janitor	Situation 7	Situation 8

Corrections are therefore usually made in order to prevent negative consequences from happening to either H who is being corrected or S who is correcting. Correction making may then incur different “degrees of impositions”¹ (Brown & Levinson, 1987) according to for whom it is made. A correction that is made for H, or a correction that prevents H from a negative consequence of failing to correct, can be considered to have a lighter degree of imposition than a correction that is made for S, or a correction that prevents S herself/himself from negative consequences. In the former case H being corrected gains some advantage from the correction. According to Leech (1983), when an utterance is uttered for the benefit of H, it is considered polite. For example, to say *Peel these potatoes* is costly to H and thus regarded as impolite, whereas to say *Look at that Mercedes!* is less costly and

¹ “Degrees of impositions” (Brown & Levinson, 1987) refers to the extent to which a proposition of an illocutionary act entails cost to the hearer. For example, asking someone to lend you some money has a greater degree of imposition than asking someone to pass you the newspaper.

H. Examples (3.3) and (3.4) from data of this study illustrate corrections for S made to an older boss who misunderstood that S left the lights on overnight.

(3.3) *Oh, I wasn't the last to leave; there were still people working when I left.*

(3.4) *พอดีเมื่อวานยังเห็นคนทำงานอยู่นี่คะ*

phōdī, m)laxwaxn, yaN hε&n khon thamNaxn yuεv nuLi khax≡
just, yesterday, still see person work still prt. p.prt.

Yesterday, I saw some people still working.

The DCT, which was the data collection tool for the current study, was therefore constructed in two versions: American English and Thai. The two versions were made equivalent in meaning (See Appendix A and B English and Thai DCTs). The DCTs were then distributed to three groups of subjects: DCT in English version for subjects of Americans using English and Thai learners of English, and DCT in Thai version for subjects of Thais using Thai (See Chart 3.2 Data collection process).

3.1.1.3 Semi-structured Interview

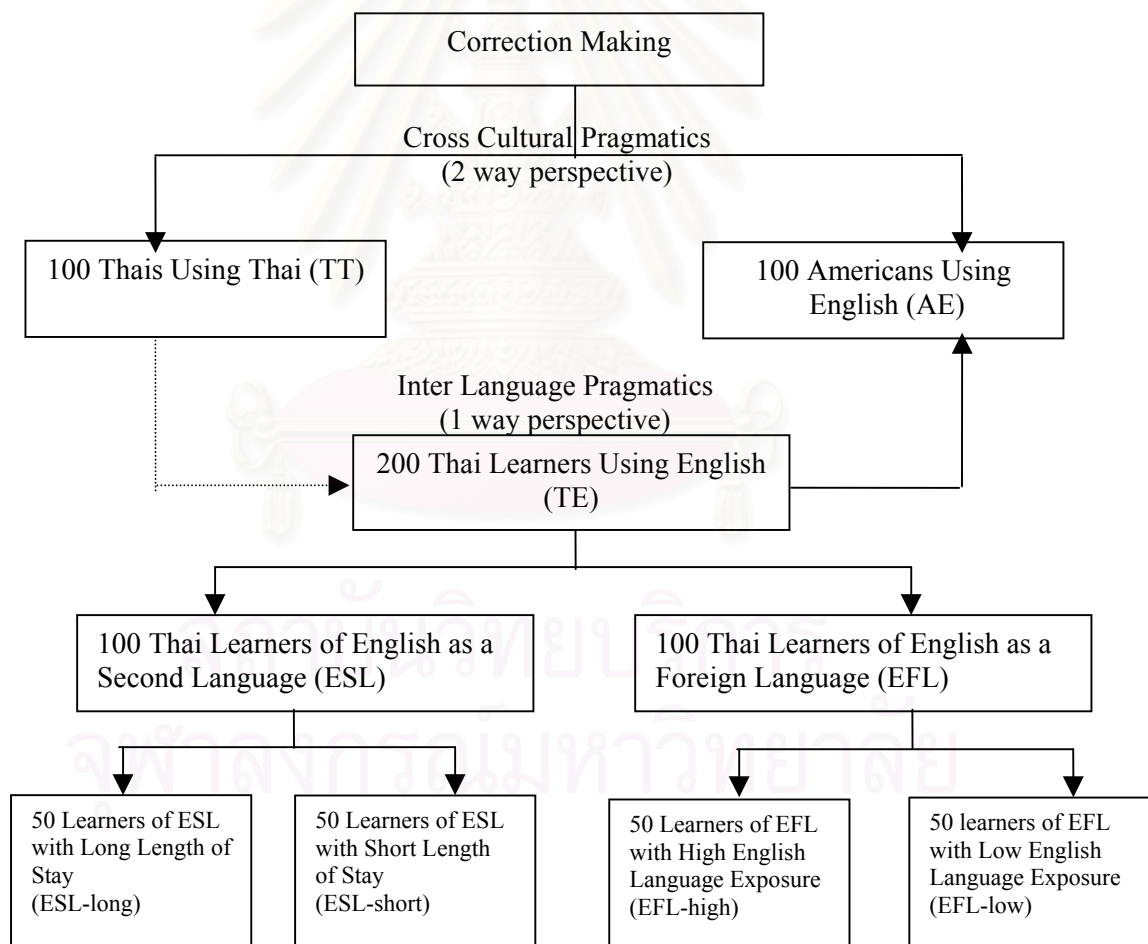
After responding to the DCTs, ten percent of the respondents were randomly chosen to be interviewed about what they usually did in making corrections and how they weighed each variable factor in each situation (See Appendix K for transcription of the interview). The questions prepared to ask the interviewees included:

How do you feel about the questionnaire?

- 1) What kind of strategies do you think you usually use in making corrections?
- 2) Which do you think more important, age or position?
- 3) Do you feel any difference when making corrections for the hearer and for yourself?
- 4) Do you find it difficult or not when having to use English in correction making? (This question was for Thai learners of English)

There were a total of 400 respondents as sample groups for the present study (See 3.2 Sample Groups). Therefore, 40 respondents were randomly selected for the interview: 10 native Americans using English, 10 native Thais using Thai, 10 ESL Thai learners, and 10 EFL Thai learners. Each interview was tape-recorded and then transcribed. Information from the interview were used to reinforce and interpret data from the questionnaire.

Figure 3.2: Data collection process



3.1.2 Analysis Tools

Two analysis tools were used for data analysis of the current study: pragmatic analysis and statistic analysis. For pragmatic analysis, three steps were taken to analyze the collected data:

- 1) Identify what was used as correction making strategies found in the data.
- 2) Classify and count different types of what was derived from such identification.
- 3) Study the variation of correction making strategies in
 - Thais using Thai and Americans using English for cross-cultural pragmatic study
 - Thai learners of English for interlanguage study

For statistic analysis, descriptive and inferential statistics were used for data analysis of the current study. Frequency and percentage were descriptive statistics used, while Pearson Chi-square Test at level of 0.5 was inferential statistics used.

Detail of the two analysis tools is as follows.

3.1.2.1 Pragmatic Analysis

In order to do the three steps of pragmatic analysis (identify, classify and count, and make contrastive studies of correction making strategies used), a concept of “pragmatic formula” is needed to be presented in part a). The three terms “strategies” “formulas” and “devices” used to explain correction making are discussed subsequently in part b). Finally, the pragmatic identification classification and counting are presented in part c).

a) Pragmatic Formula

A pragmatic formula (adapted from “semantic formulas” of Fraser, 1981, See 2.4) is composed of one or more utterances or linguistic forms that meet a particular basic pragmatic criterion used to perform a correction.

Based on the pragmatic analysis of the current study, pragmatic formulas for making corrections can be said to fall into four groups of devices:

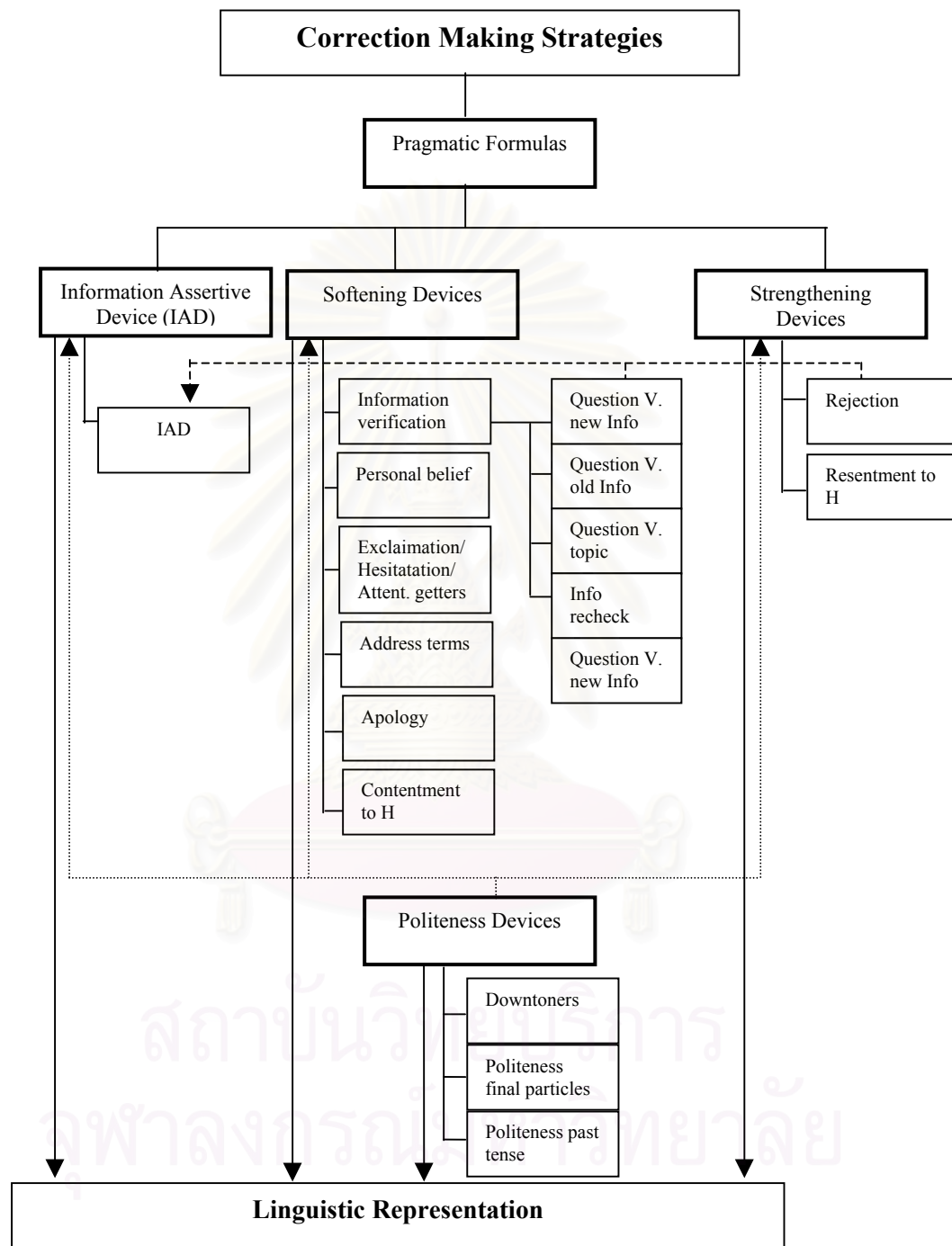
- 1) An information assertive device (IAD) (Hongladarom, 2006)
- 2) Softening devices (Takahashi & Beebe, 1993)
- 3) Strengthening devices, and
- 4) Politeness devices

One or more pragmatic formulas can be used in making a correction each time as described below (See Figure 3.3).

1) Information assertive device (IAD)

An information assertive device (IAD) is an essential part of a correction making. This is because in order to put a misunderstanding right, the correct information needed to be asserted. There are two characteristics of IAD: IAD in corrections for H, and for S. In corrections for H, IAD include affirmative assertion of correct information (e.g., *it was next Tuesday*). In corrections for S, IAD include explanatory assertion (e.g., *There was someone else still working when I left.*), and/or negative assertion, which is also a kind of strengthening devices (e.g., *I wasn't the last person to leave yesterday.*).

Figure 3.3 Framework of pragmatic formulas for correction making



2) Softening devices

Softening devices, which are used to soften the correction making, can include the following pragmatic formulas:

- 1) Information verification including
 - Questions calling for verification of correct new information (e.g., *Isn't it Friday?*)
 - Questions calling for verification of incorrect old information (e.g., *Are you sure it is this evening?*)
 - Questions calling for verification of topic of the corrected information (e.g., *Are you talking about the _____ charity event?*)
 - Information Recheck: affirmative suggestion (e.g., *You might want to double check.*), imperative suggestion (e.g., *Double check.*), persuasion (e.g., *Perhaps we should confirm.*), offering (e.g., *Let me go verify the date for you.*).
- 2) Prefaces of personal belief or perception (e.g., *I think.../I've heard...*)
- 3) Exclamation (e.g., *Oh!*) / Hesitation (e.g., *Well, Umm...*) / Attention getters (e.g., *You know... Wait...*)
- 4) Address terms (e.g., *Jane, Barbara, Carol*)
- 5) Apology (e.g., *Sorry. I'm sorry.*)
- 6) Contentment to H includes:
 - Partial correctness of H (e.g., ***You mean** the one on Tuesday?*)
 - Expressions of concern / good will (e.g., *Have fun. Go home and take a rest.*)
 - Expressions of humor (e.g., *It would be rude to turn the lights off on people who were still working. <smile>*)
 - Volunteering to help (e.g., *I'd be happy to clean it up.*)

3) Strengthening devices

Strengthening devices consist of pragmatic formulas that are used to confirm the mistake of the addressee's old information (rejections), or to show resentment due to H's misunderstanding (Resentment to H) as follows:

1) Rejections

- Of wrong information (e.g., *No, not next Friday.*)
- Of the understanding of the addressee (e.g., *You misunderstood, You have mistaken the date.*)

2) Resentment to H (e.g., *Stop blaming me for everything!*)

4) Politeness devices

Politeness devices are linguistic forms used as politeness markers within any other kind of pragmatic formulas to make the correction making more polite.

Adverbial "downtoners" (Rees-Miller, 2000, p.1094) are politeness devices used in both Thai and English, whereas verbs in past tense are specific in English and politeness final particles are specific in Thai as follows:

1) Adverbial downtoners

- "Existential quantifiers" (ibid.) (e.g., *maybe, perhaps, kind of, sort of, quite, not exactly*)
- Modal verbs² (e.g., *can, could, may, might*)

2) Verb in past tense in English (e.g., *thought, heard*)

3) Politeness final particles in Thai (e.g., *khá khâ khǎa, and cá câ cǎa*)

² Modal verbs can be used as hedges to soften strong claims of assertive utterances to sound like "opportunity (e.g., Tourists *can/may* visit the ruins), possibility (e.g., Lead *may* cause illness), suggestion (e.g., The boy *could* take geometry), or chance (e.g., It *might* rain tomorrow) (Master, 1996, p.121).

b) “Strategies” “Formulas” and “Devices”

“Strategies” “formulas” and “devices” are three terms used to explain how people make corrections. The term “strategies” has the broadest sense. It means a plan intended to achieve correction making each time in each situation. Therefore, to study how Americans or Thais make corrections, the strategies used by Americans or Thais have to be investigated.

In order to investigate what is a plan intended by each language user to achieve correction making in each situation, various basic units or “formulas” used in each strategy have to be studied. A “formula” comes from a “pragmatic formula” which means a basic unit of one or more utterances or linguistic forms that meets a particular basic pragmatic criterion used to perform a correction. For example, *Oh* is a pragmatic formula called Exclamation, *I think* is a pragmatic formula called Preface of personal belief, and *it's tomorrow* is a pragmatic formula called IFID or Assertion of correct information.

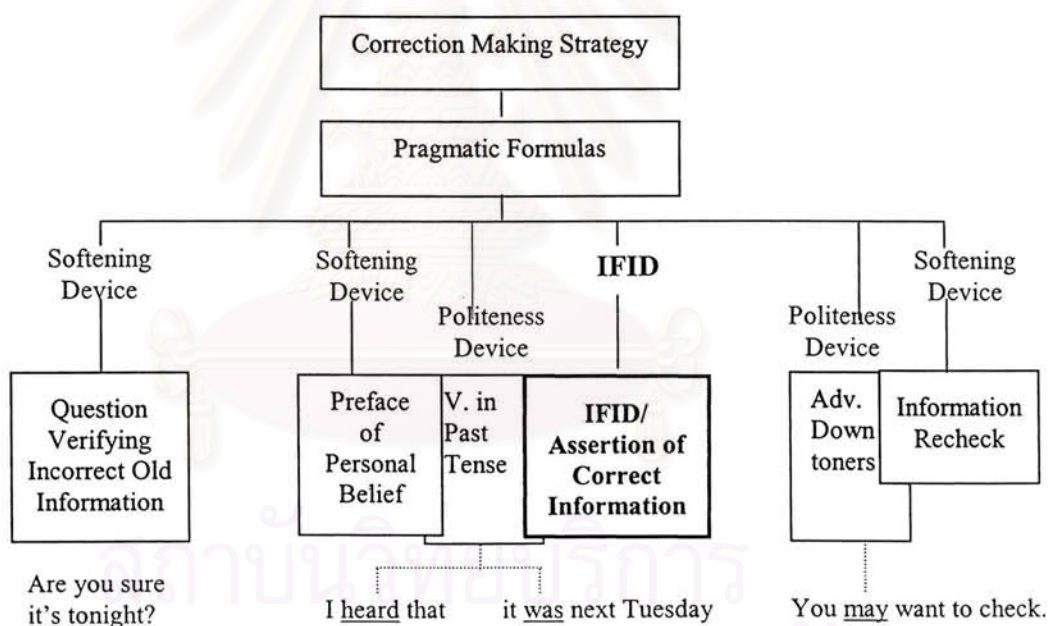
“Devices” are groups of “formulas” which function differently. Information assertive device (IAD) functions as an assertion of correct information. Softening devices function as methods of achieving a decrease in the degree of imposition the correction making may cost to the hearer. Strengthening devices function as methods of achieving a confirmation of the incorrectness of the hearer’s information. Politeness devices function as methods of achieving a show of politeness markers used in making corrections (See 3.1.2.1 part a) for detail)

c) Pragmatic Formula Identification Classification and Counting

Pragmatic formulas are identified, classified, and counted by “pragmatic formula tokens” (PF tokens), which are used as a measurement that shows the number of pragmatic formulas in a particular correction-making strategy. For example, the following correction made by an American subject to an older boss who misunderstood the date of a fair is identified, classified, and counted by PF tokens as shown below (See Figure 3.4).

Are you sure it's tonight? I heard that it was next Tuesday. You may want to check.

Figure 3.4 Analysis framework for a pragmatic formula count



The correction of this subject is comprised of four PF tokens: three softening devices (1. Question Verifying Old Information, *Are you sure it's tonight?* 2. Preface of Personal Belief, *I heard*, and 3. Information Recheck, *You may want to check*); and one IFID (*it was next Tuesday*). Two politeness devices were also used (past tense, *was* and *heard* and modal verb, *may*). Since politeness devices are just linguistic

forms used within other pragmatic formulas, they are not counted as PF tokens. However, politeness devices were counted as frequency of their occurrence.

3.1.2.2 Statistic Analysis

The data were analyzed by descriptive and inferential statistics. For descriptive statistics, frequency and percentage were used to report correction making strategies of each group of correctors in each situation. For example, in making a correction for H to an older boss in Situation 1, Thais hesitated eleven times while Americans hesitated one time. The frequency of PF tokens was brought to do percentage calculations. A percentage of each pragmatic formula is therefore relative to overall frequency of PF tokens used in making corrections in each situation (See above for how to make a PF token count.). In Situation 1, Thais used a total of 311 PF tokens while Americans used a total of 336. Percentage of use of Hesitation by Thais was thus 3.5 ($11 \times 100 / 311 = 3.5$) whereas by Americans was 0.3 ($1 \times 100 / 336 = 0.3$).

For inferential statistics, Pearson Chi-square with a probability of .05 was used as significance testing in making a comparison of correction making strategies within and between groups of subjects (See Appendix I and J for values of Pearson Chi-square tests). Values of Pearson Chi-square were calculated from frequency of occurrence of each pragmatic formula in each of the 8 situations by SPSS program (version 11.5).

Values of Pearson Chi-square which are comparison within group indicate whether or not an investigated factor significantly influenced a use of each pragmatic formula, the basic unit of correction making strategies. For example, the value indicating the use of hesitation according to consequences of failing to correct among Thais is 0.007, while among Americans is 0.665 (See Appendix I). This means that

within the correction making among Thais, Hesitation was significantly influenced by the factor of consequences of failing to correct at the level of .05 (meaning that Thais hesitated in corrections for H significantly differently from in corrections for S), since 0.007 is less than 0.050. For the use of Hesitation within the correction making among Americans, 0.665 is more than 0.050. This means that consequences of failing to correct did not significantly influence the use of Hesitation in correction making among Americans.

Values of Pearson Chi-square which are comparison between groups indicate whether or not the use of each pragmatic formula by one group is significantly different from the use by another group. For example, when compared between groups of Thais *versus* Americans, value of Pearson Chi-square test for the use of Hesitation in correction making in Situation 1 is 0.000 (See Appendix J), which is less than 0.050. This means that the use of Hesitation among Thais was significantly different from the use of Hesitation among Americans at level of .05. When comparing Americans with Thai learners of English studying in the USA with long length of stay, the value of use of Hesitation in Situation 1 is 0.500. This means that the use of Hesitation among these Thai learners of English was not significantly different from the use of Hesitation among Americans, since 0.500 is more than 0.050.

3.2 Sample Groups

The total of sample groups for the current study was composed of four hundred female university students. The present study looked at only female subjects, since differences in language use between genders were not within the scope of this study.

Many researchers (Aries, 1977; Coates, 1995; Khamhiran, 1989; Lakoff, 1975; Tannen, 1990; Truwichien, 1979; Wood, 1999 among others) claim that females and males use language differently in both American and Thai cultures (See also 2.3). The present study also investigated only university students, since according to Flege and Liu (2001), the relative length of stay in the United States plays a significant role in L2 acquisition only for subjects who are students. For non-students, the length of stay is not a significant factor in L2 acquisition. Therefore, in order to make all investigated groups comparable, subjects in the current study were all female university students. The four hundred subjects were divided into two groups: 200 subjects who were sample groups for cross-cultural pragmatic study and 200 subjects who were sample groups for interlanguage pragmatic study (See also Figure 3.2 Data collection process).

3.2.1 Sample Groups for Cross-cultural Pragmatic Study

Two hundred subjects for sample groups of cross-cultural pragmatic study included 100 Americans who were native speakers of American English using English (AE) and 100 Thais who were native speakers of Thai using Thai (TT). The AE subjects lived in the Bay Area of California (San José, San Francisco, Palo Alto, Berkeley), United States, and spoke standard Californian dialect. The TT subjects lived in Bangkok, Thailand, and spoke standard Thai.

3.2.2 Sample Groups for Interlanguage Pragmatic Study

Two hundred subjects for sample groups of interlanguage pragmatic study were subjects of Thai learners of English (TE). The TE subjects included 100 Thai learners of English as a second language (ESL) who spoke standard Thai as their first

language³ and were studying at universities in the Bay Area of California, United States, and 100 Thai learners of English as a foreign language (EFL) who spoke standard Thai as their first language and were studying at universities in Bangkok, Thailand.

The ESL participants were assigned to one of two groups based on “length of stay” in the United States: less than 2 years was considered learners of “ESL with short length of stay” (ESL-short), and more than 2 years was considered learners of “ESL with long length of stay” (ESL-long). According to Laufer and Paribakht (1998) with respect to the study of vocabulary learning, it is found that the benefits of residence in an L2 context begin to appear after about 2 years. Therefore, there were 50 subjects of ESL-long learners and 50 subjects of ESL-short learners.

The EFL participants were assigned to one of two groups based on their score from English language exposure questionnaires (See 3.1.1.1 and Appendix C, D, E): the first 50 were assigned to learners of “EFL with high language exposure” (EFL-high), and the last 50 were assigned to learners of “EFL with low language exposure” (EFL-low). Basically, there were 150 respondents doing the questionnaires, but the 50 in the middle were cut off in order to assure the distinction between the score of the high and the low groups.

³ This study does not include native or near-native speakers of Thai in the United States who cannot read and write Thai fluently, since such learners cannot be fully treated as English second language learners.

CHAPTER IV

CROSS-CULTURAL STUDY

Chapter four starts with a presentation of correction making among Thais. Pragmatic formulas which manifest correction making strategies used by Thais according to three investigated factors (social status, age, and consequences of failing to correct) are presented. The chapter also presents correction making among Americans according to the three investigated factors. A comparison of correction making strategies used by Thais and Americans is finally considered.

In this chapter and also in the following chapters, when there is any mentioning about significant or non-significant difference at level of .05, a reference is made to the Pearson chi-square value indicating such significance which was derived from the calculation of frequency of occurrence of each pragmatic formula in each of the 8 situations by SPSS program (See each of the exact Pearson Chi-square values in Appendix I and Appendix J and see also explanation and some examples of interpretation of Pearson Chi-square values in 3.1.2.2 Statistic Analysis).

4.1 Correction Making among Thais

Correction making strategies or plans intended to achieve correction making can be investigated by pragmatic formulas used in each situation. Pragmatic formulas or basic units used in correction making among Thais are then presented in four groups of correction making devices: information assertive device (IAD), strengthening, softening, and politeness devices.

4.1.1 Information assertive device (IAD) used by Thais

Information assertive device (IAD) or assertion of correct information was crucial part in correction making, since it contained correct information which S intended to convey to H in order to resolve H's misunderstanding. Below are examples of IAD used to an older boss, (4.1) in correction for H when H misunderstood the date of a fair and (4.2) in correction for S when H misunderstood that S left the lights on overnight.

(4.1) หัวหน้าคะ งานคอนเสิร์ตจะจัดในคืนวันอังคารหน้านี้คะ

hũa nũa khá ɲaan khon sət cà càt nay khɛɛn wan ʔaŋkhaan nũa
 boss prt. fair concert will organize in night Tuesday next
 nũa khá
 prt. p.prt.

Boss, the concert fair will be next Tuesday.

(4.2) เอ้อ...ตอนออกจากห้องยังมีคนทำงานอยู่นี้คะ

ʔəə...təon ʔəək jàak hòŋ yaŋmii khon tham ɲaan yùu nũa khá
 Umm...when (I) leave room still have someone working prt. p.prt.

Umm...when I left the room, there was still someone working.

Table 4.1a Information assertive device (IAD) used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	49	15.8	S2	102	49.5
Higher Younger	S5	44	19.0	S6	36	13.3
Lower Older	S7	77	27.3	S8	104	39.9
Lower Younger	S3	67	25.8	S4	21	8.0

The use of IAD by Thais according to the three investigated factors can be seen in Table 4.1a. It can be seen that there was greater use of IAD to older than to younger Hs ($S1^1+S2+S7+S8 > S5+S6+S3+S4$). The use of IAD according to different ages was significantly different from each other at level of .05 when tested

¹ S = Situation; S1 = Situation 1: a correction for H to an older boss; S2 = Situation 2: a correction for S to an older boss; S3 = Situation 3: a correction for H to a younger janitor; S4 = Situation 4: a correction for S to a younger janitor; S5 = Situation 5: a correction for H to a younger boss; S6 = Situation 6: a correction for S to a younger

by Pearson Chi-square (See Appendix I for each exact value of within grouped Pearson Chi-square).

For the factor of consequences of failing to correct, it can be seen from Table 4.1a that, when corrections were made to an older H, IAD was used more in corrections for S than for H ($S2+S8 > S1+S7$). By contrast, when corrections were made to a younger H, IAD was used less in corrections for S than for H ($S6+S4 < S5+S3$). Such results are confirmed by the least use of IAD in corrections for S to a younger janitor. The difference between the uses of IAD according to the factor of consequences of failing to correct was significant at level of .05.

For the factor of social status, results from Table 4.1a report that, in corrections for S, IAD was used more to higher status Hs than lower status ones ($S2+S6 > S8+S4$). By contrast, in corrections for H, IAD was used more to lower status Hs than higher status ones ($S7+S3 > S1+S2$). The difference between the uses of IAD according to the factor of social status was also significant at level of .05.

4.1.2 Strengthening devices used by Thais

Strengthening devices were groups of pragmatic formulas, basic units in correction making, which were used to strengthen or confirm the mistakes of H's information. There were two groups of strengthening devices used in correction making among Thais: Rejection and Resentment to H.

1) Rejection used by Thais

Rejection, a major strengthening device, was also crucial in correction making, since it was also used as a negative IAD in situations of corrections for S where S had to reject H's misunderstanding about S doing something wrong. When used in corrections for H, Rejection was used to confirm incorrectness of H's information.

boss; S7 = Situation 7: a correction for H to an older janitor; S8 = Situation 8: a correction for S to an older janitor (See 3.1.1.2 b for the DCT design and Appendix A and B for the whole DCT in English and Thai).

Example (4.3) below shows Rejection which can be used as a negative IAD in corrections for S to a younger boss who misunderstood that S misfiled a document.

(4.3) เราไม่ได้เป็นคนเก็บเอกสารผิดนะ เพราะช่วงนั้นเราไม่อยู่

raw mâý dâý pen khon kèp ?èek ka`saan phìt ná,
I was not the one who keep the document incorrectly prt.
pró chûaᅇ nán raw mâý yùu
because that time I was not here

I was not the one who kept that document in the wrong place because I was not here at that time.

Rejection used in corrections for S in correction making among Thais included two aspects: a rejection to the wrong information, and a rejection to H's understanding or remembering. Thais used 15.0 % of Rejection to H's understanding or remembering in their correction making. Example (4.4) shows Rejection to the wrong information in corrections for H to a younger boss who misunderstood an interview date, while Example (4.5) shows Rejection to H's remembering in corrections for H to an older boss who misunderstood the date of a fair.

(4.4) คุณคะ สัมภาษณ์พรุ่งนี้ค่ะ ไม่ใช่วันนี้

khun khá sǎm phâat phrûᅇ níi khâ mâý chây wan níi
Address p.prt. interview tomorrow p.prt. is not today

(Address form), your interview is tomorrow, not today.

(4.5) คอนเสิร์ตการกุศลจัดวันอังคารหน้านะคะ หัวหน้าจำผิดหรือเปล่าคะ

khon sèet kaan kù sǎn càt wan ?aᅇ khaan nâa ná khâ hǔa
nâa
concert charity organize Tuesday next prt. p.prt. boss (you)
cam phìt rǎᅇ plàaw
remember wrong don't you

The charity concert will be next Tuesday. You remember wrong, don't you?:

Table 4.1b Rejection used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	19	6.1	S2	54	26.2
Higher Younger	S5	36	15.5	S6	143	52.8
Lower Older	S7	52	18.4	S8	84	32.2
Lower Younger	S3	47	18.1	S4	140	53.6

It can be seen from Table 4.1b that Thais used Rejection more frequently in corrections for S, situation where S was misunderstood, than in corrections for H ($S2+S6+S8+S4 > S1+S5+S7+S3$). Rejection was used more frequently in corrections to younger than older Hs ($S5+S6+S3+S4 > S1+S2+S7+S8$). Table 4.1 b also revealed that Rejection was also used more frequently in corrections to lower than higher status Hs ($S7+S8+S3+S4 > S1+S2+S5+S6$). All the three investigated factors significantly influenced the use of Rejection in correction making among Thais at level of .05.

2) Resentment to H used by Thais

Resentment to H was a strengthening device particularly used in corrections for S, situations where S was misunderstood. Examples below show uses of Resentment to H in corrections for S to a younger and to an older janitor.

(4.6) ฉันไม่ได้ทำหก แล้วนั่นก็ไม่ใช่แก้วฉัน จะว่าอะไรใครหัดถามซะก่อน

chăn mây dâỵ tham hòk lếw nân kỏw mây chây kêw chăn
 I did not spill it and that prt. is not my cup
 cà wâa ậ ray khray hật thấm sá kỏon
 will blame what to whom (you) should ask before

I did not spill it and that was not my cup. Before blaming someone, please check your information.

(4.7) พูดให้ดีสิคะ ฉันไม่ได้ทำตกสักหน่อย แต่เป็นคนอื่นทำ

phủut hây dii sỉ khá chăn mây dâỵ tham tỏk sàk nỏi tềw pen
 speak well prt. p.prt. I did not do fall prt. but is
 khon ậ in tham
 someone else do

(You should) speak better than this. I did not make it fall at all. It's someone else.

Table 4.1c Resentment to H used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	0	0	S2	0	0
Higher Younger	S5	0	0	S6	0	0
Lower Older	S7	0	0	S8	8	3.1
Lower Younger	S3	0	0	S4	4	1.5

Resentment to H was used only in correction for S. There was a slight use of Resentment to H by Thais in only two situations: 4 PF tokens to a younger and 8 PF tokens to an older janitor (See Table 4.1c).

4.1.3 Softening devices used by Thais

Softening devices were groups of pragmatic formulas, basic units in correction making, which were used to soften correction making. There were six groups of softening devices used in correction making among Thais: 1) Information verification, 2) Prefaces of personal belief, 3) Exclamation Hesitation and Attention getters, 4) Address terms, 5) Apology, and 6) Contentment to H.

1) Information verification used by Thais

Since correction making is concerned with right and wrong information, pragmatic formulas concerning Information verification are presented as the first group of softening devices. Information verification includes Questions verifying old information, Questions verifying new information, Questions verifying topic of corrections, and Information recheck. Uses of Information verification were rather limited to corrections for H. There was no use of Questions verifying new and old information at all in corrections for S, while there was slight use of Information recheck and Questions verifying topic of corrections in corrections for S, as presented below.

a) Questions verifying old information used by Thais

Questions verifying old information were used only in corrections for H in order to make H be awakening to the incorrectness of his/her old information.

Example (4.8) manifests Questions verifying old information used in corrections for H to an older boss who misunderstood the date of a fair.

(4.8) *อ้าว มีคืนนี้หรือคะ เห็นข่าวในหนังสือพิมพ์บอกว่าอังคารหน้า*

ʔâaw mi i khɛ:n níi rǎi khá hěn khàaw nay nǎŋ sǐi phim bòok
Oh, have tonight does it p.prt. see news newspaper tell
wâa pen ʔaŋkhaan nâa
that is Tuesday next

Oh, is it tonight? I saw in the newspaper that it was next Tuesday.

Table 4.1d Questions verifying old information used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	13	4.2	S2	0	0
Higher Younger	S5	11	4.7	S6	0	0
Lower Older	S7	4	1.4	S8	0	0
Lower Younger	S3	3	1.1	S4	0	0

Questions verifying old information were used more frequently in corrections to higher status Hs than lower status ones (See Table 4.1d). Pearson Chi-square values report significant influence of social status on the use of Questions verifying old information in correction making among Thais at level of .05 (See Appendix D). Since Questions verifying old information were used only in corrections for H, the Pearson Chi-square values also report significant influence of consequences of failing to correct on the use of such questions at level of .05. The age factor did not significantly influence the use of this kind of questions in correction making among Thais. However, this kind of questions was used slightly more frequently to older Hs than to younger ones ($S1+S7 > S5+S3$, See Table 4.1d).

b) Questions verifying new information used by Thais

Questions verifying new information or questions calling for verification of S's correct new information were softening devices that could be used together with or in place of IAD in corrections for H. Example (4.9) shows Questions verifying new information used in corrections for H to an older boss who misunderstood the date of a fair.

(4.9) *เอ๊ะ งานคอนเสิร์ตไม่ใช่มีวันอังคารหน้าหรือคะ*

ʔé ɲaan khon sèət mây châymii wan ʔaŋ khaan nâa rǎi khá
Oh fair concert doesn't have Tuesday next does it p.prt.

Oh, isn't the concert next Tuesday?

Table 4.1e Questions verifying new information used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	55	17.7	S2	0	0
Higher Younger	S5	40	17.2	S6	0	0
Lower Older	S7	23	8.2	S8	0	0
Lower Younger	S3	38	14.6	S4	0	0

From Table 4.1e, it can be seen that Questions verifying new information were used more frequently in corrections made to higher status Hs than lower status ones ($S1+S5 > S7+S3$). Pearson Chi-square values report significant influence of social status on the use of Questions verifying new information in correction making among Thais at level of .05 (See Appendix I). Since Questions verifying new information were used only in corrections for H, the Pearson Chi-square values also report significant influence of consequences of failing to correct on the use of such questions at level of .05. The age factor did not significantly influence the use of Questions verifying new information in correction making among Thais.

c) Questions verifying topic of correction used by Thais

Questions verifying topic of correction are pragmatic formulas which are softening devices used to soften correction making by questioning as if S was not sure whether or not the wrong information of H belonging to the same talking topic. Example (4.10) illustrates Questions verifying topic of correction used in corrections for H to an older boss who misunderstood the date of a fair.

- (4.10) ขอโทษนะคะ ใช้งานคอนเสิร์ตการกุศลของ...รีเปล่าคะ จะจัดวันอังคารหน้าไม่ใช่หรือคะ
 khǒɔ̌ thǒɔt ná kha' chá̌y ɲaan khon sǝət kaan kù sǒn khǒɔ̌ŋ...
 excuse me prt. p.prt. is fair concert charity of...
 rǎ'plàaw khá cà càt wan ʔaŋ khaan nâa mâ̌y chá̌y rǎ̌t khá
 in't it p.prt. will organize Tuesday next won't it p.prt.
 Excuse me, is that charity concert of... That will be next Tuesday, won't it?

Table 4.1f Questions verifying topic of correction used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	20	6.4	S2	0	0
Higher Younger	S5	5	2.2	S6	10	3.7
Lower Older	S7	1	0.4	S8	0	0
Lower Younger	S3	1	0.4	S4	0	0

It can be seen from Table 4.1f that Questions verifying topic of correction were greatly in use only in corrections to higher status Hs (S1, S6). Then, Pearson Chi-square values report significant influence of social status on the use of Questions verifying topic of correction in correction making among Thais at level of .05 (See Appendix I). Pearson Chi-square values also report significant influence of consequences of failing to correct on the use of such questions at level of .05. This means that the use of Questions verifying topic of correction in corrections for H were significantly different from in corrections for S. The age factor did not significantly influence the use of Questions verifying topic in correction in correction making among Thais.

d) Information recheck used by Thais

Information recheck was a pragmatic formula used as a softening device to soften correction making by suggesting H to re-check her information in order to make sure that it is correct. Example (4.11) manifests Information recheck used in corrections for H to an older boss who misunderstood the date of a fair.

(4.11) แต่ดิฉันรู้สึกว่าจะงานนี้จะมีในคืนวันอังคารหน้านะคะ หัวหน้าลองเช็คดูอีกทีดีไหมคะ

tɛɛ di chǎn rúu sɨk wáa ɲaan cà miɪ khɛɪn wan ʔaŋ khaan nâa ná
 but I feel that fair will have night Tuesday next prt.
 khá hũa nâa looŋ chék duu ʔiik thiɪ diɪ mǎy khá
 p.prt. boss try check see one more time is that good p.prt.

But I understand that the fair will be next Tuesday night. You (boss) would try re-checking it, wouldn't you?

Table 4.1g Information recheck used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	13	4.2	S2	3	1.5
Higher Younger	S5	26	11.2	S6	11	4.1
Lower Older	S7	15	5.3	S8	0	0
Lower Younger	S3	14	5.4	S4	3	1.1

From Table 4.1g, it can be seen that Thais used Information recheck more frequently in corrections for H than for S ($S1+S5+S7+S3 > S2+S6+S8+S4$). Pearson Chi-square values report significant influence of consequences of failing to correct on the use of Information recheck in correction making among Thais at level of .05 (See Appendix I). It can also be seen from Table 4.1g that Information recheck was used more frequently in corrections to higher status Hs than lower status ones ($S1+S2+S5+S6 > S7+S8+S3+S4$), although there was no report of significant difference. Age did not significantly influence the use of Information recheck in correction making among Thais.

2) Prefaces of personal belief used by Thais

Prefaces of personal belief were pragmatic formulas used as softening devices to soften correction making by stating before any assertion of correct information that the correct information was just S's own personal belief or experience, which may or may not be right.

Thais used more Prefaces of personal belief in corrections for H to older and higher status Hs (See Figure 4.3, Table 4.5a, 4.5b). However, there is no significant difference between the uses of Prefaces with person of different age. Examples below show the use of Prefaces of personal belief in corrections for H to an older boss who misunderstood the date of a fair and to a younger boss who misunderstood an interview date.

(4.12) คุณโกสุ่มคะ หนูว่า คอนเสิร์ตการกุศลจะมีขึ้นในคืนวันอังคารหน้านะคะ

khun koo sŭm khá nŭu wâa khon sèet kaankù sŏn cà mii khîn
p.title koosŭm (name) p.prt. I think concert charity will have up
nay khiin wan ?aŋ khaan nâa ná khá
in night Tuesday next prt. p.prt.

P. title Kosum, **I think** the charity concert will be next Tuesday night.

(4.13) จำได้ว่า นัดวันพรุ่งนี้ไม่ใช่หรือคะ

cam dâu wâa nât wan phrŭŋ nŭi mây chây rĭi khá
(I) remember that appointment tomorrow isn't it? p.prt.

I remember that your appointment is tomorrow, isn't it?

Table 4.1h Prefaces of personal belief used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	45	14.5	S2	3	1.5
Higher Younger	S5	23	9.9	S6	10	3.7
Lower Older	S7	19	6.7	S8	0	0
Lower Younger	S3	23	8.8	S4	0	0

It can be seen from Table 4.1h that Thais used Prefaces of personal belief more frequently in corrections for H than for S ($S1+S5+S7+S3 > S2+S6+S8+S4$). Prefaces of personal belief were also used more frequently in corrections to higher than lower

status Hs ($S1+S2+S5+S6 > S7+S8+S3+S4$). Pearson Chi-square values also report significant influence of consequences of failing to correct and social status on the use of such prefaces at level of .05. Although there was more use of Prefaces to older than to younger Hs in corrections for H ($S1+S7 > S5+S3$), age did not significantly influence the use of such prefaces in correction making among Thais.

3) Exclamation, Hesitation, and Attention getters used by Thais

Exclamation, Hesitation and Attention getters are grouped together, since they are just a sound a word or a short utterance which are uttered suddenly and/or expressively. Exclamation, Hesitation and Attention getters were pragmatic formulas used as softening devices to soften correction making by functioning like a cushion against the contradicting information which will be followed.

Below are examples showing uses of Exclamation in corrections for H to an older janitor who misunderstood the date of a special meeting, and Hesitation and Attention getters in corrections for H to a younger boss who misunderstood an interview date.

(4.14) *เอ๊ะ! ได้ยินว่า ประชุมจะมีเสาร์หน้านะคะ*

ʔé dâ yin wâa prà chum cà mii sǎw nâa ná khá
Oh (I) heard that meeting will have Saturday next prt. p.prt.

Oh, I heard that the meeting would be next Saturday.

(4.15) *เอ...รู้สึกว่าคุณนัดคุณวันพรุ่งนี้ไม่ใช่หรือจ๊ะ*

ʔee... rúu sǐk wâa phûu sǐi khàaw kháw nát
Umm... (I) feel that the reporter he made an appointment
wan phrûṅ níi mâ y chây rǐi khá
tomorrow doesn't he p.prt.

Umm...I understand that your appointment with that reporter is tomorrow, isn't it?

(4.16) *คือว่า...เขานัดสัมภาษณ์คุณวันพรุ่งนี้คะ*

khǐi wâa kháw nát sǎm phâat khun wan phrûṅ níi níi khá
You know... she made an interview appointment you tomorrow prt. p.prt.

You know...She made an interview appointment with you tomorrow.

a) Exclamation used by Thais

Table 4.1i Exclamation used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	10	3.2	S2	6	2.9
Higher Younger	S5	4	1.7	S6	6	2.2
Lower Older	S7	9	3.2	S8	5	1.9
Lower Younger	S3	14	5.4	S4	7	2.7

From Table 4.1i, it can be seen that Thais used Exclamation more frequently in corrections for H than for S ($S1+S5+S7+S3 > S2+S6+S8+S4$), and more in corrections to lower than to higher status Hs ($S7+S8+S3+S4 > S1+S2+S5+S6$). However, the differences were not significant. The difference between uses of Exclamation in corrections to younger and to older Hs was also non-significant.

b) Hesitation used by Thais

Table 4.1j Hesitation used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	11	3.4	S2	5	2.4
Higher Younger	S5	6	2.6	S6	2	0.7
Lower Older	S7	6	2.1	S8	0	0
Lower Younger	S3	6	2.3	S4	2	0.8

For Hesitation, Thais hesitated more frequently in corrections for H than for S ($S1+S5+S7+S3 > S2+S6+S8+S4$). Consequences of failing to correct were also reported by Pearson Chi-square value as factor significantly influencing the use of Hesitation in correction making among Thais (See Appendix I). Although factor of age and social status were not significant for the use of Hesitation, there was great use of Hesitation in correction to an older and higher status H (S1 and S2).

c) Attention getters used by Thais

Table 4.1k Attention getters used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	1	0.3	S2	5	2.4
Higher Younger	S5	4	1.7	S6	9	3.3
Lower Older	S7	1	0.4	S8	6	2.3
Lower Younger	S3	2	0.8	S4	4	1.5

From Table 4.1k, it can be seen that Attention getters were used more frequently in corrections for S than for H ($S2+S6+S8+S4 > S1+S5+S7+S3$), although the difference was not significant. The differences between uses of Attention getters in corrections to older and younger and to higher and lower status Hs were not significant.

4) Address terms used by Thais

Address terms were pragmatic formulas used as softening devices to soften correction making by calling H's name or position or other thing in order to maintain some good relationship with him/her. Thais had various address terms to use. From data of this study, address terms used by Thais included:

- 1) Person's name e.g., *ไศภา* [sǎo pha] *สมศรี* [sǒm sǐi],
- 2) Kin terms e.g., *พี่* *phīi* (elder sister), *น้อง* [nǒwŋ] (younger sister), *ป้า* [pâa] (auntie),
- 3) Kin terms followed by person's name e.g., *พี่สมศรี* [phīi sǒmsǐi] (elder sister sǒmsǐi) *น้องไศภา* [nǒwŋ sǒphaa] (younger sister sǒphaa) *ป้าสมศรี* [pâa sǒmsǐi] (auntie sǒmsǐi),
- 4) Polite title "khun" as in *คุณ* [khun],

5) Polite title “khun” followed by either person’s name or kin terms² e.g.คุณ

โกสุ่ม khun [koosǔm] (P. title person’s name) คุณธาริณี [khunthaarínii]

(P. title person’s name) คุณพี่ [khun phîi] (P. title elder sister), คุณป้า [khun

pâa] (P. title auntie), คุณน้อง [khun nõwŋ] (P. title younger sister), and

6) Person’s position e.g., หัวหน้า [hǔanâa] (boss)

When making corrections to higher status Hs both older and younger, Thais mostly used polite title “khun” and person’s name (like คุณโกสุ่ม [khun koosǔm] คุณธาริณี [khunthaarínii]) (about 50%) and name of person’s position (like หัวหน้า [hǔanâa] boss) (about 30%). When making corrections to person of lower status, kin terms (like ป้า [pâa] auntie) were mostly used in corrections to older Hs (about 80%), while person’s name was mostly used in corrections to younger Hs (about 80%). Examples below show Address terms used in corrections for S to an older boss who misunderstood that S left the lights on overnight and to an older janitor who misunderstood that S knocked a vase over.

(4.17) คุณโกสุ่ม ขอโทษค่ะ เมื่อกวานดิฉันออกจากที่ทำงานเร็วกว่าปกตินะคะ

khun koo sǔm khǒw thòot khâ mâa waan di chǎn pòok càak
p.title Kosum (name) sorry p.prt. yesterday I leave from
thîi tham ñaan rew kwàa pòk ka tì ná khá
office earlier than usual prt. p.prt.

P. title Kosum, (I’m) sorry. Yesterday, I left the office earlier than usual.

(4.18) ป้าจ๋า ฉันไม่ได้ทำนะ ฉันเดินมาก็เห็นแบบนี้เลย

pâa cǎa chǎn mây dǎy tham ná chǎn dǎen maa kǒw hǎn b̀eɛp níi ləəy
auntie p.prt, I did not do that prt. I arrive here prt. see this way already

² It can be polite title “khun” followed by kin terms and person’s name like คุณพี่สมศรี khUN phîi sǒ msǐi, but this was not found in the data of this study.

Auntie, I did not do that. I've just arrived here and already seen it this way.

Table 4.11 Address terms used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	29	9.3	S2	3	1.5
Higher Younger	S5	19	8.2	S6	0	0
Lower Older	S7	49	17.4	S8	15	5.7
Lower Younger	S3	19	7.3	S4	2	0.8

It can be seen from Table 4.11 that Thais used Address terms more in corrections for H than for S ($S1+S5+S7+S3 > S2+S6+S8+S4$), more in corrections to older than to younger Hs ($S1+S2+S7+S8 > S5+S6+S3+S4$), and more in corrections to lower than higher status Hs ($S7+S8+S3+S4 > S1+S2+S5+S6$). The use of Address terms in correction making among Thais were significantly influenced by all the three investigated factors: consequences of failing to correct, age, and social status, at level of .05.

5) Apology used by Thais

Apology was a pragmatic formula used as a softening device to soften correction making by showing H some empathetic feeling. Example below illustrates Apology used by Thais in corrections for S to a younger boss who misunderstood that S misfiled a document.

(4.19) ขอโทษค่ะ คือ ช่วงนั้นดิฉันไม่อยู่ทำงานค่ะ มีคนทำหน้าที่แทนดิฉัน แต่ยังไงดิฉันจะแก้ไขให้เดี๋ยวนี้เลย

นะคะ

khǎw thǎot khâ khɯ̌i chûan nán dì chǎn mây yùu tham naan khâ
 Sorry p.prt. you know at that time I am not work p.prt.
 miì khon tham nâa thîi theɛn dì chǎn tɛɛ yan ngay dì chǎn cà
 there is someone working in place of me but however I will
 kɛ̌e khǎy hây dǎaw níi lœy ná khá
 correct (it for you) now prt. prt. p.prt.

Sorry, you know...I was not at work at that time. Some one worked in place of me. But I'm filing it right for you now.

Table 4.1m Apology used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	23	7.4	S2	11	5.3
Higher Younger	S5	1	0.4	S6	20	7.4
Lower Older	S7	1	0.4	S8	6	2.3
Lower Younger	S3	2	0.8	S4	14	5.4

From Table 4.1m, it can be seen that Apology was used more in corrections for S than for H ($S2+S6+S8+S4 > S1+S5+S7+S3$), and more in corrections to higher than to lower status Hs ($S1+S2+S5+S6 > S7+S8+S3+S4$). The differences between the uses of Apology according to different consequences of failing to correct and different social status were significant at level of .05. There was no significant difference between uses of Apology according to different ages.

6) Contentment to H used by Thais

Contentment to H was a pragmatic formula used as a softening device to soften correction making by saying some pleasant words or promising some pleasant actions to H. Contentment to H used in corrections for H included partial correctness of H and expressions of concern/good will, while Contentment to H used in corrections for S included volunteering to help and expressions of concern/good will/consolation. There was about 90% of use of volunteering to help as Contentment to H in corrections for S, the situations where H faced some annoyance. Contentment to higher status Hs included about 30% more partial correctness of H than expressions of concern/good will. Conversely, Contentment to lower status Hs included about 30% more expressions of concern/good will than partial correctness of H. The following examples illustrate Contentment to H.

Example (4.20) shows a partial correctness of H in corrections for H to an older boss who misunderstood the date of a fair

(4.20) งานคอนเสิร์ตการกุศลของ...นะหรือคะ เค้าจัดวันอังคารหน้าไม่ใช่หรือคะ ถ้าจำไม่ผิด

naan khon sòet kaan kù sǒn khǒwŋ... nâ:rǐ:k há kháw càt
fair concert charity of... is it? p.prt. they organize
wan ʔaŋ khaan nâa mây chây rǐ:k há thâa cam mây phít
Tuesday next isn't it? p.prt. if (I) remember not wrong

The charity concert fair of ...? Won't it be next Tuesday? If I don't remember wrong,

Example (4.21) shows a compliment used as an expression of concern/good will in corrections for H to a younger boss who misunderstood an interview date.

(4.21) ก็เค้านัดวันพรุ่งนี้คะ ว่าแยจั่ง เค้าอดเห็นคุณอยู่ในชุดสวย ๆ เลยเนอะ

kǒw kháw nát wan phrûŋ níi níi há wâa yêe caŋ
prt. she made an appointment tomorrow prt. p.prt. oh dear!
kháu ʔòt hěn khun yùu nay chút sǔay sǔay lœy né
she cannot see you in dress beautiful-beautiful prt. prt.

She made an appointment with you for tomorrow. **Oh dear! She cannot see you in your beautiful dress.**

Example (4.22) shows a volunteering to help in corrections for S to a younger janitor who misunderstood that S made the mess on the floor.

(4.22) ฉันไม่ได้ทำหกหรอก แต่เดี๋ยวช่วยเช็ดนะ

chǎn mây dâi tham hòk ròk tèe dǎaw cà chûay chét ná
I did not spill prt. but in a moment (I) will help wipe prt.

I did not spill it. But I will help clean it.

Table 4.1n Contentment to H used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	23	7.4	S2	14	6.8
Higher Younger	S5	13	5.6	S6	24	8.8
Lower Older	S7	25	8.9	S8	33	12.6
Lower Younger	S3	24	9.2	S4	64	24.5

From Table 4.1n, it can be seen that Contentment to H was used more in corrections for S than for H ($S2+S6+S8+S4 > S1+S5+S7+S3$), more in corrections to younger than to older Hs ($S5+S6+S3+S4 > S1+S2+S7+S8$), and more in corrections

to lower than to higher status Hs ($S7+S8+S3+S4 > S1+S2+S5+S6$). The differences between the uses of Contentment to H in correction making among Thais according to different consequences of failing to correct, different ages and different social status were significant at level of .05.

4.1.4 Politeness devices used by Thais

Politeness devices were linguistic forms used within other pragmatic formulas to make corrections polite. Politeness devices used in correction making among Thais included Downtoners and Politeness final particles.

1) Downtoners used by Thais

Downtoners used in correction making among Thais included modal verbs and existential quantifiers. Modal verbs included some auxiliary verbs like อาจ (*paat* might) ควร (*khuan* should) คง (*khonj* may). Existential quantifiers included words like บางที (*baanj thii* maybe) สงสัย. (*sǒnj sǎy* perhaps) Below are examples showing a modal in correction for S made to a younger boss who misunderstood that S misfiled a document, and an existential quantifier in correction for S made to an older boss who misunderstood that S left the lights on overnight.

(4.23) คุณคงเข้าใจผิดแล้วค่ะ คนเก็บเข้าแฟ้มไม่ใช่ดิฉัน

khun khonj khâw cay phít léew khâ khon kèp khâw féeem
 you may misunderstand already p.prt. person keep enter file
 mây chây dì chǎn
 is not me

You **may** misunderstand. The one who filed the document was not me.

(4.24) แต่หนูไม่ได้เปิดไฟทิ้งไว้นะคะ สงสัยจะมีคนอื่นลืมปิด

tèe nũu mây dâj phèet thínj wáy ná khá sǒnj sǎi cà mi i
 but I did not leave them on prt. p.prt. perhaps will have
 khon ìin lìim pít
 other people forget turn off

But I did not leave the lights on. Perhaps some other people forgot to turn them off.

a) Modals used by Thais

Table 4.1o Modals used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	10	3.2	S2	14	6.8
Higher Younger	S5	29	12.5	S6	26	9.6
Lower Older	S7	28	9.9	S8	5	1.9
Lower Younger	S3	22	8.5	S4	20	7.7

From Table 4.1o, it can be seen that uses of modals were not much different from one another. The three investigated factors including age, social status, and consequences of failing to correct did not influence uses of modals in correction making among Thais.

b) Existential Quantifiers by Thais

Table 4.1p Existential quantifiers used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	0	0	S2	9	4.4
Higher Younger	S5	5	2.2	S6	8	3.0
Lower Older	S7	2	0.7	S8	50	19.2
Lower Younger	S3	0	0	S4	9	3.4

It can be seen from Table 4.1p that Existential quantifiers were used more frequently in corrections for S than for H ($S2+S6+S8+S4 > S1+S5+S7+S3$). There was great use of Existential quantifiers in corrections for S to an older but lower status H (S8).

2) Politeness final particles used by Thais

There were two groups of Politeness final particles used in correction making among Thais: the group of /kha/ (including *kha'*, *khā'*, *khǎa*), and the group of /ca/ (including *cá* *câ* *cǎa*). The group of /kha/ includes Politeness final particles used

formally and informally with whomever in both familiar and neutral way, while the /ca/ group was used familiarly with intimates, friends or younger, lower status Hs.

Below are examples of use of Politeness final particles in corrections for H to an older boss who misunderstood the date of a fair and to an older janitor who misunderstood the date of a special meeting.

(4.25) ป้าจะเค้าประชุมเสาร์หน้าจะเข้าใจผิดแล้ว

pâa cá khâw prà'chum sǎw nâa câ khâw cay phít léεw
auntie p.prt they assemble Saturday next p.prt. (you) misunderstood already

Auntie, the meeting is next Saturday. You've already misunderstood.

(4.26) ขอโทษนะคะหัวหน้า คอนเสิร์ตการกุศลมีคืนนี้หรือคะ ดิฉันคิดว่าเป็นวันอังคารหน้านะคะ

khǎw thǎot ná khá hǔa nâa khon sǎet kaan kù sǎn mii khiin níi
Sorry prt. p.prt. boss concert charity have tonight
rǎi khá dì chǎn khít wâa pen wan ʔaŋ kaan nâa ná khá
does it I think that is Tuesday next prt. p.prt.

Sorry, boss. Is the charity concert tonight? I think it is next Tuesday.

a) Politeness final particle /kha/ used by Thais

Table 4.1q Politeness final particle /kha/ used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	176	56.6	S2	135	65.5
Higher Younger	S5	123	53.0	S6	156	57.6
Lower Older	S7	128	45.4	S8	110	42.2
Lower Younger	S3	43	16.5	S4	66	25.3

From Table 4.1q, it can be seen that Politeness final particle /kha/ was used more frequently in corrections to higher than to lower status Hs ($S1+S2+S5+S6 > S7+S8+S3+S4$), and also more frequently in corrections to older than to younger status Hs ($S1+S2+S7+S8 > S5+S6+S3+S4$). Consequences of failing to correct did not influence the use of Politeness final particle /kha/ in correction making among Thais.

b) Politeness final particle /ca/ used by Thais

Table 4.1r Politeness final particle /ca/ used by Thais

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	0	0	S2	0	0
Higher Younger	S5	2	0.9	S6	0	0
Lower Older	S7	20	7.1	S8	4	1.5
Lower Younger	S3	39	15	S4	19	7.3

It can be seen from Table 4.1r that Politeness final particle /ca/ was used more in corrections to lower than to higher status Hs ($S7+S8+S3+S4 > S1+S2+S5+S6$). Thais used Politeness final particle /ca/ more frequently in corrections to younger than to older Hs ($S5+S6+S3+S4 > S1+S2+S7+S8$). There was also greater use of Politeness final particle /ca/ in corrections for H than for S ($S1+S5+S7+S3 > S2+S6+S8+S4$).

4.2 Correction Making among Americans

Correction making strategies or plans intended to achieve correction making can be investigated by pragmatic formulas used in each situation. Pragmatic formulas or basic units used in correction making among Americans are then presented in four groups of correction making devices: information assertive device (IAD), strengthening, softening, and politeness devices.

4.2.1 Information assertive device (IAD) used by Americans

Information assertive device (IAD) or assertion of correct information was major pragmatic formula used, since it contained correct message which S intended to reveal to H in order to solve H's misunderstanding. Below are examples of IAD used to an older boss, (4.27) in correction for H when H misunderstood the date of a fair

and (4.28) in correction for S when H misunderstood that S left the lights on overnight.

(4.27) *Oh, it's tonight? I thought it was next week.*

(4.28) *Oh, there were others still here.*

Table 4.2a Information assertive device (IAD) used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	89	26.5	S2	72	37.7
Higher Younger	S5	78	27.7	S6	28	11.7
Lower Older	S7	85	29.5	S8	110	43.7
Lower Younger	S3	88	32.1	S4	10	4.2

The use of IAD by Americans according to the three investigated factors can be seen in Table 4.2a. It can be seen that percentage in S1, S5, S7, S3, the situations of corrections for H, was closer to one another than percentage in S2, S6, S8, S4, the situations of corrections for S. In corrections for S, there was greater use of IAD to older than to younger Hs ($S2+S8 > S6+S4$). Also in corrections for S, IAD was used more to higher status Hs than lower status ones ($S2: 37.7\% + S6: 11.7\% > S8: 43.7\% + S4: 4.2\%$). However, in corrections for H, IAD was used less to higher status Hs ($S1+S5 < S7+S3$). All the three investigated factors significantly influenced the use of IAD in correction making among Americans at level of .05.

4.2.2 Strengthening devices used by Americans

Strengthening devices were groups of pragmatic formulas, basic units in correction making, which were used to strengthen or confirm the mistakes of H's information. There were two groups of strengthening devices used in correction making among Americans: Rejection and Resentment to H.

1) Rejection used by Americans

Rejection was also essential, since in corrections for S, Rejection was used as a negative IAD to reject H's misunderstanding about S doing something wrong, while in corrections for H, Rejection was used as a strengthening device to confirm incorrectness of H's information in corrections for H. Example (4.29) below shows Rejection used as a negative IAD in corrections for S to a younger boss who misunderstood that S misfiled a document.

(4.29) *I'm not the one who filed that document because it was done before I started working here.*

Rejection was used as strengthening devices in corrections for H. Almost all of Rejection used by Americans was rejection to the wrong information. There was only 0.8 % (4 out of 487 PF tokens) of use of Rejection to H's understanding: one was used to the younger and the other three to the older janitor. Example (4.30) shows Rejection to the wrong information in corrections for H to a younger boss who misunderstood an interview date, while Example (4.31) shows Rejection to H's understanding to a younger janitor who misunderstood the date of a meeting.

(4.30) *I think your appointment is tomorrow, **not today**.*

(4.31) *Lucy, I think the meeting is tomorrow. **You might be mistaken**. Shall we check?*

Table 4.2b Rejection used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	13	3.9	S2	67	35.1
Higher Younger	S5	28	9.9	S6	127	53.1
Lower Older	S7	46	16.0	S8	61	24.2
Lower Younger	S3	31	11.3	S4	114	47.5

From Table 4.2b, it can be seen that Americans used Rejection more frequently in corrections for S than for H ($S2+S6+S8+S4 > S1+S5+S7+S3$). Rejection was used more when making corrections to younger than to older Hs ($S5+S6+S3+S4 > S1+S2+S7+S8$). It can also be seen from Table 4.2b that Rejection was used more to lower than to higher status Hs in corrections for H ($S7+ S3 > S1+ S5$). However, in corrections for S, Rejection was used more frequently to higher status Hs than to lower status ones ($S2+ S6 > S8+ S4$). All of the three investigated variable factors including age, social status, and consequences of failing to correct, significantly influenced uses of Rejection in correction making among Americans at level of .05.

2) Resentment to H used by Americans

Resentment to H was a strengthening device specifically used in corrections for S, corrections in situations where S was misunderstood. Americans used no Resentment at all to older and higher status Hs. Examples below show uses of Resentment to H in corrections for S to a younger boss who misunderstood that S misfiled a document and a younger janitor who misunderstood that S made a mess on the floor.

(4.32) *I didn't. I know where my documents go!*

(4.33) *This isn't my mess, but thanks for accusing me!*

Table 4.2c Resentment to H used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	0	0	S2	0	0
Higher Younger	S5	0	0	S6	4	1.7
Lower Older	S7	0	0	S8	3	1.2
Lower Younger	S3	0	0	S4	5	2.1

Americans used only a total of 12 PF tokens as Resentment to H; that is, 5 to a younger janitor who misunderstood that S made a mess on the floor, 4 to a younger boss who misunderstood that S misfiled a document, and 3 to an older janitor who misunderstood that S knocked the vase over.

4.2.3 Softening devices used by Americans

Softening devices were groups of pragmatic formulas, basic units in correction making, which were used to soften correction making. There were six groups of softening devices used in correction making among Americans: 1) Information verification, 2) Prefaces of personal belief, 3) Exclamation Hesitation and Attention getters, 4) Address terms, 5) Apology, and 6) Contentment to H.

1) Information verification used by Americans

Correction making generally relates to right and wrong information. Information verification is therefore pragmatic formulas presented as the first group of softening devices. Information verification involves Information recheck, Questions verifying old information, Questions verifying new information, and Questions verifying topic of corrections. Uses of Information verification were quite restricted to corrections for H. There was no use of Questions verifying old and new information at all in corrections for S, while there was still slight use of Questions verifying topic of corrections and Information recheck in corrections for S, as presented below.

a) Questions verifying old information used by Americans

Questions verifying old information were used only in corrections for H in order to make H aware of some mistake in his/her old information. Example (4.34) manifests Questions verifying old information used in corrections for H to an older boss who misunderstood the date of a fair.

(4.34) *It's tonight? I thought it was next Tuesday.*

Table 4.2d Questions verifying old information used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	42	12.5	S2	0	0
Higher Younger	S5	24	8.5	S6	0	0
Lower Older	S7	11	3.8	S8	0	0
Lower Younger	S3	15	5.5	S4	0	0

Questions verifying old information were used more frequently in corrections to higher status Hs than lower status ones (See Table 4.2d). Pearson Chi-square values report significant influence of social status on the use of Questions verifying old information in correction making among Americans at level of .05 (See Appendix I). Since Questions verifying old information were used only in corrections for H, the Pearson Chi-square values also report significant influence of consequences of failing to correct on the use of such questions at level of .05. The age factor did not significantly influence the use of this kind of questions in correction making among Americans. However, this kind of questions was used slightly more frequently to older Hs than to younger ones ($S1+S7 > S5+S3$, See Table 4.2d).

b) Questions verifying new information used by Americans

Questions verifying new information were pragmatic formulas which were softening devices used to soften correction making. Questions verifying new information were types of questions which could be used to assert correct information together with softening it. Example (4.35) illustrates Questions verifying old information used in corrections for H to an older boss who misunderstood the date of a fair.

(4.35) *Isn't the charity fair happening next Tuesday night?***Table 4.2e Questions verifying new information used by Americans**

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	13	3.9	S2	0	0
Higher Younger	S5	19	6.7	S6	0	0
Lower Older	S7	16	5.6	S8	0	0
Lower Younger	S3	14	5.1	S4	0	0

Since Questions verifying new information were used only in corrections for H (See Table 4.2e), the Pearson Chi-square values then report significant influence of consequences of failing to correct on the use of such questions at level of .05. Unlike consequences of failing to correct, age and social status did not significantly influence the use of Questions verifying new information in correction making among Americans.

c) Questions verifying topic of correction used by Americans

Questions verifying topic of correction are pragmatic formulas which are softening devices used to soften correction making by questioning as if in order to re-assure whether or not the wrong information of H belonging to the same talking topic. Example (4.36) shows Questions verifying topic of correction used in corrections for H to an older boss who misunderstood the date of a fair.

(4.36) *Oh, is that the (name of event) charity fair? Are you sure it's tonight?*

Somehow I had thought that was next week.

Table 4.2f Questions verifying topic of correction used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	3	0.9	S2	0	0
Higher Younger	S5	1	0.4	S6	11	4.6
Lower Older	S7	0	0	S8	0	0
Lower Younger	S3	1	0.4	S4	0	0

It can be seen from Table 4.2f that Questions verifying topic of correction were greatly in use only in corrections for S to higher status Hs (S6). There was no use and only slight use of this kind of questions in other situations (See Table 4.2f).³

d) Information recheck used by Americans

Information recheck was a pragmatic formula used as a softening device to soften correction making by suggesting H to re-check her information in order to ascertain that it is correct. Example (4.37) manifests Information recheck used in corrections for H to an older boss who misunderstood the date of a fair.

(4.37) *Oh, I think it's next Tuesday night. You might want to double check the date.*

Table 4.2g Information recheck used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	16	4.8	S2	4	2.1
Higher Younger	S5	27	9.6	S6	4	1.7
Lower Older	S7	21	7.3	S8	0	0
Lower Younger	S3	21	7.7	S4	1	0.4

It can be seen from Table 4.2g that Information recheck was used more frequently in corrections for H than for S ($S1+S5+S7+S3 > S2+S6+S8+S4$). The difference between the use of Information recheck in corrections for H and for S was significantly different at level of .05. There was not significant difference between uses of Information recheck to higher and lower status Hs. Uses of Information recheck to older were not significantly different from the ones to younger Hs (See Appendix I).

³ When the use of a pragmatic formula was rather specific (like the use of Questions verifying topic of correction by Americans, for example), the significant or non-significant differences reported by Pearson Chi-square may not be much advantageous in confirmation of the findings.

2) Prefaces of personal belief used by Americans

Prefaces of personal belief were pragmatic formulas used as softening devices to soften correction making by stating before any assertion of correct information that the correct information was just S's own personal belief or experience, which may or may not be right. Examples below show the use of Prefaces of personal belief in corrections for H to an older boss who misunderstood the date of a fair and to a younger boss who misunderstood an interview date.

(4.38) *Oh, I thought it was next Tuesday.*

(4.39) *I believe that the reporter will be here tomorrow, not today.*

Table 4.2h Prefaces of personal belief used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	82	24.4	S2	13	6.8
Higher Younger	S5	60	21.3	S6	24	10.0
Lower Older	S7	52	18.1	S8	9	3.6
Lower Younger	S3	42	15.3	S4	6	2.5

From Table 4.2h, it can be seen that Americans used Prefaces of personal belief more frequently in corrections for H than for S ($S1+S5+S7+S3 > S2+S6+S8+S4$). Prefaces of personal belief were also used more frequently in corrections to higher than lower status Hs ($S1+S2+S5+S6 > S7+S8+S3+S4$). Pearson Chi-square values also report significant influence of consequences of failing to correct and social status on the use of such prefaces at level of .05. Although there was slightly more use of Prefaces to older than to younger Hs in corrections for H ($S1+S7 > S5+S3$), age did not significantly influence the use of such prefaces in correction making among Americans.

3) Exclamation, Hesitation, and Attention getters used by Americans

Exclamation, Hesitation and Attention getters are grouped together, since they are a sound a word or a short utterance which are uttered suddenly and/or expressively. Exclamation, Hesitation and Attention getters were pragmatic formulas used as softening devices to soften correction making by working like a cushion against the contradicting information which will be followed. Below are examples showing uses of Exclamation in corrections for H to an older janitor who misunderstood the date of a special meeting, Hesitation in corrections for H to a younger boss who misunderstood an interview date, and Attention getters in corrections for H to an older boss who misunderstood the date of a fair.

(4.40) *Oh, it's next Saturday. It's not this Saturday. So you can go home and rest.*

(4.41) *Hmm... maybe it's not scheduled for today. I thought you said it's tomorrow.*

(4.42) *You know, Barbara. I think the charity walk is next week. Shall we call the PR office to confirm the date?*

a) Exclamation used by Americans

Table 4.2i Exclamation used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	30	8.9	S2	8	4.2
Higher Younger	S5	4	1.4	S6	5	2.1
Lower Older	S7	15	5.2	S8	10	4.0
Lower Younger	S3	14	5.1	S4	7	2.9

From Table 4.2i, it can be seen that Americans exclaimed more frequently in corrections for H than for S ($S1+S5+S7+S3 > S2+S6+S8+S4$). Exclamation was used more in corrections to older than to younger Hs ($S1+S2+S7+S8 > S5+S6+S3+S4$). The differences between the uses of Exclamation according to

different consequences of failing to correct and different ages were significant at level of .05. Social status did not significantly influence the use of Exclamation in correction making among Americans.

b) Hesitation used by Americans

Table 4.2j Hesitation used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	1	0.3	S2	4	2.1
Higher Younger	S5	5	1.8	S6	3	1.3
Lower Older	S7	2	0.7	S8	3	1.2
Lower Younger	S3	2	0.7	S4	2	0.8

It can be seen from Table 4.2j that there was slight use of Hesitation in correction making among Americans in almost all situations. The use of Hesitation by Americans did not influence by any of the three investigated factors.

c) Attention getters used by Americans

Table 4.2k Attention getters used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	1	0.3	S2	2	1.0
Higher Younger	S5	0	0	S6	2	0.8
Lower Older	S7	1	0.3	S8	0	0
Lower Younger	S3	2	0.7	S4	1	0.4

From Table 4.2k, it can be seen that Attention getters were used in slight frequency in correction making among Americans. The use of Attention getters was not influenced by any of the three investigated factors.

4) Address terms used by Americans

Address terms were pragmatic formulas used as softening devices to soften correction making by calling H's name in order to maintain some good relationship with him/her. In this study, Americans generally used person's first name as Address

terms in correction making. There was one exception found in the data in a correction for S to a younger boss who misunderstood an interview date (shown in example 4. 41 below) that “Mrs.” followed by a family name was used.

Examples below show Address terms used, (4.43) in corrections for H to a younger boss who misunderstood an interview date, (4.44) in corrections for S to an older boss who misunderstood that S left the lights on overnight, and (4.45) in corrections for S to an older janitor who misunderstood that S knocked a vase over.

(4.43) *Mrs. Miller, I thought that the reporter was coming tomorrow.*

(4.44) *Carol, I was not the last person to leave the office yesterday. So I would check with someone else.*

(4.45) *Barbara, the vase fell over before I approached the counter.*

Table 4.21 Address terms used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	9	2.7	S2	2	1.0
Higher Younger	S5	14	5.0	S6	5	2.1
Lower Older	S7	16	5.6	S8	7	2.8
Lower Younger	S3	16	5.8	S4	8	3.3

It can be seen from Table 4.21 that Americans used Address terms more frequently in corrections for H than for S ($S1+S5+S7+S3 > S2+S6+S8+S4$). Address terms were used more in corrections to lower than higher status Hs ($S1+S2+S5+S6 > S7+S8+S3+S4$). The differences between the uses of Address terms according to different consequences of failing to correct and different social status were significant at level of .05. Address terms were used more in corrections to younger than older Hs ($S5+S6+S3+S4 > S1+S2+S7+S8$), although the difference of the uses of Address terms according to age was not significant.

5) Apology used

Apology was a pragmatic formula used as a softening device to soften correction making by showing H some empathetic feeling. “Sorry” was generally used as Apology in correction making among Americans. There was one PF token of use of “Excuse me” in corrections for S to a younger janitor who misunderstood that S made a mess on the floor (as shown in Example 4.46 below). Below are some examples of Apology in corrections for S to a younger boss who misunderstood that S misfiled a document.

(4.46) *Excuse me. I think there's a misunderstanding. I wasn't the one that made up that mess. Well, let's not argue here. How about I'll help you clean this up?*

(4.47) *I'm sorry, but I did not work here then. Do you need help filing it?*

Table 4.2m Apology used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	0	0	S2	5	2.6
Higher Younger	S5	0	0	S6	11	4.6
Lower Older	S7	0	0	S8	5	2.0
Lower Younger	S3	0	0	S4	9	3.7

From Table 4.2n, it can be seen that Americans used Apology only in corrections for S. Consequences of failing to correct therefore were the only factor significantly influenced the use of Apology in correction making Americans.

6) Contentment to H used by Americans

Contentment to H was a pragmatic formula used as a softening device to soften correction making by saying some pleasant words or promising some pleasant actions to H. Partial correctness of H and expressions of concern/good will were used as Contentment to H in corrections for H, while volunteering to help and expressions of

concern/good will/consolation in corrections for S. Volunteering to help was used about 90% in corrections for S, situations where H had some displeasure. When making corrections to higher status Hs, partial correctness was used about 30% more than expressions of concern/good will. When making corrections to lower status Hs, expressions of concern/good will were used about 30% more than partial correctness of H. Examples below illustrate Contentment to H in correction making among Americans, (4.48) partial correctness in corrections for H to an older boss who misunderstood the date of a fair, (4.49) an expression of concern/good will in corrections for H to a younger boss who misunderstood an interview date, (4.50) a volunteering to help in corrections for S to a younger janitor who misunderstood that S made the mess on the floor.

(4.48) *It's tonight? I must have my days mixed up. I thought it was next week.*

(4.49) *Jane, that appointment isn't until tomorrow. Now you have an extra day to prepare.*

(4.50) *Oh, that's not mine. But I will help you clean it up.*

Table 4.2n Contentment to H used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	37	11.0	S2	14	7.3
Higher Younger	S5	22	7.8	S6	15	6.3
Lower Older	S7	23	8.0	S8	44	17.5
Lower Younger	S3	28	10.2	S4	77	32.1

From Table 4.2n, it can be seen that Americans used Contentment to H more frequently in corrections for S than for H ($S2+S6+S8+S4 > S1+S5+S7+S3$).

Contentment to H was used in correction to lower than higher status Hs

($S1+S2+S5+S6 > S7+S8+S3+S4$). The differences of uses of Contentment to H

according to different consequences of failing to correct and different social status were significant at level of .05. Contentment to H was used more in corrections to younger than older Hs ($S5+S6+S3+S4 > S1+S2+S7+S8$), although the difference of use of Contentment to H according to different ages was not significant.

4.2.4 Politeness devices used by Americans

Politeness devices were linguistic forms used within other pragmatic formulas to make corrections polite. Politeness devices used in correction making among Americans included Downtoners and Politeness final particles.

1) Downtoners used by Americans

Downtoners used in correction making among Americans included modal verbs and existential quantifiers. Modal verbs included some auxiliary verbs like *can*, *could*, *may*, *might*. Existential quantifiers included words like *maybe*, *perhaps*, *kind of*, *sort of*, *quite*, *not exactly*. Below are examples showing a modal in correction for S made to an older boss who misunderstood that S left the lights on overnight, and an existential quantifier in correction for S made to a younger boss who misunderstood that S misfiled a document.

(4.51) *Well, I was not the last to leave last night. ___ and ___ were still here though. You **might** want to ask them.*

(4.52) *I think that document arrived before I was here. **Maybe** the person before me misfiled it.*

a) Modals used by Americans

Table 4.2o Modals used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	24	7.1	S2	17	8.9
Higher Younger	S5	16	5.7	S6	17	7.1
Lower Older	S7	21	7.3	S8	7	2.8
Lower Younger	S3	18	6.6	S4	34	14.2

From Table 4.1o, it can be seen that there was not much difference in uses of modals according to the three investigated factors including age, social status, and consequences of failing to correct. in correction making among Americans.

b) Existential quantifiers used by Americans

Table 4.2p Existential quantifiers used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	5	1.5	S2	3	1.6
Higher Younger	S5	10	3.5	S6	4	1.7
Lower Older	S7	0	0	S8	57	22.6
Lower Younger	S3	7	2.6	S4	2	0.8

It can be seen from Table 4.1p that there was not much difference in uses of existential quantifiers according to the three investigated factors including age, social status, and consequences of failing to correct. in correction making among Americans.

2) Politeness past tense used by Americans

Politeness past tense was used in correction making among Americans to make corrections polite. The use of past tense here seemed to tell H that the information of S was just previously her own personal belief, and it had already become the past since S heard H's information. Politeness past tense was generally used with verbs stating personal belief (*I thought...I heard*), and affected verbs in clauses that followed them to be in past tense as well (*I thought it was next Tuesday*). Below are examples illustrating the use of Politeness past tense in correction making among Americans, (4.53) a correction for H to an older boss who misunderstood the date of a fair and (4.54) a correction for H to a younger boss who misunderstood an interview date.

(4.53) *I thought that was going to happen next Tuesday.*

(4.54) *I noticed that the interview was scheduled for tomorrow. Maybe you should check your calendar.*

Table 4.2q Politeness past tense used by Americans

		For H			For S	
		Freq.	%		Freq.	%
Higher Older	S1	60	20.8	S2	4	1.4
Higher Younger	S5	36	12.5	S6	2	0.7
Lower Older	S7	13	4.5	S8	2	0.7
Lower Younger	S3	15	5.2	S4	0	0

From Table 4.2q, it can be seen that Politeness past tense was used more frequently in corrections for H than for S. Americans used more Politeness past tense in corrections to higher than to lower status Hs. The differences between the uses of Politeness past tense according to different consequences of failing to correct and different social status were significant at level of .05. Although Politeness past tense was used more with older Hs, the difference of use of Politeness past tense according to different ages was not significant.

4.3 Comparison of Correction Making among Thais and Americans

Similarity and differences between correction making among Americans and Thais are presented in three sections: essential, non-significant, and significant correction making strategies. Influences of three investigated variable factors (social status, age, and consequences of failing to correct) on correction making strategies are considered along each section. Pearson Chi-square was used to test the significance at level of 0.5 between correction making strategies of the two groups (See Appendix J).

4.3.1 Essential Correction Making Strategies Used

It can be seen from the presentation above that, with the exception of Politeness past tense used in English and final particles used in Thai, Thais and Americans

shared every possible pragmatic formula in correction making. Nonetheless, the two groups have some different degrees of preferences in the use of correction making strategies. Comparison of frequency order of use of overall pragmatic formulas by both groups of correctors can basically manifest their preferences. For Thais, the order of frequency of pragmatic formulas used is: 1) rejection, 2) IAD, 3) contentment to H, 4) questions verifying new information, 5) address terms, 6) prefaces of personal beliefs, 7) information recheck, 8) apology, 9) exclamation, 10) hesitation, 11) questions verifying topics, 12) attention getters, 13) questions verifying old information, and 14) resentment to H. For Americans, the order of frequency is: 1) IAD, 2) rejection, 3) prefaces of personal beliefs, 4) contentment to H, 5) exclamation, 6) information recheck, 7) questions verifying old information, 8) address terms, 9) questions verifying new information, 10) apology, 11) hesitation, 12) questions verifying topics, 13) resentment to H, and 14) attention getters (See Table 4.3a).

Table 4.3a Comparison of order of frequency from most to least of overall pragmatic formulas used by Thais and Americans

	Thais (n=100)	Frequency	%		Americans (n=100)	Frequency	%
1	Rejection	575	27.6	1	IAD	560	26.6
2	IAD	500	24.0	2	Rejection	487	23.2
3	Contentment to H	220	10.6	3	Preface	288	13.7
4	Q verify new info	156	7.5	4	Contentment to H	260	12.4
5	Address	136	6.5	5	Recheck	94	4.5
6	Preface	123	5.9	6	Exclamation	93	4.4
7	Recheck	85	4.1	7	Q verify old info	92	4.4
8	Apology	78	3.7	8	Address	77	3.7
9	Exclamation	61	2.9	9	Q verify new info	62	2.9
10	Hesitation	38	1.8	10	Apology	30	1.4
11	Q verify topic	37	1.8	11	Hesitation	22	1.0
12	Attention getters	32	1.5	12	Q verify topic	16	0.8
13	Q verify old info	31	1.5	13	Resentment to H	12	0.6
14	Resentment to H	12	0.6	14	Attention getters	9	0.4
	Total	2,084	100		Total	2,102	100

Order of frequency of pragmatic formulas used can manifest degree of importance Thais and Americans gave to each pragmatic formula in their correction

making. It can be seen from Table 4.3a that Thais and Americans gave most importance to IAD and Rejection. Therefore, IAD and Rejection were essential pragmatic formulas used by Americans and Thais in correction making.

Nevertheless, the frequency of use of IAD and rejection was in the opposite order for Thais and Americans. Thais used rejection most followed by IAD, while Americans used IAD most followed by rejection (See Table 4.3a).

Below are examples showing comparison of IAD and Rejection used by Americans and Thais, IAD in corrections for H to an older boss who misunderstood the date of a fair, Rejection in corrections for S to a younger boss who misunderstood that S misfiled a document.

(4.55) *Tonight? I thought the event was next Tuesday.*

(4.56) งานมีคืนวันอังคารหน้าค่ะ ท่านเข้าใจผิดแล้วละ

ɲaan mi i khi:n wan ʔaŋ khaan nâa khâ, thân khâw cay phit léɛw là
fair have night Tuesday next p.prt. you misunderstand already prt.

The fair is on Tuesday night. You've already misunderstood.

(4.57) *I didn't file that document. I believe it came in on my day off.*

(4.58) เราไม่ได้เป็นคนเก็บเอกสารผิดนะ เพราะช่วงนั้นเราไม่อยู่

raw mây dây pen khon kèp ʔèek kà sǎan phit ná,
I was not the one who kept the document incorrectly prt.
pró chúaŋ nán raw mây yùu
because that time I was not here

I was not the one who misfiled the document because I was not here at that time.

In addition to the opposite order of frequency, Rejection was used 88 PFTs or 4.4% more in correction making among Thais. However, uses of Rejection by Thais

and Americans were similarly influenced by the three investigated factors⁴; that is, Rejection was significantly used more in corrections for S with the younger and lower status Hs (See Figure 4.3a).

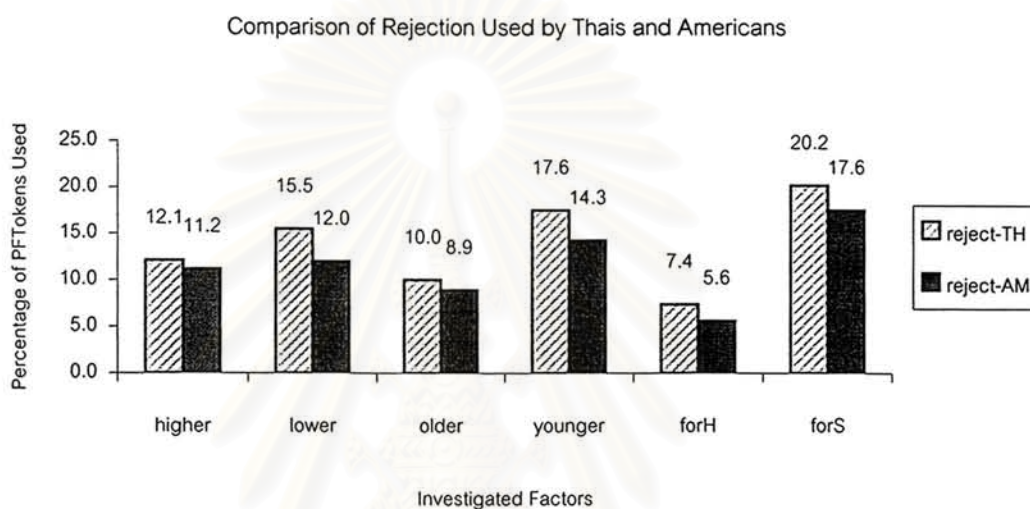


Figure 4.3a Comparison of Rejection used by Thais and Americans according to three investigated factors

Americans and Thais significantly used more IAD with older but lower social status Hs. However, Americans used more IAD in corrections for H, whereas Thais used more IAD in corrections for S (See Figure 4.3b).

⁴ Rejection used by Americans and Thais was similarly influenced by three investigated factors, but its linguistic representations may cause potential miscommunication which is discussed in the last section.

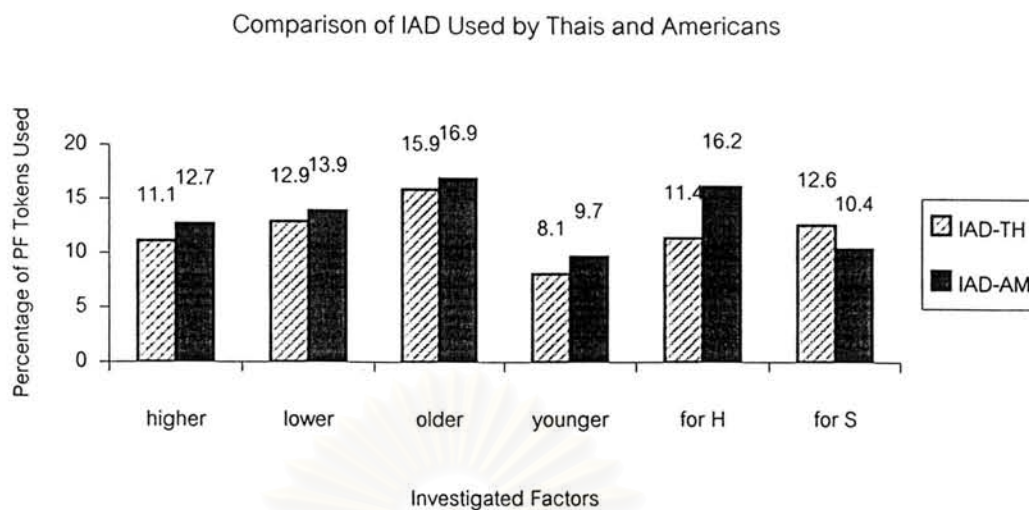


Figure 4.3b Comparison of IAD used by Thais and Americans according to three investigated factors

From the use of IAD presented above, it is found that both Americans and Thais asserted less correct information to a boss than to a janitor. Nonetheless, that is not exactly the same case from greater use of PF tokens discussed further.

It can be seen from Table 4.3b shown below that both Thais and Americans used more PF tokens with an older boss, and number of PF tokens used with an older janitor trumps the PF tokens used with a younger boss. It needs an understanding for such cases that the whole number of PF tokens used in each situation includes other softening and strengthening devices, not only IAD. Greater use of PF tokens may include some softening or strengthening devices *and vice versa*. However, number of PF tokens used in each situation reveals some concern about amount of talk when making corrections for oneself or for other person and to person of different social status and age.

Table 4.3b Frequency of overall PF tokens used by Thais and Americans in each situation

Situations Correctors	For H				For S			
	Sit.1 Hi- Old	Sit.3 Lo- Yng	Sit.5 Hi- Yng	Sit.7 Lo- Old	Sit.2 Hi- Old	Sit.4 Lo- Yng	Sit.6 Hi- Yng	Sit.8 Lo- Old
Americans	336	274	282	288	191	240	239	252
Thais	311	260	232	282	206	261	271	261

In comparison within group, when making corrections to the same person (Situation 1 and 2: an older boss, 3 and 4: a younger janitor, 5 and 6: a younger boss, 7 and 8: an older janitor), Americans used more PF tokens when making corrections for H than for S. Similarly, Thais also used more PF tokens in corrections for H than for S, except when making corrections to younger Hs where Thais may feel free to make corrections for themselves. However, in comparison between groups, there was a systematic difference in number of use of PF tokens between Thais and Americans. Thais used more PF Tokens than Americans in every situation of corrections for S, whereas Americans used more PF Tokens than Thais in every situation of corrections for H (See Table E). Such difference occurs in every situation, although there was significant difference at level of 0.5 only in corrections for H to the higher status Hs (Situation 1, and 5). This means that there was greater use of PF tokens in corrections for H by Americans but for S by Thais.

4.3.2 Non-significant Correction Making Strategies Used

The use of pragmatic formulas manifests correction making strategies. Pragmatic formulas other than essential IFID and Rejection are considered statistically significant or non-significant. When tested by Pearson Chi-square, if there is a significant difference of use of any shared pragmatic formula between Thais and Americans at level of 0.5, those uses are considered significant, *and vice versa*. The significant pragmatic formulas used can distinguish characteristics of

correction making between Thais and Americans. This section presents non-significantly used pragmatic formulas by briefly mentioning about them (For more detail, see 4.1.3, 4.1.4 and 4.2.3, 4.2.4). These pragmatic formulas include Contentment to H, Information recheck, Questions verifying topic of corrections, Hesitation, Attention getters, Resentment to H, and Downtoners (words like *maybe*, *perhaps*, and modal verbs).

It can be seen from Table 4.3a that frequency of use of Contentment to H and Information recheck came closely after IFID and Rejection. Contentment to H and Information recheck were almost equally, and similarly used by Thais and Americans. Contentment to H was used more in corrections for S to younger and lower status Hs. Generally, when situation concerning some misunderstanding that S caused some annoyance to H, Contentment to H was used more, and it was basically easier to offer contentment to person of younger and lower social status.

Conversely, Information recheck was used more in corrections for H, since in corrections for S where S themselves was misunderstood, S had to strongly state the fact rather than just recommend H to check information again. Both Thais and Americans used Information recheck more in corrections for H with younger but higher status Hs.

Questions verifying topic of corrections were used more in corrections for H to the younger H by Americans, but used more in corrections for S to the older H by Thais. The difference was non-significant, since the frequency was too small. Both groups preferred to use such questions more with higher status Hs.

For Hesitation, Thais hesitated a little more than Americans. Both groups hesitated more in corrections for S to higher status Hs. Thais hesitated more with an

older H, while Americans hesitated more with a younger H. The frequency was also too small to see any significance.

Americans and Thais also used very small number of Attention getters and Resentment to H (See Table 4.3a). The use of Attention getters showed no significant influence of three variable factors. Resentment to H was used only in corrections for S where S being accused. Americans still used some Resentment to older and higher status Hs, while Thais used no Resentment to older and higher status Hs at all.

The last non-significant pragmatic formulas discussed here are Downtoners. Downtoners are linguistic forms used as Politeness devices, and therefore are counted by their frequency of occurrence, not by PF tokens and not shown in Table 4.17. However, percentage of their occurrence frequency is also relative to overall used PF tokens. Thais and Americans almost equally used Downtoners (Th11.4% Am11.6%), and used them more in corrections for S with older but lower status Hs.

There was no significant difference at level of 0.5 between the use of these pragmatic formulas by Thais and Americans. As a result, a distinction between correction making of Thais and Americans could not be made from the use of these pragmatic formulas. Pragmatic formulas which are discussed further can differentiate correction making strategies between the two groups of correctors.

4.3.3 Significant Correction Making Strategies Used

Distinct characteristics of correction making strategies used by Thais and by Americans can be differentiated by investigating into pragmatic formulas specifically used in each language (specific politeness devices used, discussed in 4.3.3.1), and pragmatic formulas used in significantly different way by both groups of correctors

(significant softening devices used, discussed in 4.3.3.2). Potential miscommunication is finally discussed (in 4.3.3.3).

4.3.3.1 Specific Politeness Devices Used

Politeness devices are linguistic forms used as politeness markers within some other pragmatic formulas in correction making. Since they are just linguistic forms, they are not counted as PF tokens. They are counted as frequency of occurrence, instead. Politeness devices similarly used by Thais and Americans include Downtoners which were mentioned briefly in 4.3.2. Politeness devices which were specifically used by Thais were Politeness final particles, while politeness devices which were specifically used by Americans were Politeness past tense.

As stated in 4.1.4 Politeness final particles in the group of *khhá*, *khâ*, *khǎa* could be used both formally and informally and with person of all different social status and age. *Cá*, *câ*, *cǎa* were more informal and normally used with familiar people, intimates, relatives, friends, or younger and lower status Hs. In this study, the use of *khá*, *khâ*, *khǎa* outnumbered the use of *cá*, *câ*, *cǎa*, (44.6%: 4%). Thais used more Politeness final particles with older and higher status Hs (See Figure 4.3c). There was no significant difference in the use of such particles in corrections for H and for S. However, *cá*, *câ*, *cǎa* were used less in corrections for S. Below is another example of the use of Politeness final particles in corrections for H to a younger janitor who misunderstood the date of a meeting.

(4.59) *โสภาก็จะ ประชุมพรุ่งนี้นะ ไม่ใช่วันนี้ เธอจำผิดแล้วละจ๊ะ*

sǒo phaa cá prà chum phruŋ níi ná mây chây wan níi
 Sopa (Name) meeting tomorrow prt. is not today
 thœ cam phít wan léεw câ
 you remember wrong day prt. p.prt.

Sopa, the meeting is tomorrow, not today. You remember it wrong, don't you?

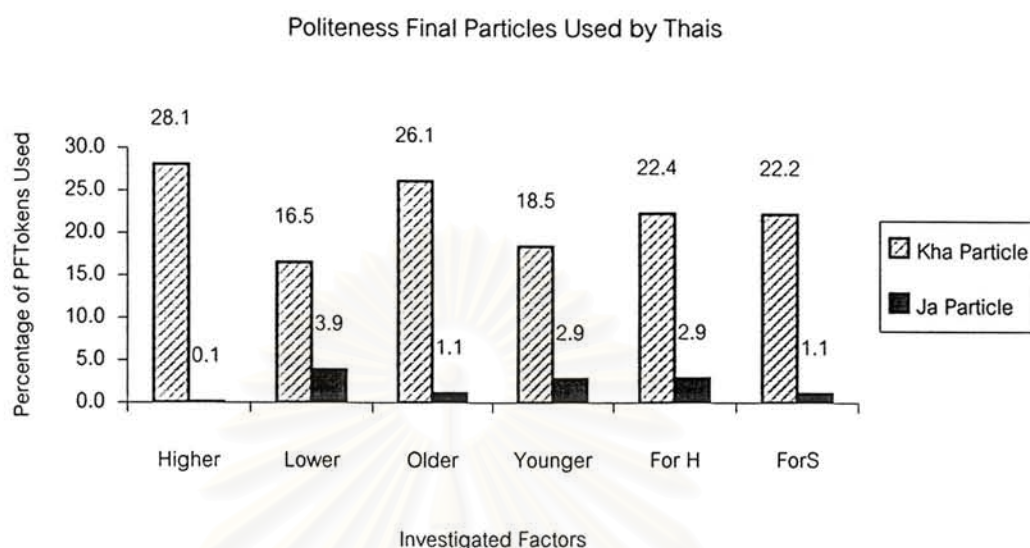


Figure 4.3c Politeness final particles used by Thais according to three investigated factors

In English, Politeness past tense is used to make the correction polite.

Americans used Politeness past tense more in corrections for H and to older and higher status Hs (See Figure 4.3d). Politeness past tense was usually used with verbs stating personal belief (*I thought...I heard*), and also affected the verbs in the clauses that follow to be in past tense (*I believed it was next Tuesday*). Politeness past tense was used less in corrections for S, since situations where S was misunderstood needed confirming not just stating that the correction was S's own personal belief in the past. The following example shows the use of Politeness past tense in a correction for H to a younger boss who misunderstood the date of an interview.

(4.60) *You may want to confirm that today is the correct day. I was told that the reporter is expected tomorrow.*

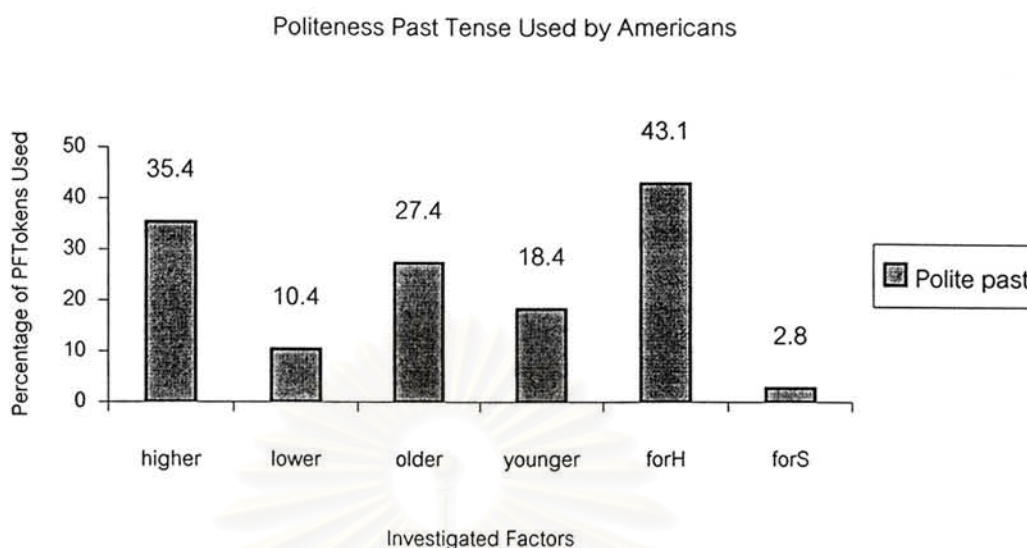


Figure 4.3d Politeness past tense used according to three investigated factors

The two discussed politeness devices are linguistic forms used as correction making strategies specific for each group of correctors. Pragmatic formulas which were shared by both groups but were significantly different either in frequency of use or their use according to investigated variable factors are discussed in the following section.

4.3.3.2 Significant Softening Devices Used

Pragmatic formulas which were softening devices used in significant frequency or used in significant way according to investigated factors can differentiate between characteristics of correction making strategies of Thais and Americans. The results reveal that, with Pearson Chi-square test, there are significant differences at level of 0.5 either between the frequency of use or between the use according to investigated factors of the following softening devices used by Thais and Americans: Information verification, Prefaces of personal beliefs, Exclamation, Address terms, and Apology.

Significant Information verification included Questions verifying old information and Questions verifying new information. Americans significantly preferred using the former, while Thais the latter (See Figure 4.3e, 4.3f). Questions verifying old and new information were softening devices used only in corrections for H. Questions for information verification were not strong enough for situations where S was misunderstood.

Questions verifying new information were significantly preferred by Thais than by Americans (156 PFTs = 7.4% > 62 PFTs = 3.0%). Thais significantly used this kind of questions more with higher status Hs (See Figure 4.13). Age did not influence the use of such questions by Thais, while neither age nor social status significantly influenced the use of such questions by Americans. Below are examples showing comparison of Questions verifying new information used by Thais and Americans in corrections for H made to an older boss who misunderstood the date of a fair.

(4.61) *Oh, is that related to the one next Tuesday?*

(4.62) อ้าว... ไม่ใช่คืนวันอังคารหน้าหรือคะ

ʔâaw... mây chây khî:n wan ʔaŋ khaan nâa rǎi khá

Oh is not night Tuesday next question prt. p.prt.

Oh, isn't that on next Tuesday night?

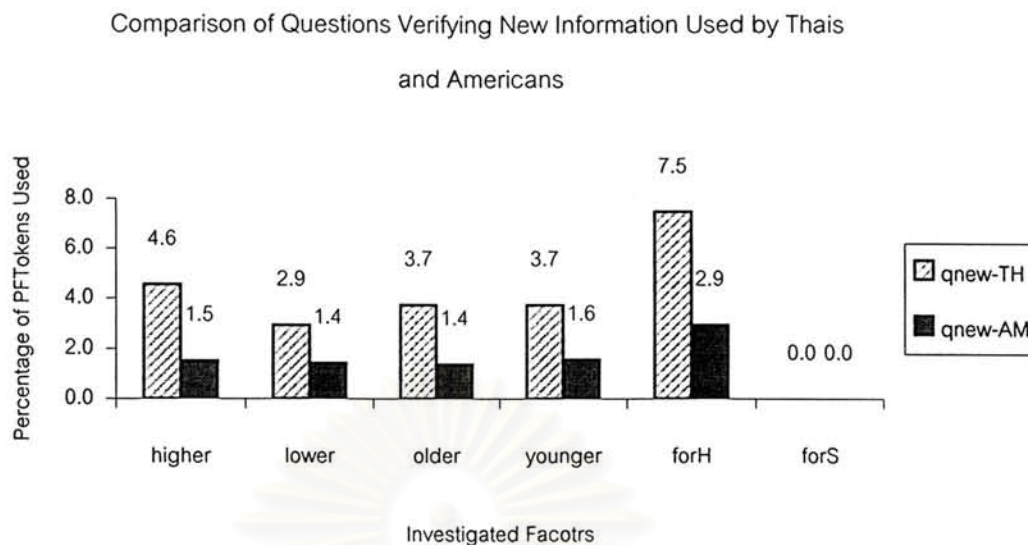


Figure 4.3e Comparison of Questions verifying new information used by Thais and Americans according to three investigated factors

Questions verifying old information were significantly used in corrections made by Americans more than by Thais (92 PFTs = 4.4 % > 31 PFTs = 1.5%, See Figure 4.14). Both Americans and Thais used this kind of questions more with higher and older Hs. Examples below show comparison of Questions verifying old information used by Thais and Americans in corrections for H made to an older boss who misunderstood the date of a fair.

(4.63) *Oh, it's tonight? I thought it was next Tuesday night.*

(4.64) เอ...คืนนี้หรือคะ ไม่ใช่วันอังคารหน้าหรือคะ

ʔěe... khiin níi rǐi khá, mây chây wan ʔaŋkhaan nâa rǐi khá
Umm...tonight is it isn't it Tuesday next is it p.prt

Umm... it's tonight? Isn't it next Tuesday night?

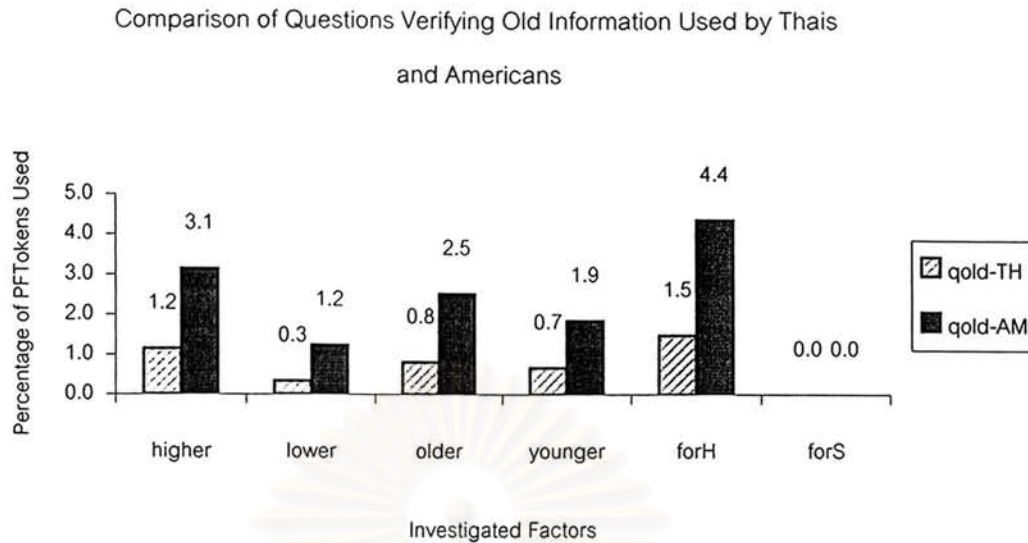


Figure 4.3f Comparison of Questions verifying old information used by Thais and Americans according to three investigated factors

In addition to Information verification, distinct softening devices used by Thais and Americans include Prefaces of personal beliefs, Address terms, Apology, and Exclamation. Prefaces of personal beliefs and Exclamation were strategies significantly preferred by Americans, while Address Terms and Apology were strategies significantly preferred by Thais (See Table 4.3a).

Prefaces of personal beliefs were softening devices used more in corrections for H, since in corrections for S, situations where S was misunderstood, it needed a confirmation of information, not just stating that the correction was just S's personal belief. Americans significantly used more Prefaces of personal beliefs than Thais did (13.7% > 5.9%, See Figure 4.3g). Both groups used such prefaces more with older and higher status Hs. However, there was only significant difference only for social status, not for age in correction making of both groups. Below are some examples illustrating comparison of Prefaces of personal belief used by Thais and Americans in corrections for H to a younger boss who misunderstood an interview date.

(4.65) *I believe that the reporter will be here tomorrow, not today.*

(4.66) เอ...รู้สึกว่ามีผู้สื่อข่าวเค้านัดคุณวันพรุ่งนี้ไม่ใช่หรือคะ

?ee rúu sîk wâa phûu sîi khàaw kĥaw nát khun wan phrûŋ níi
 Umm...(I) feel that the reporter he appointment you tomorrow
 mây chây rĭi khá
 isn't it? prt. p.prt.

Umm...I heard that the reporter made an appointment with you tomorrow,
 didn't he?

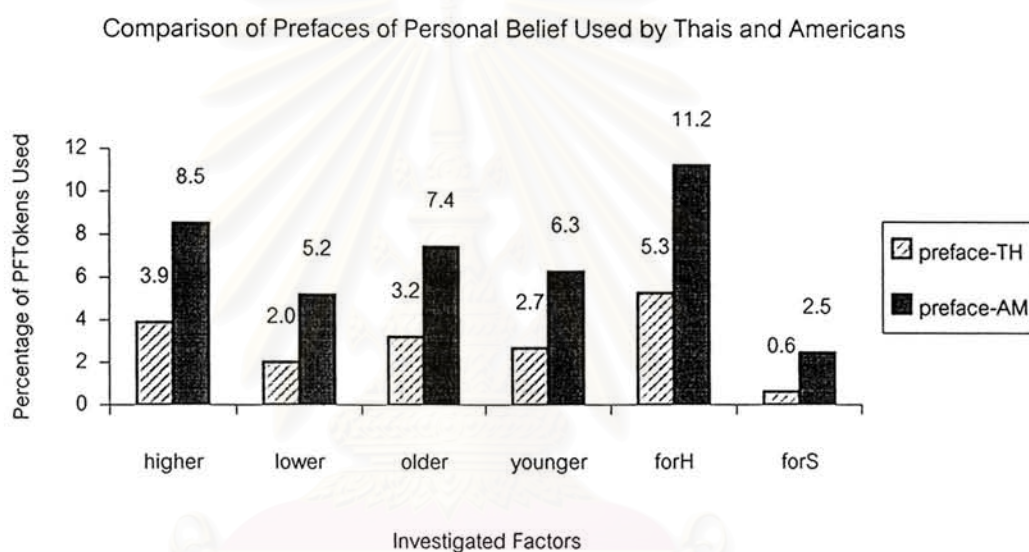


Figure 4.3g Comparison of Prefaces of personal belief used by Thais and Americans according to three investigated factors

For Address Terms, the results reveal that Thais and Americans significantly used more Address Terms in corrections for H with lower status Hs (See Figure 4.3h). Although Thais addressed older Hs more, whereas Americans addressed younger Hs more, age was not significant factor for the use of Address terms by Americans, whereas it was by Thais.

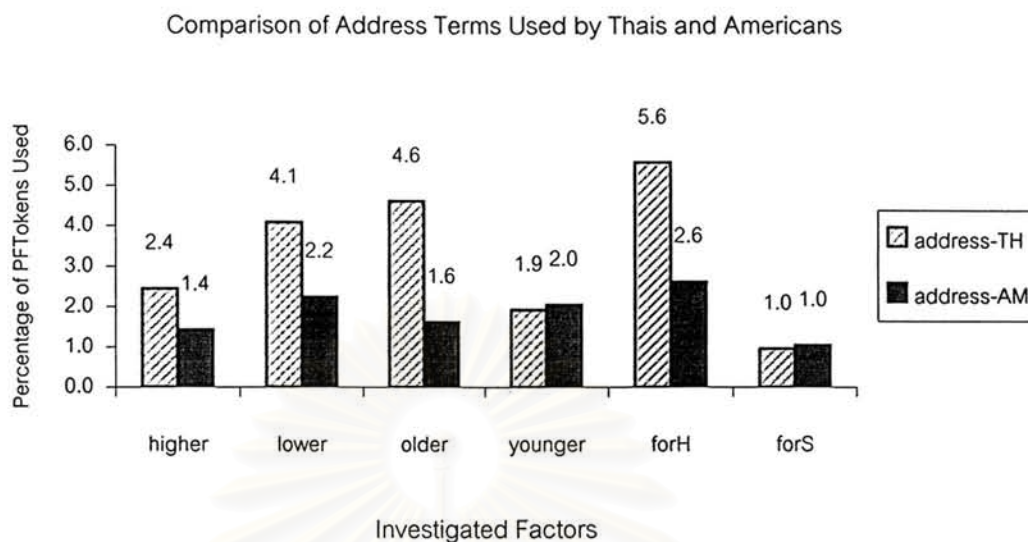


Figure 4.3h Comparison of Address terms used by Thais and Americans according to three investigated factors

For Apology, both Thais and Americans apologized more in corrections for S, the situation where H received certain displeasure (See Figure 4.3i). Thais still used some apology even in corrections for H, while Americans used no apology at all when correcting to H. Both groups apologized more to higher status Hs. Nonetheless, Thais apologized more to older, whereas Americans to younger Hs.



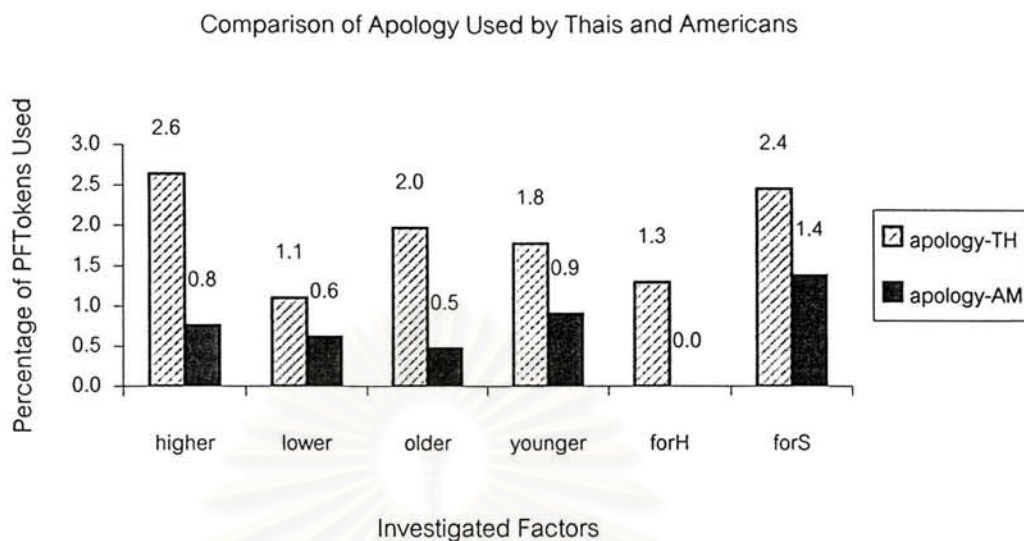


Figure 4.3i Comparison of Apology used by Thais and Americans according to three investigated factors

Americans preferred to use Exclamation in making corrections more than Thais did (See Figure 4.3j). Although both Americans and Thais exclaimed more in corrections for H, the difference is significant only in correction making of Americans. Age is also significant only for the use of Exclamation by Americans. Social status is significant for neither group. This means that Exclamation was significant in the correction making of Americans more than Thais.

Below are examples showing comparison of Exclamation, Address terms, and Apology used by Thais and Americans in corrections for S made to an older boss who misunderstood that S left the lights on overnight.

(4.67) *Oh, I wasn't the one to leave last yesterday.*

(4.68) *Carol, I was not the last person to leave yesterday. So I would check with someone else.*

(4.69) เอ๋...คุณโกสุม ขอโทษค่ะ เมื่อวานดิฉันออกจากที่ทำงานเร็วกว่าปกตินะคะ

ʔəə...khun koo sŭm khǎw thōt khâ mîa waan dì chǎn
Umm...Mrs. Kosoom (I'm) sorry p.prt. yesterday I

ʔòk càak thîitham ñaan rew kwàa pòk ka tì ná khá
leave from office earlier than usual prt. p.prt.

Umm...Mrs.Kosoom, I'm sorry. Yesterday, I left the office earlier than usual.

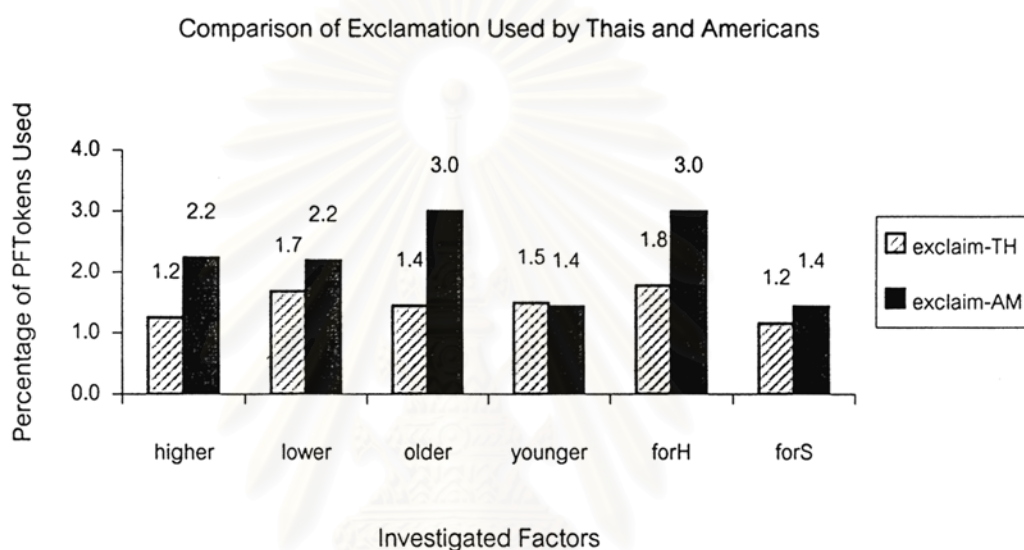


Figure 4.3j Comparison of Exclamation used by Thais and Americans according to three investigated factors

Therefore, softening devices significantly preferred by Americans included Questions verifying old information, Prefaces of personal beliefs, and Exclamation, whereas those significantly preferred by Thais included Questions verifying new information, Address terms, and Apology. Despite the significant differences, there may hardly be some case of miscommunication caused, except linguistic representations used in Rejection discussed in the following section.

CHAPTER V

INTERLANGUAGE STUDY

Chapter five starts with a presentation of correction making among four groups of Thai learners of English: learners of ESL-long, ESL-short, EFL-high, and EFL-low. Pragmatic formulas which manifest correction making strategies used by these learners are presented along with the discussion about how each of them was influenced by the three investigated variable factors (social status, age, and consequences of failing to correct). Next, a comparison is made between correction making among learners, Americans, and Thais. Pearson Chi-square was used to test a significant difference within group and in-between groups at level of 0.5 (See every exact value of Pearson Chi-square in Appendix I and J, and see also explanation and some examples of interpretation of Pearson Chi-square values in 3.1.2.2 Statistic Analysis). Finally, this chapter ends up with a discussion about how approximate to the target language each group of learners could perform in making corrections and how their correction making was influenced by their mother language.

5.1 Correction Making among ESL-long Learners

Correction making among ESL-long learners is discussed in four sections: essential pragmatic formulas used, information verification used, softening and strengthening devices used, and politeness devices used.

5.1.1 Essential Pragmatic Formulas Used by ESL-long Learners

Favored correction making strategies can be seen through favored pragmatic formulas used. The results of the study reveal that, for ESL-long learners, order of frequency of overall pragmatic formulas used is: 1) rejection, 2) IAD, 3) prefaces of

personal beliefs, 4) contentment to H, 5) Sorry 6) address terms, 7) exclamation, 8) information recheck, 9) questions verifying new information, 10) questions verifying old information, 11) excuse me, 12) hesitation, 13) questions verifying topic of corrections, 14) attention getters, and 15) resentment to H (See Table 5.1a).

Table 5.1a Order of frequency of overall pragmatic formulas used by ESL-long learners

	ESL-long Learners (n = 50)	Freq	%
1	Rejection	315	28.5
2	IAD	259	23.4
3	Prefaces of personal beliefs	140	12.7
4	Contentment to H	100	9.0
5	Sorry	67	6.1
6	Address terms	46	4.2
7	Information Recheck	43	3.9
8	Exclamation	40	3.6
9	Questions verifying new information	33	3.0
10	Questions verifying old information	31	2.8
11	Excuse me	9	0.8
12	Hesitation	8	0.7
13	Questions verifying topic of corrections	8	0.7
14	Attention getters	4	0.4
15	Resentment to H	2	0.2
	Total	1105	100

Order of frequency of pragmatic formulas used can indicate extent of importance ESL-long learners gave to each pragmatic formula in correction making. It can be seen from Table 5.1a that ESL-long learners gave most importance to the two essential pragmatic formulas, Rejection and IAD. Rejection was used most followed by IAD.

Rejection was a major pragmatic formula used in correction making, since it was used as a negative IAD or a negative assertion of correct information in corrections for S, and as a strengthening device in corrections for H. Example (5.1) below shows Rejection used as a negative IAD in corrections for S to a younger boss who misunderstood that S misfiled a document, while example (5.2) shows Rejection

used as a strengthening device in corrections for H to an older boss who misunderstood the date of a fair.

(5.1) *I wasn't here on that day.*

(5.2) *I believe the charity fair is next Tuesday, **and not tonight.***

Rejection in (5.2) was a rejection to the wrong information. There was also 5.8% of Rejection to S's understanding or remembering used by ESL-long learners, as shown in (5.3), a correction for H to a younger boss who misunderstood an interview date.

(5.3) *I think the magazine reporter has an appointment with you tomorrow. **You remember the wrong day.***

ESL-long learners significantly used Rejection more in corrections for S to a younger and lower status H (See Table 5.1a).

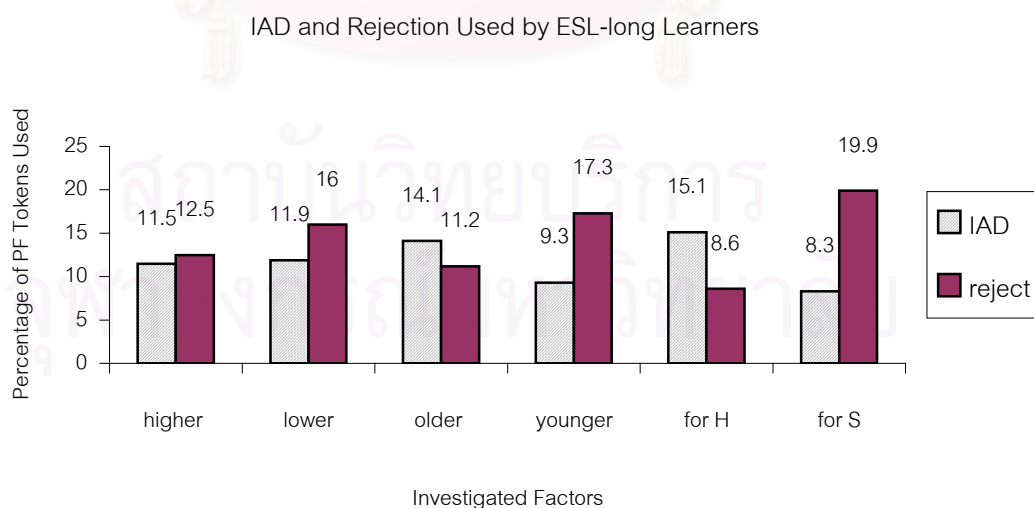


Figure 5.1a IAD and Rejection used by ESL-long learners according to three investigated factors

Learners of ESL-long significantly used more IAD in corrections for H to an older H (See Figure 5.1a). IAD was also used slightly more to a lower status H, though not significantly. Examples below illustrate IAD used to an older boss, (5.4) in correction for H when H misunderstood the date of a fair, and (5.5) in correction for S when H misunderstood that S left the lights on overnight.

(5.4) *Oh, I thought that was going to be held next Tuesday night.*

(5.5) *Oh, I'm sorry. **There was still somebody after I'd left.** You might wanna ask someone else.*

5.1.2 Information Verification Used by ESL-long Learners

Correction making is usually associated with correct and incorrect information. Information verification is therefore pragmatic formulas discussed subsequently. Information verification includes Information recheck, Questions verifying old information, Questions verifying new information, and Questions verifying topic of corrections. Below are sets of examples showing uses of Information verification in corrections for H to an older boss who misunderstood the date of a fair, (5.6) Information recheck, (5.7) Question verifying old information, (5.8) Question verifying new information and (5.9) Question verifying topic of corrections.

(5.6) *I thought it's going to be on next Tuesday night. **You probably might check it again.***
I'm pretty sure it will be on next Tuesday.

(5.7) ***Are you sure it's going to be held tonight?** I heard that it will be held on next Tuesday.*

(5.8) ***Isn't it next week?** I think you mentioned to me that the fair would be next week.*

(5.9) *What charity? Oh! I thought it's next week. Maybe you should check that again.*

Information verification was generally used more frequently in corrections for H, since when S being misunderstood by someone else like in situation of corrections for S, the correction needed to be confirmed, not just be re-verified or questioned. There was no use of Questions verifying old and new information at all in corrections for S, while there was still small use of Information recheck and Questions verifying topic of corrections in corrections for S.

Of all Information verification, Information recheck was used most by learners of ESL-long followed by Questions verifying new and old information which were used almost equally (See Table 5.1a). There was only slight use of Questions verifying topic of corrections.

Information recheck was basically used more in corrections for H, since corrections for S required affirmation rather than suggestions for H to check information again. Consequences of failing to correct therefore significantly influenced the use of Information recheck in correction making among ESL-long learners (See Table 5.1b). Information recheck used by this group of learners was significantly influenced by neither age nor social status.

Questions verifying topic of corrections were used the least of all Information verification. There was slight frequency of use of this kind of questions by ESL-long learners (8 PFTs = 0.7 % on average, See Table 5.1b). Social status was the only factor significantly influenced the use of Questions verifying topic of corrections. ESL-long learners used Questions verifying topic of corrections more with higher status Hs (See Table 5.1b).

Table 5.1b Information recheck and Questions verifying topic of corrections used by ESL-long learners according to three investigated factors

Investigated Factors		Info Recheck		Q V Topic	
		Frequency (37 PFTs)	% (3.4%)	Frequency (8 PFTs)	% (0.7%)
Social status	Higher	22	2.0	8	0.7
	Lower	15	1.4	0	0
Age	Older	19	1.8	3	0.3
	Younger	18	1.6	5	0.4
Consequences	For H	34	3.1	3	0.3
	For S	3	0.3	5	0.4

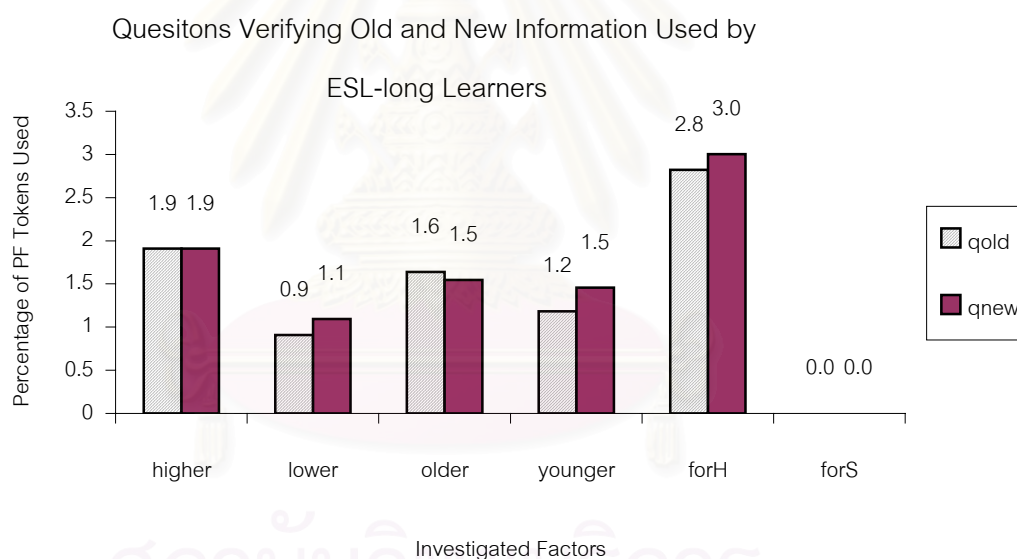


Figure 5.1b Questions verifying old and new information used by ESL-long learners according to three investigated factors

Questions verifying old and new information were specifically used in corrections for H and were used more with higher status Hs in correction making

among ESL-long learners (See Figure 5.1b). The influence of age on the use of these questions was not significant at level of 0.5 (See Appendix I).

5.1.3 Softening and Strengthening Devices Used by ESL-long learners

5.1.3.1 Prefaces of Personal Belief Used

Prefaces of personal belief were softening devices prominently used in correction making among ESL-long learners (See Table 5.1a). Generally, Prefaces of personal belief were used more frequently in corrections for H than in corrections for S, since in situations of corrections for S where S was misunderstood, S needed to confirm the fact rather than present his/her own personal belief. ESL-long learners used more Prefaces of personal belief in corrections for H to higher status Hs (See Table 5.1c). Age was not significant to the use of Prefaces of personal belief in correction making among ESL-long learners (See Appendix I). Examples below show the use of Prefaces of personal belief in corrections for H to an older boss who misunderstood the date of a fair and to a younger boss who misunderstood an interview date.

(5.10) *It sounds great. But **I thought** it is going to be held next Tuesday.*

(5.11) ***I believed** the interview is tomorrow, not today.*

Table 5.1c Prefaces Contentment to H and Address Terms Used by ESL-long Learners according to Three Investigated Factors

Investigated Factors		Preface		Content		Address	
		Freq. (140 PFTs)	% (12.7%)	Freq. (100PFTs)	% (9.1%)	Freq. (46 PFTs)	% (4.2%)
Social Status	High	77	7.0	26	2.4	11	1.0
	Low	63	5.7	74	6.7	35	3.2
Age	Old	67	6.1	47	4.3	22	2.0
	Young	73	6.6	53	4.8	24	2.2
Consequences	For H	106	9.6	55	5.0	26	2.4
	For S	34	3.1	45	4.1	20	1.8

5.1.3.2 Contentment to H Used

ESL-long learners significantly used more Contentment to H in corrections for H to lower status Hs (See Table 5.1c). This means that Contentment to H was used more in corrections for H. However, degree of difference between Contentment to H in corrections for H and for S was still non-significant. Age neither significantly influenced the use of Contentment to H by ESL-long learners.

Partial correctness of H and expressions of concern/good will were used as Contentment to H in corrections for H, while volunteering to help and expressions of concern/good will/consolation in corrections for S. Volunteering to help was mainly used in corrections for S. Contentment to higher status Hs mainly included more partial correctness, while contentment to lower status Hs mainly included expressions of concern/good will. Examples below illustrate Contentment to H in correction making among ESL-long learners, (5.12) partial correctness in corrections for H to an older boss who misunderstood the date of a fair, (5.13) an expression of concern/good will in corrections for H to a younger boss who misunderstood an interview date, (5.14) a volunteering to help in corrections for S to a younger janitor who misunderstood that S made the mess on the floor.

(5.12) *Please correct me if I'm wrong. But I believe the charity fair will be held next week, not tonight.*

(5.13) *They will come tomorrow, not today, I think. **You have been working too hard. Maybe you should take some rest.***

(5.14) *I could clean the floor. But I'm not the one who made this mess.*

5.1.3.3 Address Terms Used

ESL-long learners generally addressed interlocutors who were their acquaintances with person's name except in corrections to an older boss. Address

Terms which ESL-long learners used to an older boss included “*Mrs. Carol Wilson*” (2 PFTs) and “*Ms. Carol*” (1 PFTs). ESL-long learners significantly used more Address terms to lower status Hs (See Table 5.1c). Age and consequences of failing to correct were not significant to the use of Address terms in correction making among ESL-long learners. Examples below show Address terms used, (5.15) in corrections for H to a younger boss who misunderstood an interview date, (5.16) in corrections for S to an older boss who misunderstood that S left the lights on overnight, and (5.17) in corrections for S to an older janitor who misunderstood that S knocked a vase over.

(5.15) *Jane, the appointment day is tomorrow, not today. You’d better check your schedule again.*

(5.16) *Excuse me, Mrs. Carol Wilson. I wasn’t the one who forgot to turn the lights off.*

(5.17) *Sorry, Barbara. But it isn’t me who did that.*

5.1.3.4 Exclamation and Hesitation Used

There was not significant influence from any investigated factors on the use of exclamation in correction making among ESL-long learners. However, ESL-long learners significantly hesitated under the influence of consequences of failing to correct. Hesitation was used more in corrections for S, situation where S was misunderstood to be the cause of H’s displeasure. (See Table 5.1d). Social status and age were not significant to the use of Hesitation (See Appendix I).

Below are examples showing uses of Exclamation in corrections for H to an older janitor who misunderstood the date of a special meeting, and Hesitation in corrections for H to a younger boss who misunderstood an interview date.

(5.18) *Oh, Barbara. I believe it will be held next Saturday.*

(5.19) *Hmm...Are you sure it's today? I think it will be next week, not today. If I remember right.*

5.1.3.5 Apology and Attention Getters Used

Apology was one of major softening devices mainly used by ESL-long learners. Words of Apology included “Sorry” and “Excuse me”. ESL-long learners significantly used Apology to lower status Hs in corrections for S, situation where H encountered some inconvenience (See Table 5.1d). Age was not significant to the use of Apology by ESL-long learners (See Appendix I).

Unlike Apology, Attention getters were used in really slight frequency in corrections made by ESL-long learners. There was not any significant influence from investigated factors on the use of Attention getters (See Table 5.1d).

Below are some examples of Apology and Attention Getters in corrections for S to a younger boss who misunderstood that S misfiled a document and in corrections for H to a younger janitor who misunderstood the date of a meeting.

(5.20) *I'm sorry. It was not my mistake. It must have been someone else.*

(5.21) *You know what, Lucy. I don't think you have to stay that late. The meeting will be tomorrow, not today.*

Table 5.1d Apology Exclamation Hesitation and Attention getters used by ESL-long learners according to three investigated factors

Investigated Factors		Apology		Exclamation		Hesitation		Attention	
		Freq. 76	% 6.9%	Freq. 40	% 3.6%	Freq. 8	% 0.8%	Freq. 4	% 0.4%
Status	Hi	30	2.7	22	2.0	3	0.3	3	0.3
	Lo	46	4.2	18	1.6	5	0.5	1	0.1
Age	Old	40	3.6	22	2.0	4	0.4	0	0.0
	Yng	36	3.3	18	1.6	4	0.4	4	0.4
Conseq	FrH	9	0.8	22	2.0	1	0.1	2	0.2
	FrS	67	6.1	18	1.6	7	0.7	2	0.2

5.1.3.6 Resentment to H Used

Resentment to H was a strengthening device especially used in corrections for S, situations where S was misunderstood. ESL-long learners used only 2 PF tokens of Resentment in only one situation, the situation of corrections for S to a younger janitor who misunderstood that S made a mess on the floor as shown in examples below.

(5.22) *Why would I? I didn't do anything yet. Beside that it is not my coffee.*

(5.23) *I don't think so because someone who spilt it should clean it.*

5.1.4 Politeness Devices Used by ESL-long Learners

Politeness devices were linguistic forms used within other pragmatic formulas to make corrections polite. Politeness devices used included Downtoners and Politeness final particles.

5.1.4.1 Downtoners Used

Downtoners included existential quantifiers and modal verbs. On average, ESL-long learners used 20.2 % of Downtoners (modal verbs 15.5% existential quantifiers 4.7%). There was no significant difference in the use of Downtoners influenced by any of the three investigated factors (See Table 5.1e). Below are examples showing a modal in correction for S made to an older boss who misunderstood that S left the lights on overnight, and an existential quantifier in correction for S made to a younger boss who misunderstood that S misfiled a document.

(5.24) *There was still somebody when I left. You **might** want to ask someone else.*

(5.25) *I'm sorry. I didn't file it. It was **probably** somebody else.*

Table 5.1e Politeness devices used by ESL-long learners according to three investigated factors

Investigated Factors		Downtoners (222=20.2%)				Polite Past	
		Modal		Equant			
		Freq. (170)	% (15.5%)	Freq. (52)	% (4.7%)	Freq. (21)	% (15%)
Status	Hi	72	6.6	22	2.0	19	13.6
	Lo	98	8.9	30	2.7	2	1.4
Age	Old	72	6.6	34	3.1	18	12.9
	Yng	98	8.9	18	1.6	3	2.1
Conseq	FrH	100	9.1	18	1.6	20	14.3
	FrS	70	6.4	34	3.1	1	0.7

5.1.4.2 Politeness Past Tense Used

Politeness past tense was used in correction making among ESL-long learners to make corrections polite. Politeness past tense usually used with verbs stating personal belief (*I thought...I heard*), and affected verbs in clauses that followed them to be in past tense as well (*I **thought** it **was** next Tuesday*).

Politeness past tense was used less frequently in corrections for S. ESL-long learners significantly used more Politeness past tense in corrections for H to older and higher status Hs (See Table 5.1e). Below are examples illustrating the use of Politeness past tense in correction making among ESL-long learners, (5.26) a correction for H to an older boss who misunderstood the date of a fair and (5.27) a correction for H to a younger boss who misunderstood an interview date.

(5.26) *Is it tonight? **I thought** it supposes to be next Tuesday night. Let me check.*

(5.27) ***I thought** your interview is tomorrow.*

5. 2 Correction Making among ESL-short Learners

Correction making among ESL-short learners is discussed in four sections: essential pragmatic formulas used, information verification used, softening and strengthening devices used, and politeness devices used.

5.2.1 Essential Pragmatic Formulas Used by ESL-short Learners

Favored correction making strategies can be seen through favored pragmatic formulas used. The results of the study reveal that, for ESL-short learners, order of frequency of overall pragmatic formulas used is: 1) rejection, 2) IAD, 3) prefaces of personal beliefs, 4) contentment to H, 5) Sorry 6) information recheck, 7) exclamation, 8) questions verifying new information, 9) address terms, 10) questions verifying old information, 11) excuse me, 12) hesitation, 13) attention getters, 14) resentment to H, and 15) questions verifying topic of corrections (See Table 5.2a).

Table 5.2a Order of frequency of overall pragmatic formulas used by ESL-short learners

	ESL-short Learners (n = 50)	Freq	%
1	Rejection	295	29.0
2	IAD	269	26.5
3	Prefaces of personal beliefs	145	14.3
4	Contentment to H	68	6.7
5	Sorry	48	4.7
6	Information Recheck	38	3.7
7	Exclamation	34	3.3
8	Questions verifying new information	30	2.9
9	Address terms	24	2.4
10	Questions verifying old information	20	2.0
11	Excuse me	15	1.5
12	Hesitation	14	1.4
13	Attention getters	6	0.6
14	Resentment to H	6	0.6
15	Questions verifying topic of corrections	5	0.5
	Total	1017	100.0

Order of frequency of pragmatic formulas used can specify level of importance ESL-short learners gave to each pragmatic formula in correction making. It can be seen from Table 5.2a that ESL-short learners gave most importance to the two essential pragmatic formulas, Rejection and IAD. Rejection was in greater use followed by IFID.

Rejection was used as a negative IAD or a negative assertion of correct information in corrections for S, and as a strengthening device in corrections for H. Rejection was therefore a principal pragmatic formula used in correction making. Example (5.28) below illustrates Rejection used as a negative IAD in corrections for S to a younger boss who misunderstood that S misfiled a document, while example (5.29) illustrates Rejection used as a strengthening device in corrections for H to an older boss who misunderstood the date of a fair.

(5.28) *I didn't file that document. I wasn't here when the document arrived.*

(5.29) *Actually, I think that it's next Tuesday night, **not tonight**.*

Rejection in (5.29) was used to reject the wrong message. In addition to Rejection to the wrong information, learners of ESL-short used 6.6% of Rejection to S's understanding or remembering. Example (5.30) shows Rejection used in rejecting S's understanding in a correction for H to a younger boss who misunderstood an interview date.

(5.30) *I think the day for appointment is tomorrow. **Maybe you forget.***

ESL-short learners significantly used Rejection more in corrections for S to a younger H (See Figure 5.2a). Rejection was also used slightly more when making corrections to a lower status H, though not significantly.

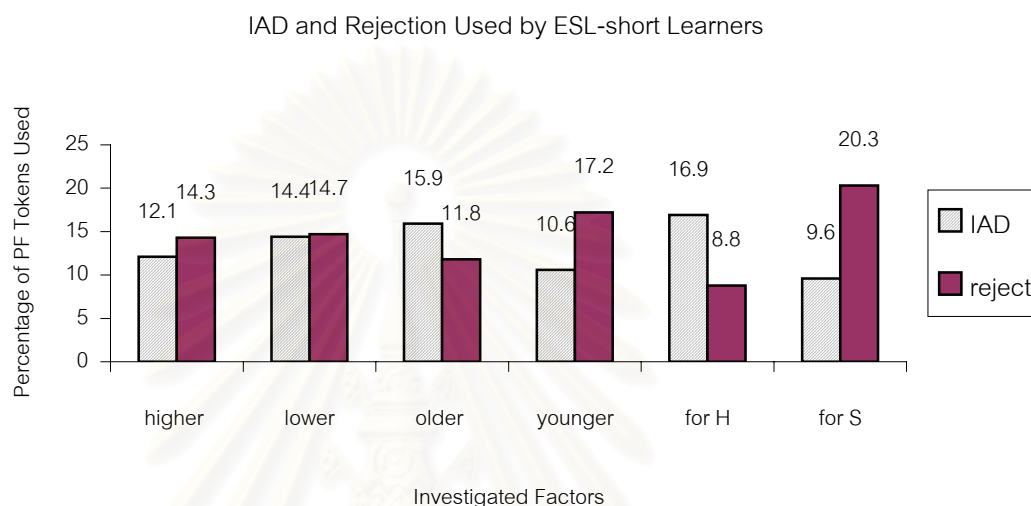


Figure 5.2a IAD and Rejection used by ESL-short learners according to three investigated factors

ESL-short learners significantly used more IAD in corrections for H to an older H (See Figure 5.2a). IAD was used somewhat more to a lower status H, but not significantly. Below are examples showing IAD used to an older boss, (5.31) in correction for H when H misunderstood the date of a fair and (5.32) in correction for S when H misunderstood that S left the lights on overnight.

(5.31) *Will you do it today? I thought **that it will be held on Tuesday**. Or I misunderstood.*

(5.32) *Well, **there were still some people in the office after I left**.*

5.2.2 Information Verification Used by ESL-short Learners

Correction making is typically connected to right and wrong information. Information verification is then pragmatic formulas discussed successively.

Information verification involves Information recheck, Questions verifying old information, Questions verifying new information, and Questions verifying topic of corrections. Below is a bunch of examples illustrating uses of Information verification in corrections for H to an older boss who misunderstood the date of a fair, (5.33) Information recheck, (5.34) Question verifying old information, (5.35) Question verifying new information and (5.36) Question verifying topic of corrections.

(5.33) *I think it is going to be held next Tuesday night. **But you can check it.***

(5.34) *Oh. **Is it held tonight?** I think it'll be on next Tuesday night. Maybe I'm wrong. So let me check again.*

(5.35) ***Isn't the fair on tomorrow night?***

(5.36) ***What charity fair?** I think it might be next Tuesday.*

Uses of Information verification were quite limited to corrections for H because corrections for S demanded validation not re-verification of information. There was no use of Questions verifying old and new information at all in corrections for S, while there was still tiny use of Information recheck and Questions verifying topic of corrections in corrections for S.

Learners of ESL-short used Information recheck more than other Information verification. Frequency of use of Questions verifying new and old information quite approximated each other. Questions verifying topic of corrections were used in slightest frequency (See Table 5.2a).

Table 5.2b Information recheck and Questions verifying topic of corrections used by ESL-short learners according to three investigated factors

Investigated Factors		Info Recheck		Q v topic	
		Frequency (38 PFTs)	% (3.8%)	Frequency (5 PFTs)	% (0.5%)
Social status	Higher	23	2.3	4	0.4
	Lower	15	1.5	1	0.1
Age	Older	11	1.1	1	0.1
	Younger	27	2.7	4	0.4
Consequences	For H	35	3.4	1	0.1
	For S	3	0.3	4	0.4

Information recheck was normally used more in corrections for H, since corrections for S required confirmation, not suggestions to check information again. Consequences of failing to correct therefore significantly influenced the use of Information recheck in correction making among ESL-short learners (See Table 5.2b). Information recheck used by this group of learners was also significantly influenced by age; that is, it was used more with younger Hs. There was no significant influence from social status to the use of Information recheck among ESL-short learners.

Questions verifying topic of corrections were used the least of all Information verification. There were only 5 PF tokens of use of this kind of questions in correction making among ESL-short learners. The frequency was too small to show any significance difference influenced from investigated factors (See Table 5.2b).

ESL-short learners used more Questions verifying new information than old information in their correction making. Except influence from consequences of failing to correct, both kinds of questions was significantly influenced by neither age nor social status (See Figure 5.2b).

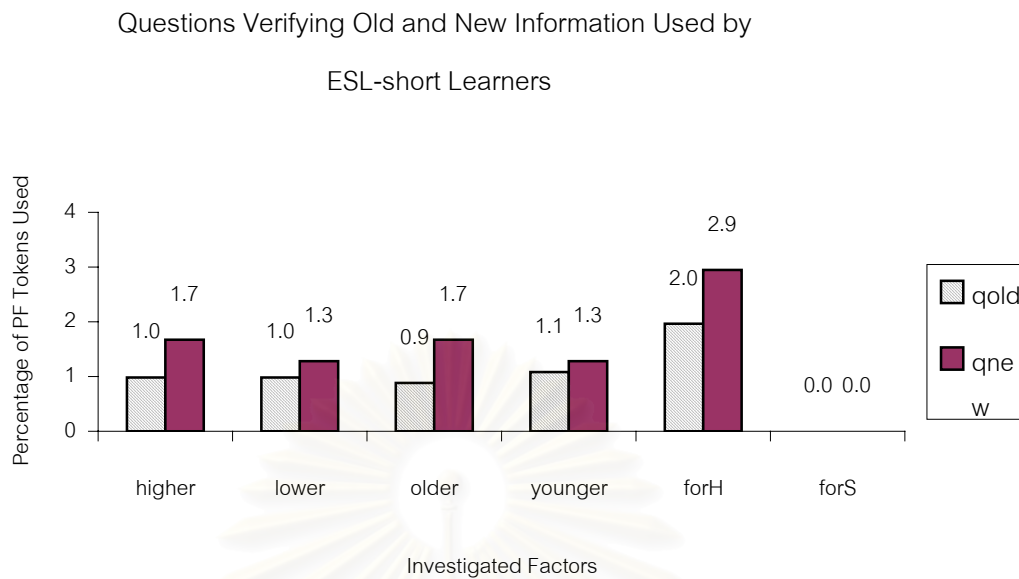


Figure 5.2b Questions verifying old and new information used by ESL-short learners according to three investigated factors

5.2.3 Softening and Strengthening Devices Used by ESL-short Learners

5.2.3.1 Prefaces of Personal Belief Used

Prefaces of personal belief were major softening devices used in correction making among ESL-short learners (See Table 5.2a). Prefaces of personal belief were usually used more frequently in corrections for H than in corrections for S, since in corrections for S where there was a misunderstanding about S, S needed to validate the truth, not just stating his/her own personal belief. ESL-short learners significantly used more Prefaces of personal belief in corrections for H to older and higher status Hs (See Table 5.2c). Examples below show the use of Prefaces of personal belief in corrections for H to an older boss who misunderstood the date of a fair and to a younger boss who misunderstood an interview date.

(5.37) *Oh, I **thought** it's gonna be next Tuesday night.*

(5.38) *Maybe you should check the time schedule again. **I think** it would be happened tomorrow.*

Table 5.2c Prefaces of personal belief Contentment to H and Address terms used by ESL-short learners according to three investigated factors

Investigated Factors		Preface		Content		Address	
		Freq. 145	% 14.3%	Freq. 68	% 6.6 %	Freq. 24	% 2.4%
Social status	High	83	8.2	18	1.7	10	1.0
	Low	62	6.1	50	4.9	14	1.4
Age	Old	79	7.8	33	3.2	10	1.0
	Young	66	6.5	35	3.4	14	1.4
Consequences	For H	117	11.5	32	3.1	16	1.6
	For S	28	2.8	36	3.5	8	0.8

5.2.3.2 Contentment to H Used

ESL-short learners significantly used more Contentment to lower status Hs (See Table 5.2c). Age and consequences of failing to correct did not significantly influence the use of Contentment to H in correction making among ESL-short learners.

In corrections for H, Contentment to H mainly included Partial correctness of H and expressions of concern/good will, while in corrections for S, Contentment to H mainly included volunteering to help and expressions of concern/good will/consolation. Volunteering to help was mostly used in corrections for S. Contentment to higher status Hs was mainly partial correctness, while contentment to lower status Hs was mainly expressions of concern/good will. Examples below show Contentment to H in correction making among ESL-short learners, (5.39) partial correctness in corrections for H to an older boss who misunderstood the date of a fair, (5.40) an expression of concern/good will in corrections for H to an older janitor who misunderstood an overtime meeting, (5.41) a volunteering to help in corrections for S to a younger janitor who misunderstood that S made the mess on the floor.

(5.39) *Don't you mean next Tuesday?*

(5.40) *Good luck for you. Actually, it is on next Saturday. So, don't worry about it.*

(5.41) *I didn't do it, but I'll clean up for you.*

5.2.3.3 Address Terms Used

ESL-short learners slightly used Address terms in their correction making.

There were only 2 PF tokens of Address terms used in corrections for H and for S to an older boss: one addressed by “*Carol*” and the other addressed by “*Wilson*”.

Among 7 PF tokens used in addressing a younger boss in corrections for H and for S, five PF tokens were person’s name “*Jane*”, while 2 PF tokens were “*Ms. Miller*”.

There was no significant influence from any investigated factors on the use of Address terms by ESL-short learners (See Table 5.2c). Examples below show

Address terms used, (5.42) in corrections for H to a younger boss who misunderstood an interview date, (5.43) in corrections for H to a younger boss who misunderstood an interview date, and (5.44) in corrections for S to an older janitor who misunderstood that S knocked a vase over.

(5.42) *Excuse me Ms. Miller. But I think that the reporter is scheduled to come tomorrow.*

(5.43) *Well, Carol. I think it will be next Tuesday night.*

(5.44) *I'm sorry, Barbara. But it wasn't me who knocked the vase over.*

5.2.3.4 Exclamation and Hesitation Used

There was not significant influence from any investigated factors on the use of Exclamation in correction making among ESL-short learners. However, ESL-short learners significantly hesitated more when making corrections to a higher status H (See Table 5.2d). Age and consequences of failing to correct were not significant factors influencing the use of Hesitation by ESL-short learners.

Below are examples showing uses of Exclamation in corrections for H to an older janitor who misunderstood the date of a special meeting and Hesitation in corrections for H to a younger boss who misunderstood an interview date.

(5.45) *Oh, I think it's next Saturday, isn't it?*

(5.46) *Well, probably that's because the appointment is tomorrow, not today.*

Table 5.2d Apology Exclamation Hesitation and Attention getters used by ESL-short learners according to three investigated factors

Investigated Factors		Apology		Exclamation		Hesitation		Attention	
		Freq. 63	% 6.1%	Freq. 34	% 3.4%	Freq. 14	% 1.4%	Freq. 6	% 0.6%
Status	Hi	32	3.1	13	1.3	12	1.2	3	0.3
	Lo	31	3.0	21	2.1	2	0.2	3	0.3
Age	Old	33	3.2	17	1.7	9	0.9	1	0.1
	Yng	30	2.9	17	1.7	5	0.5	5	0.5
Conseq	FrH	15	1.5	17	1.7	4	0.4	2	0.2
	FrS	48	4.6	17	1.7	10	1.0	4	0.4

5.2.3.5 Apology and Attention Getters Used

Apology was one of major softening devices mainly used by ESL-short learners. Words of Apology included “Sorry” and “Excuse me”. There were noticeably quite a few PF tokens of “Excuse me” used in correction making among ESL-short learners. ESL-short learners significantly used Apology in corrections for S, situation where H received some difficulty (See Table 5.2d). Age and social status were not significant to the use of Apology by ESL-short learners.

Unlike Apology, Attention getters were used in really slight frequency in corrections made by ESL-short learners. Not any investigated factors had influence on the use of Attention getters.

Below are some examples of Apology and Attention Getters in corrections for S to a younger boss who misunderstood that S misfiled a document and in corrections for H to a younger janitor who misunderstood the date of an overtime meeting

(5.47) *Sorry. I did not file it. I will file it in the right place for you.*

(5.48) *Come on. The overtime meeting is tomorrow, not today.*

5.2.3.6 Resentment to H Used

Resentment to H was a strengthening device particularly used in corrections for S, situations where S was misunderstood. ESL-short learners used no Resentment to H only to an older boss. There were also 2 PF tokens of Resentment used with a younger boss who misunderstood that S misfiled a document (as shown in an example below). Another 4 PF tokens of Resentment were used to lower status Hs: 3 with a younger janitor who misunderstood that S made a mess on the floor (as shown in another example below), and 1 with an older janitor who misunderstood that S knocked a vase over.

(5.49) *Why do I have to do the wrong thing? You know, I'm a good employee who's never done the wrong thing.*

(5.50) *I'm sorry. It's your responsibility to clean up the floor. It isn't me who made the mess.*

5.2.4 Politeness Devices Used by ESL-short Learners

Politeness devices were linguistic forms used within other pragmatic formulas to make corrections polite. Politeness devices used included Downtoners and Politeness final particles.

5.2.4.1 Downtoners Used

Downtoners included existential quantifiers and modal verbs. On average, ESL-short learners used 21.0 % of Downtoners (modal verbs 15.1% existential quantifiers 5.9%). There was no significant difference in the use of Downtoners influenced by any of the three investigated factors (See Table 5.2e). Below are examples showing a modal in correction for S made to an older boss who

misunderstood that S left the lights on overnight, and an existential quantifier in correction for S made to a younger boss who misunderstood that S misfiled a document.

(5.51) *Because I saw another person was still working during the time I left. **Should I** turn off that light?*

(5.52) *I didn't file that document myself. **Perhaps** someone put it in the wrong place.*

Table 5.2e Politeness devices used by ESL-short learners according to three investigated factors

Investigated Factors		Downtoners (214=21.0%)				Polite Past	
		Modal		Equant			
		Freq. (154)	% (15.1%)	Freq. (60)	% (5.9%)	Freq. (21)	% (14.5%)
Status	Hi	56	5.5	22	2.2	16	11.0
	Lo	98	9.6	38	3.7	5	3.4
Age	Old	62	6.1	42	4.1	16	11.0
	Yng	92	9.0	18	1.8	5	3.5
Conseq	FrH	104	10.2	20	2.0	20	13.8
	FrS	50	4.9	40	3.9	1	0.7

5.2.4.2 Politeness Past Tense Used

Politeness past tense was used in correction making among ESL-short learners to make corrections polite. Politeness past tense usually used with verbs stating personal belief (*I thought...I heard*), and affected verbs in clauses that followed them to be in past tense as well (*I **thought** it **was** next Tuesday*).

Politeness past tense was used less frequently in corrections for S. ESL-short learners significantly used more Politeness past tense in corrections for H to older and higher status Hs (See Table 5.2e). Below are examples illustrating the use of Politeness past tense in correction making among ESL-short learners, (5.53) a correction for H to an older boss who misunderstood the date of a fair and (5.54a) correction for H to a younger boss who misunderstood an interview date.

(5.53) *I **thought** it's supposed to be on next Tuesday night.*

(5.54) *But I **heard** that the charity fair will be on the next Tuesday night.*

5.3 Correction Making among EFL-high Learners

Correction making among EFL-high learners is discussed in four sections: essential pragmatic formulas used, information verification used, softening and strengthening devices used, and politeness devices used.

5.3.1 Essential Pragmatic Formulas Used by EFL-high Learners

Preferred correction making strategies can be seen through preferred pragmatic formulas used. The results of the study reveal that, for EFL-high learners, order of frequency of overall pragmatic formulas used is: 1) rejection, 2) IAD, 3) prefaces of personal beliefs, 4) contentment to H, 5) sorry, 6) information recheck, 7) address terms, 8) exclamation, 9) questions verifying new information, 10) questions verifying old information, 11) hesitation, 12) excuse me, 13) resentment to H, 14) questions verifying topic of corrections, and 15) attention getters (See Table 5.3a).

Table 5.3a Order of frequency of overall pragmatic formulas used by EFL-high learners

	EFL-high Learners (n = 50)	Freq	%
1	Rejection	348	29.2
2	IAD	311	26.1
3	Prefaces of personal beliefs	169	14.2
4	Contentment to H	109	9.1
5	Sorry	60	5.0
6	Information Recheck	44	3.7
7	Address terms	41	3.4
8	Exclamation	28	2.3
9	Questions verifying new information	21	1.8
10	Questions verifying old information	21	1.8
11	Hesitation	15	1.3
12	Excuse me	12	1.0
13	Resentment to H	7	0.6
14	Questions verifying topic of corrections	5	0.4
15	Attention getters	1	0.1
	Total	1192	100.0

Order of frequency of pragmatic formulas used can define amount of importance EFL-high learners gave to each pragmatic formula in correction making. It can be seen from Table 5.3a that EFL-high learners gave most importance to the two crucial pragmatic formulas, Rejection and IAD. The most frequently used pragmatic formula was Rejection followed by IAD.

In corrections for S, Rejection was used as a negative IAD or a negative assertion of correct information, while in corrections for H, Rejection was used as a strengthening device. Rejection then played an important part in correction making. Example (5.55) below illustrates Rejection used as a negative IAD in corrections for S to a younger boss who misunderstood that S misfiled a document, while example (5.56) illustrates Rejection used as a strengthening device in corrections for H to an older boss who misunderstood the date of a fair.

(5.55) *I'm not the one who filed the document. It is someone else. But I'll arrange it for you.*

(5.56) *The charity fair will be held next Tuesday night, **not tonight**.*

Rejection in (5.56) was used to decline the wrong information. Rejection was also used to decline S's understanding or remembering. EFL-high learners used 10.2% of such type of rejection. Example (5.57) shows Rejection used in rejecting S's understanding in a correction for H to a younger boss who misunderstood an interview date.

(5.57) *I remember that the interview is tomorrow. **You might make a mistake.***

EFL-high learners significantly used Rejection more in corrections for S to a younger H (See Figure 5.3a). This group of learners also used Rejection slightly, but not significantly, more in corrections made to a lower status H.

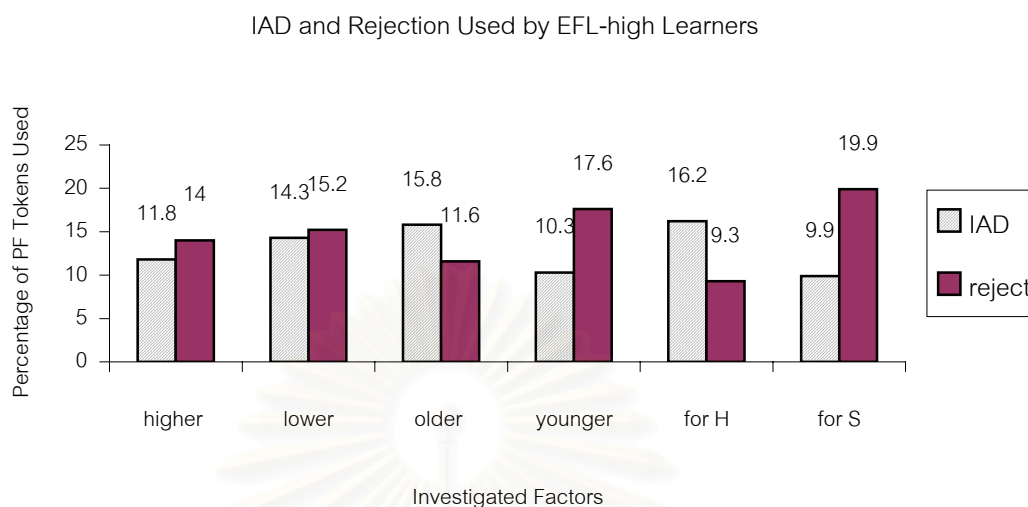


Figure 5.3a IAD and Rejection used by EFL-high learners according to three investigated factors

Learners of EFL-high significantly used more IAD in corrections for H to older and higher status Hs (See Figure 5.3a). Examples below illustrate IFID used to an older boss, (5.58) in correction for H when H misunderstood the date of a fair and (5.59) in correction for S when H misunderstood that S left the lights on overnight.

(5.58) *I'm afraid it's held on the next Tuesday. You should check the schedule again.*

(5.59) *Yesterday, I left the office earlier than usual.*

5.3.2 Information Verification Used by EFL-high Learners

Correction making is normally relevant to correct and incorrect information. Information verification is then pragmatic formulas discussed next. Information verification includes Information recheck, Questions verifying old information, Questions verifying new information, and Questions verifying topic of corrections.

Below are examples showing uses of Information verification in corrections for H to an older boss who misunderstood the date of a fair, (5.60) Information recheck, (5.61) Question verifying old information, (5.62) Question verifying new information and (5.63) Question verifying topic of corrections in correction for S to a younger boss who misunderstood that S misfiled a document.

(5.60) *Excuse me. I doubted that the charity fair will be held next Tuesday night. **So please check the certain day before going first.***

(5.61) *Are you sure the charity fair is tonight? I heard it is going to held next Tuesday night.*

(5.62) *I'm afraid that it's not tonight. **Isn't it held next Tuesday night?***

(5.63) *Oh. **That document?** I don't know who filed it.*

Information verification was used more in corrections for H. Corrections for S which prevented S from being misunderstood needed reinforcing, not just re-verifying information. There was no use of Questions verifying old and new information at all in corrections for S, while there was still slight use of Information recheck and Questions verifying topic of corrections in corrections for S.

Learners of EFL-high used Information recheck more than other Information verification. Questions verifying new and old information were equally used. Questions verifying topic of corrections were used in slightest frequency (See Table 5.3a).

Information recheck was generally used more in corrections for H. Corrections for S demanded affirmation, not suggestions to check information again.

Consequences of failing to correct thus significantly influenced the use of Information recheck in correction making among EFL-high learners (See Table 5.3b). Information recheck used by this group of learners was also significantly influenced by social status; that is, it was used more with higher status Hs. There was no

significant influence from age to the use of Information recheck among EFL-high learners.

Questions verifying topic of corrections were used the least of all Information verification. There were only 5 PF tokens of use of this kind of questions in correction making among EFL-high learners. The frequency was too slight to show any significance difference influenced from investigated factors (See Table 5.3b).

Table 5.3b Information recheck and Questions verifying topic of corrections used by EFL-high learners according to three investigated factors

Investigated Factors		Info Recheck		Q V Topic	
		Frequency (44 PFTs)	% (3.7%)	Frequency (5 PFTs)	% (0.4%)
Social status	Higher	33	2.8	5	0.4
	Lower	11	0.9	0	0.0
Age	Older	21	1.8	3	0.3
	Younger	23	1.9	2	0.1
Consequences	For H	38	3.2	0	0.0
	For S	6	0.5	5	0.4

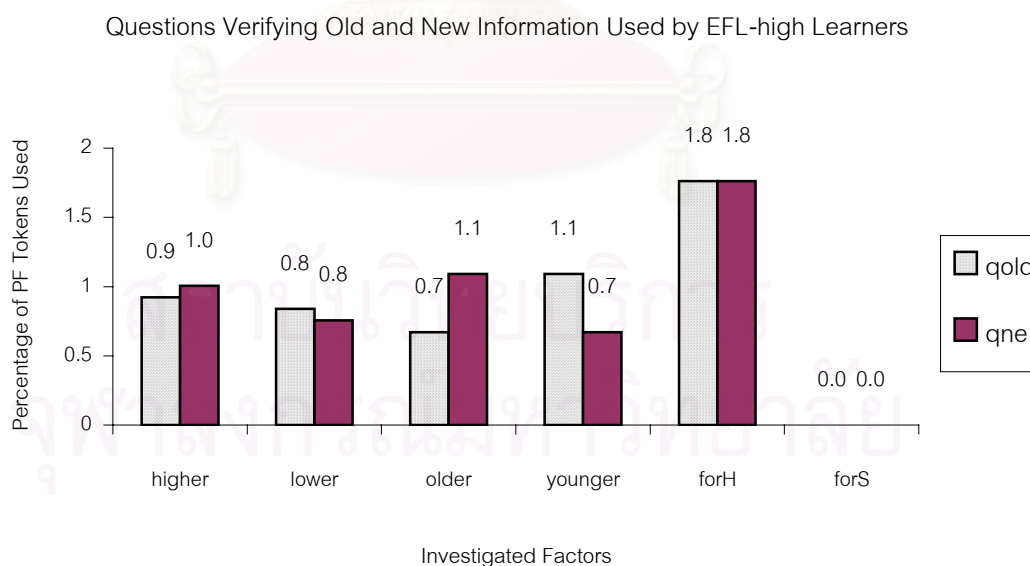


Figure 5.3b Questions verifying old and new information used by EFL-high learners according to three investigated factors

Questions verifying old and new information were used equally in correction making among EFL-high learners. Except consequences of failing to correct, both kinds of questions were not influenced by any investigated factors, neither age nor social status (See Figure 5.3b).

5.3.3 Softening and Strengthening Devices Used by EFL-high Learners

5.3.3.1 Prefaces of Personal Belief Used

Prefaces of personal belief were preminent softening devices used in correction making among EFL-high learners (See Table 5.3a). Prefaces of personal belief were basically used more frequently in corrections for H than in corrections for S. EFL-high learners significantly used more Prefaces of personal belief in corrections for H to higher status Hs (See Table 5.3c). Age was not significant to the use of Prefaces of personal belief in correction making among EFL-high learners. Examples below show the use of Prefaces of personal belief in corrections for H to an older boss who misunderstood the date of a fair and to a younger boss who misunderstood an interview date.

(5.64) *Excuse me. **I could remember** that the charity fair would hold next Tuesday night.*

(5.65) ***I think** it's tomorrow. Wouldn't you check again?*

Table 5.3c Prefaces of personal belief Contentment to H and Address terms used by EFL-high learners according to three investigated factors

Investigated Factors		Preface		Content		Address	
		Freq. (140 PFTs)	% (12.7%)	Freq. (PFTs)	% (9.1%)	Freq. (46 PFTs)	% (4.2%)
Social Status	High	77	7.0	26	2.4	11	1.0
	Low	63	5.7	74	6.7	35	3.2
Age	Old	67	6.1	47	4.3	22	2.0
	Young	73	6.6	53	4.8	24	2.2
Consequences	For H	106	9.6	55	5.0	26	2.4
	For S	34	3.1	45	4.1	20	1.8

5.3.3.2 Contentment to H Used

EFL-high learners significantly used more Contentment to H to lower status Hs (See Table 5.3c). Contentment to H was used more in corrections for H, but not significantly. EFL-high learners might begin to show a little awareness when correction making concerning about other person's business. Age was neither significant to the use of Contentment to H by EFL-high learners.

Partial correctness of H and expressions of concern/good will were used as Contentment to H in corrections for H, while volunteering to help and expressions of concern/good will/consolation in corrections for S. Volunteering to help was mainly used in corrections for S. Contentment to higher status Hs mainly included more partial correctness, while contentment to lower status Hs mainly included expressions of concern/good will. Examples below illustrate Contentment to H in correction making among EFL-high learners, (5.66) partial correctness in corrections for H to an older boss who misunderstood the date of a fair, (5.67) an expression of concern/good will in corrections for H to an older janitor who misunderstood the date of an overtime meeting date, (5.68) a volunteering to help in corrections for S to a younger janitor who misunderstood that S made the mess on the floor.

(5.66) *I think it's held on next Tuesday night. Why don't you check about it again? **But I might be mistaken.***

(5.67) ***You can be happy now.** The meeting is held next Saturday.*

(5.68) ***Yes, I can clean up the mess.** But it is not my mess. I don't know who did it.*

5.3.3.3 Address Terms Used

There were several kinds of Address terms used by EFL-high learners. Address terms used to younger and lower status Hs were person's name, "Lucy". There was also 1 PF token of "Mrs." followed by family name, "Mrs. White", used in

corrections to an older janitor. Address terms used to a younger boss were in various forms: “*Jane*” “*Dear*” “*Boss*” and “*Madam*”. There was no EFL-high learner addressed an older boss with person’s name. Four PF tokens used were “*Madam*”, while one PF token used was “*Ms. Wilson*”.

EFL-high learners significantly used more Address terms to younger Hs (See Table 5.3c). Social status and consequences of failing to correct were not significant to the use of Address terms in correction making among EFL-high learners.

Examples below show Address terms used, (5.69) in corrections for H to a younger boss who misunderstood an interview date, (5.70) in corrections for S to an older boss who misunderstood that S left the lights on overnight, and (5.71) in corrections for S to an older janitor who misunderstood that S knocked a vase over.

(5.69) *Excuse me, boss. I've checked in your organizer and the appointment day for this interview is tomorrow.*

(5.70) *I'm sorry, Madam. But it was John who was the last person working in the office yesterday.*

(5.71) *I'm sorry, Barbara. But it wasn't me who knocked them over. It was already a mess when I got here.*

5.3.3.4 Exclamation and Hesitation Used

Exclamation and Hesitation were used less frequently in corrections made by EFL-high learners (See Table 5.3d). Moreover, there was not significant influence from any investigated factors on the use of neither Exclamation nor Hesitation in correction making among EFL-high learners ((See Table 5.3d and Appendix I).

Below are examples showing uses of Exclamation in corrections for H to an older janitor who misunderstood the date of a special meeting and Hesitation in corrections for H to a younger boss who misunderstood an interview date.

(5.72) *Oh, you may misunderstand. The meeting is held on next Saturday, not tomorrow.*

(5.73) *Well, the reporter booked the appointment with you tomorrow.*

5.3.3.5 Apology and Attention Getters Used

Apology was one of major softening devices mainly used by EFL-high learners. Words of Apology included “Sorry” and “Excuse me”. There were evidently quite a few PF tokens of “Excuse me” used in correction making among EFL-high learners. EFL-high learners significantly used Apology in corrections for S, situation where H faced some inconvenience (See Figure 5.3d). Age and social status were not significant to the use of Apology by EFL-high learners.

Unlike Apology, Attention getters were used in really slight frequency in corrections made by ESL-short learners. Not any investigated factors had significant influence on the use of Attention getters.

Below are some examples of Apology and Attention Getters in corrections for S to a younger boss who misunderstood that S misfiled a document and in corrections for H to a younger janitor who misunderstood the date of an overtime meeting.

(5.74) *I’m sorry. But when it arrived I was in the meeting.*

(5.75) *Let me see! The meeting will be held tomorrow. Congratulations!*

Table 5.3d Apology Exclamation Hesitation and Attention getters used by EFL-high learners according to three investigated factors

Investigated Factors		Apology		Exclamation		Hesitation		Attention	
		Freq. 72	% 6.1%	Freq. 28	% 2.4%	Freq. 15	% 1.3%	Freq. 1	% 0.1%
Status	High	40	3.4	13	1.1	7	0.6	0	0.0
	Low	32	2.7	15	1.3	8	0.7	1	0.1
Age	Old	43	3.7	14	1.2	6	0.5	0	0.0
	Young	29	2.4	14	1.2	9	0.8	1	0.1
Conseq	For H	14	1.2	12	1.0	9	0.8	1	0.1
	For S	58	4.9	16	1.4	6	0.5	0	0.0

5.3.3.6 Resentment to H Used

Resentment to H was a strengthening device specifically used in corrections for S, situations where S was misunderstood. EFL-high learners used 7 PF tokens of Resentment to lower status Hs: 3 with a younger janitor who misunderstood that S made a mess on the floor and 4 with an older janitor who misunderstood that S knocked a vase over. Below are examples of Resentment used to the older and the younger janitor.

(5.76) *Sorry. **I can't clean it up** because it wasn't mine.*

(5.77) ***Why do I have to tell you?** I just come here and find them like that.*

5.3.4 Politeness Devices Used by EFL-high Learners

Politeness devices were linguistic forms used within other pragmatic formulas to make corrections polite. Politeness devices used included Downtoners and Politeness final particles.

5.3.4.1 Downtoners Used

Downtoners included existential quantifiers and modal verbs. On average, EFL-high learners used 25.0 % of Downtoners (modal verbs 17.3% existential quantifiers 7.7%). There was no significant difference in the use of Downtoners influenced by any of the three investigated factors (See Table 5.3e). Below are examples showing a modal in correction for S made to an older boss who misunderstood that S left the lights on overnight, and an existential quantifier in correction for S made to a younger boss who misunderstood that S misfiled a document.

(5.78) *I wasn't the last person leaving the place yesterday. It **must** be someone else.*

(5.79) *I didn't know the document arrived. **Maybe** it came when I'm not in the office time.*

Table 5.3e Politeness devices used by EFL-high learners according to three investigated factors

Investigated Factors		Downtoners (298=25.0%)				Polite Past	
		Modal		Equant			
		Freq. (206)	% (17.3%)	Freq. (92)	% (7.7%)	Freq. (21)	% (12.5%)
Status	Hi	92	7.7	18	1.5	16	9.5
	Lo	114	9.6	74	6.2	5	3.0
Age	Old	92	7.7	62	5.2	15	8.9
	Yng	114	9.6	30	2.5	6	3.6
Conseq	FrH	142	11.9	22	1.8	16	9.5
	FrS	64	5.4	70	5.9	5	3.0

5.1.4.2 Politeness Past Tense Used

Politeness past tense was used in correction making among EFL-high learners to make corrections polite. Politeness past tense usually used with verbs stating personal belief (*I thought...I heard*), and affected verbs in clauses that followed them to be in past tense as well (*I thought it was next Tuesday*).

Politeness past tense was used less frequently in corrections for S because making corrections for oneself normally needed confirming rather than stating that the correction was just a personal belief in the past. EFL-high learners significantly used more Politeness past tense in corrections for H to older and higher status Hs (See Table 5.3e). Below are examples illustrating the use of Politeness past tense in correction making among EFL-high learners, (5.80) a correction for H to an older boss who misunderstood the date of a fair and (5.81) a correction for H to a younger boss who misunderstood an interview date.

(5.80) *Umm...but I heard that it'll be held on Tuesday.*

(5.81) *Are you sure it's today? I thought it would be tomorrow.*

5. 4 Correction Making among EFL-low Learners

Correction making among EFL-low learners is discussed in four sections: essential pragmatic formulas used, information verification used, softening and strengthening devices used, and politeness devices used.

5.4.1 Essential Pragmatic Formulas Used by EFL-low learners

Preferable correction making strategies can be seen through preferable pragmatic formulas used. The results of the study reveal that, for EFL-low learners, order of frequency of overall pragmatic formulas used is: 1) rejection, 2) IAD, 3) prefaces of personal beliefs, 4) address terms, 5) sorry, 6) contentment to H, 7) exclamation, 8) questions verifying new information, 9) questions verifying old information, 10) excuse me, 11) information recheck, 12) resentment to H, 13) hesitation, 14) questions verifying topic of corrections, and 15) attention getters (See Table 5.4a).

Table 5.4a Order of frequency of overall pragmatic formulas used by EFL-low learners

	EFL-low Learners (n = 50)	Freq	%
1	Rejection	382	41.8
2	IAD	234	25.6
3	Prefaces of personal beliefs	68	7.4
4	Address terms	62	6.8
5	Sorry	61	6.7
6	Contentment to H	25	2.7
7	Exclamation	22	2.4
8	Questions verifying new information	18	2.0
9	Questions verifying old information	10	1.1
10	Excuse me	10	1.1
11	Information Recheck	8	0.9
12	Resentment to H	6	0.7
13	Hesitation	4	0.4
14	Questions verifying topic of corrections	2	0.2
15	Attention getters	1	0.1
	Total	913	100.0

Order of frequency of pragmatic formulas used can suggest extent of importance EFL-low learners gave to each pragmatic formula in correction making. It can be seen from Table 5.4a that EFL-low learners gave most importance to the two essential pragmatic formulas, Rejection and IAD. EFL-low learners had to give major

importance to the two essential pragmatic formulas, since they may be constrained by their limited source of linguistic competence.

Rejection was overwhelmingly used by learners of EFL-low. The use of Rejection almost reached 50% of overall pragmatic formulas used. Below are examples of use of Rejection in correction making among EFL-low learners. Example (5.82) illustrates Rejection used as a negative IAD in corrections for S to a younger boss who misunderstood that S misfiled a document, while example (5.83) illustrates Rejection used as a strengthening device in corrections for H to an older boss who misunderstood the date of a fair.

(5.82) *But that time I not work at the office.*

(5.83) *The charity fair is next Tuesday night, **not tonight.***

Rejection in (5.83) was used to reject the wrong information. Despite limitation of linguistic competence among learners of EFL-low, there was also 5% of Rejection used to reject S's understanding or remembering. Example (5.84) shows Rejection used in rejecting S's understanding in a correction for H to a younger boss who misunderstood an interview date.

(5.84) *The reporter will come tomorrow. **You would misunderstand.***

EFL-low learners significantly used Rejection more in corrections for S to a younger H (See Figure 5.4a). Rejection was also used slightly more when making corrections to a lower status H, although in not statistically significant way.

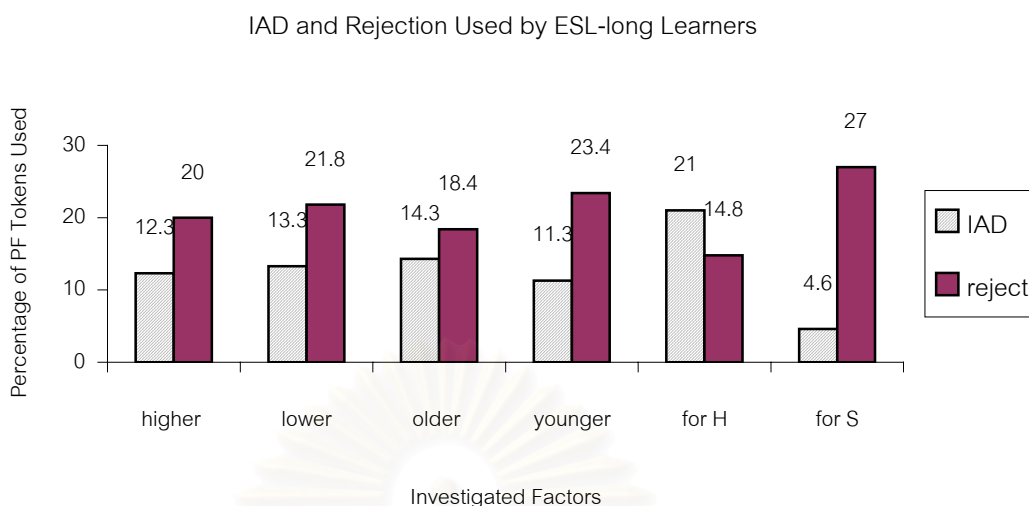


Figure 5.4a IAD and Rejection used by EFL-low learners according to three investigated factors

Assertion of correct information or IAD was also major pragmatic formula used by EFL-low learners. It was used 25.6% of all pragmatic formulas used. EFL-low learners significantly used more IAD in corrections for H to an older H (See Figure 5.4a). IAD was also used slightly more to a lower status H, but not in statistically significant way. Examples below show IAD used to an older boss, (5.85) in correction for H when H misunderstood the date of a fair and (5.86) in correction for S when H misunderstood that S left the lights on overnight.

(5.85) *I think you have the charity fair next Tuesday.*

(5.86) *No. I went home hurry yesterday.*

Rejection together with IAD were used almost 70% of all pragmatic formulas used as correction making strategies by EFL-low learners. Other various correction making strategies discussed further were used only 30%.

5.4.2 Information Verification Used by EFL-low Learners

Correction making usually links to right and wrong information. Information verification is then pragmatic formulas discussed next. There were four groups of Information verification: Information recheck, Questions verifying old information, Questions verifying new information, and Questions verifying topic of corrections.

Below are groups of examples illustrating uses of Information verification in corrections for H to an older boss who misunderstood the date of a fair, (5.87) Information recheck, (5.88) Question verifying old information, (5.89) Question verifying new information and (5.90) Question verifying topic of corrections.

(5.87) *I think the charity fair is take place on next Tuesday. You should check before for sure.*

(5.88) *Tonight? I don't think so. It's next Tuesday night.*

(5.89) *I don't sure that it is held next Tuesday night, doesn't it?*

(5.90) *What (fair)? I heared that the charity fair is going to be held next Tuesday night.*

Table 5.4b Information recheck and Questions verifying topic of corrections used by EFL-low learners according to three investigated factors

Investigated Factors		Info Recheck		Q V Topic	
		Frequency (8 PFTs)	% (0.9%)	Frequency (2 PFTs)	% (0.2%)
Social status	Higher	7	0.8	2	0.2
	Lower	1	0.1	0	0.0
Age	Older	1	0.1	1	0.1
	Younger	7	0.8	1	0.1
Consequences	For H	8	0.9	0	0.0
	For S	0	0.0	2	0.2

Information verification was rather limited to corrections for H. With the exception of use of two PFTs in Questions verifying topic of corrections, there was no use of other three kinds of Information verification including Information Recheck, Questions verifying old and new information used by EFL-low learners in corrections for S at all.

Therefore, except consequences from failing to correct, there was no significant influence from other two investigated factors, neither age nor social status, due to the fact that there was too small frequency of use of these questions in corrections made by EFL-low learners (See Table 5.4b).

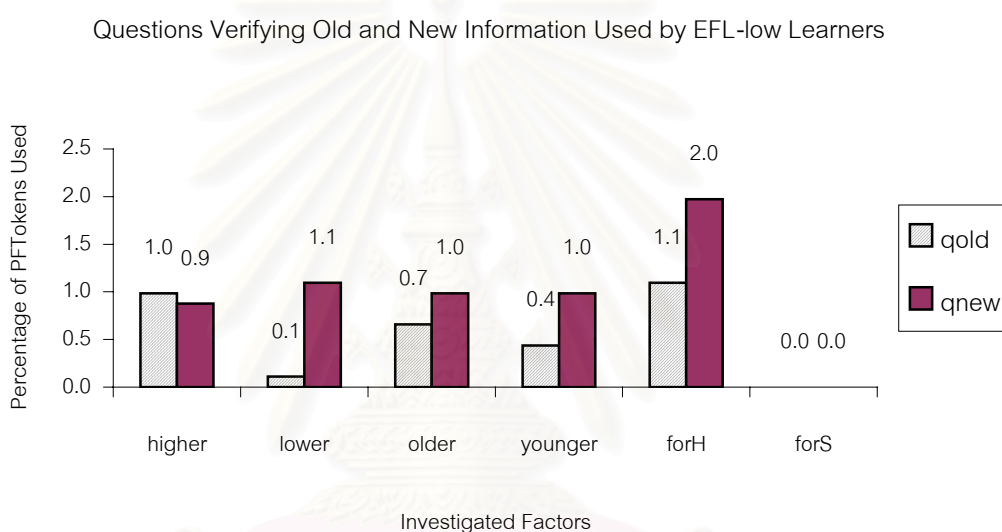


Figure 5.4b Questions verifying old and new information used by EFL-low learners according to three investigated factors

5.4.3 Softening and Strengthening Devices Used by EFL-low Learners

5.4.3.1 Prefaces of Personal Belief Used

Prefaces of personal belief were one of major softening devices, though not abundantly used, in correction making among EFL-low learners (See Table 5.24). EFL-low learners significantly used more Prefaces of personal belief in corrections for H to higher status Hs (See Table 5.4c). Age was not significant to the use of Prefaces of personal belief of EFL-low learners. Examples below show the use of

Prefaces of personal belief in corrections for H to an older boss who misunderstood the date of a fair and to a younger boss who misunderstood an interview date.

(5.91) *I hear that it to be held next Tuesday night.*

(5.92) *I understand that magazine reporter tomorrow.*

Table 5.4c Prefaces Contentment to H and Address terms used by EFL-low learners according to three investigated factors

Investigated Factors		Preface		Content		Address	
		Freq. (68 PFTs)	% (7.4%)	Freq. (25 PFTs)	% (2.8%)	Freq. (62 PFTs)	% (6.8%)
Social Status	High	45	4.9	6	0.7	23	2.5
	Low	23	2.5	19	2.1	39	4.3
Age	Old	34	3.7	9	1.0	33	3.6
	Young	34	3.7	16	1.8	29	3.2
Consequences	For H	61	6.7	9	1.0	43	4.7
	For S	7	0.7	16	1.8	19	2.1

5.4.3.2 Contentment to H Used

Due to the lack of linguistic resource, EFL-low learners used only slight Contentment to H. There was no significant influence of any factor shown in the use of Contentment to H in correction making among EFL-low learners (See Table 5.4c). Examples below illustrate Contentment to H in correction making among EFL-low learners, (5.93) partial correctness in corrections for H to a younger boss who misunderstood an interview date, (5.94) an expression of concern/good will in corrections for H to an older janitor who misunderstood an overtime meeting date, (5.95) a volunteering to help in corrections for S to a younger janitor who misunderstood that S made the mess on the floor.

(5.93) *Why don't you call to them? The appointment day is tomorrow. **But I'm not sure.***

(5.94) *Lucky to you because special meeting will be held next Saturday.*

(5.95) *I'm not. **I can clean up.** I don't do it.*

5.4.3.3 Address Terms Used

Address terms were one of prominent softening devices used in correction making among EFL-low learners. There were Address terms used in most varieties by EFL-low learners. For example, Address terms used to an older boss included “*Carol*” “*Madam*” “*Madam Carol*” “*Ms. Wilson*” “*Wilson*” “*Miss*” and “*Boss*”. EFL-low learners significantly used more Address terms in corrections for H to lower status Hs (See Table 5.4c). Age was not significant to the use of Address terms in correction making among EFL-low learners. Examples below show Address terms used, (5.96) in corrections for H to a younger boss who misunderstood an interview date, (5.97) in corrections for S to an older boss who misunderstood that S left the lights on overnight, and (5.98) in corrections for S to an older janitor who misunderstood that S knocked a vase over.

(5.96) *Miller, please check the time right now. I remember that your appointment is tomorrow.*

(5.97) *Sorry, Madam. But in fact I'm not the last person who leave the office.*

(5.98) *Barbara, I not do it.*

5.4.3.4 Exclamation and Hesitation Used

There was small use of Exclamation and Hesitation in correction making among EFL-low learners. The use of neither Exclamation nor Hesitation was significantly influenced by any invested factors (See Table 5.4d).

Below are examples showing uses of Exclamation in corrections for H to an older janitor who misunderstood the date of a special meeting and Hesitation in corrections for H to a younger boss who misunderstood an interview date.

(5.99) *Oh, I'm afraid that the special meeting is going to be held next Saturday.*

(5.100) *Umm...Jane, I know that the appointment day for that interview is tomorrow, not today.*

5.4.3.5 Apology and Attention Getters Used

Apology was one of major softening devices mainly used by EFL-low learners. Words of Apology included “Sorry” and “Excuse me”. There were clearly quite a few PF tokens of “Excuse me” used in correction making among EFL-low learners. ESL-low learners significantly used Apology in corrections for S, situation where H had some displeasure (See Table 5.4d). Age and social status were not significant to the use of Apology by EFL-low learners.

Unlike Apology, Attention getters were used in really slight frequency in corrections made by EFL-low learners. Neither was there significant influence from any investigated factors on the use of Attention getters (See Table 5.4d).

Below are some examples of Apology and Attention Getters in corrections for S to a younger boss who misunderstood that S misfiled a document and in corrections for S to a younger janitor who misunderstood that S made a mess on the floor.

(5.101) Sorry, Miss. I didn't keep your document.

(5.102) You know! Not me!

Table 5.4d Apology Exclamation Hesitation and Attention getters used by EFL-low learners according to three investigated factors

Investigated Factors		Apology		Exclamation		Hesitation		Attention	
		Freq. 71	% 7.8%	Freq. 22	% 2.4%	Freq. 4	% 0.4%	Freq. 1	% 0.1%
Status	High	42	4.6	9	1.0	3	0.3	0	0.0
	Low	29	3.2	13	1.4	1	0.1	1	0.1
Age	Old	40	4.4	12	1.3	3	0.3	0	0.0
	Young	31	3.4	10	1.1	1	0.1	1	0.1
Conseq	For H	25	2.8	9	1.0	4	0.4	0	0.0
	For S	46	5.0	13	1.4	0	0.0	1	0.1

5.4.3.6 Resentment to H Used

Resentment to H was a strengthening device particularly used in corrections for S, situations where S was misunderstood. EFL-low learners used 6 PF tokens of

Resentment to H in their correction making. There was no Resentment used with a younger boss. One PF token of Resentment was used with an older boss who misunderstood that S left the lights on overnight, and one PF token of Resentment was used with an older janitor who misunderstood that S knocked the vase over. Four PF tokens of Resentment were used with a younger janitor who misunderstood that S made a mess on the floor. Below are some examples of Resentment to H used by EFL-low learners to a younger janitor who misunderstood that S made a mess and to an older boss who misunderstood that S left the lights on overnight..

(5.103) *Are you crazy? I didn't break anything.*

(5.104) *Why you think me? I was not the last person left.*

5.4.4 Politeness Devices Used by EFL-low Learners

Politeness devices were linguistic forms used within other pragmatic formulas to make corrections polite. Politeness devices used included Downtoners and Politeness final particles.

5.4.4.1 Downtoners Used

Downtoners included existential quantifiers and modal verbs. Due to the lack of linguistic resource, EFL-low learners used not so many Downtoners. On average, EFL-low learners used 7.9 % of Downtoners (modal verbs 4.2% existential quantifiers 3.7%). There was no significant difference in the use of Downtoners influenced by any of the three investigated factors (See Table 5.4e). Below are examples showing a modal in correction for S made to a younger boss who misunderstood that S misfiled a document, and an existential quantifier in correction for S made to an older boss who misunderstood that S left the lights on overnight.

(5.105) It **must** be misunderstanding. I don't file any document.

(5.106) Yesterday I not left the last person. **Maybe** it someone else.

Table 5.4e Politeness devices used by EFL-low learners according to three investigated factors

Investigated Factors		Downtoners (72=7.9%)				Polite Past	
		Modal		Equant			
		Freq. (38)	% (4.2%)	Freq. (34)	% (3.7%)	Freq. (3)	% (4.4%)
Status	Hi	20	2.2	2	0.2	3	4.4
	Lo	18	2.0	32	3.5	0	0.0
Age	Old	16	1.8	28	3.0	3	4.4
	Yng	22	2.4	6	0.7	0	0.0
Conseq	FrH	24	2.6	4	0.4	3	4.4
	FrS	14	1.6	30	3.3	0	0.0

5.4.4.2 Politeness Past Tense Used

EFL-low learners used very slight frequency of Politeness past tense. There were only 3 times of overall use of Politeness past tense found in correction making among EFL-low learners. The frequency was too small to find any significant difference influenced from investigated factors (See Table 5.4e). Below are examples showing Politeness past tense used by EFL-low learners.

(5.107) *Pardon, I **heard** that the charity fair is going to be held next Tuesday night.*

(5.108) *But I **heard** it's going to be held next Tuesday night.*

5.5 Comparison of Correction Making among

Thai Learners of English

This section presents a comparison of correction making among Thai learners of English in terms of how their correction making approximated language use of Americans, users of target language, or how their correction making was influenced from language use of Thais, users of mother language. An overview of correction making strategies among learners is discussed in 5.5.1, while a comparison in simplified detail is discussed in 5.5.2.

5.5.1 Correction Making Strategies Among Thai Learners of English: Overview

For the essential part of correction making, all four groups of Thai learners of English manifested some influence from Thai, their mother language, by using more Rejection than IAD. Rejection was used in higher percentage than in their mother language. EFL-low learners used the most Rejection, while ESL-long learners used the least Rejection. Actually, the frequency of use of Rejection among three groups of learners (ESL-long, ESL-short and EFL-high) was close to one another (See Figure 5.5a)

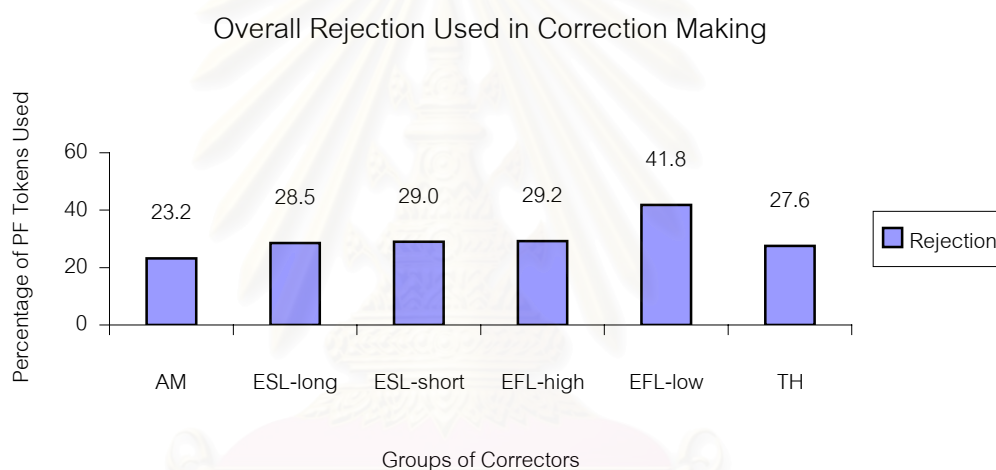


Figure 5.5a Overall Rejection used

Another distinct characteristic influenced from their mother language is the high frequency of use of Apology in correction making among all groups of Thai learners of English (See Figure 5.5b). It can be seen from the finding of this study that “Excuse me” was used remarkably more frequently by Thai learners of English when compared with Americans, the native language users. Americans used only one “Excuse me” in correction for S to a younger janitor who misunderstood that S made a mess on the floor. EFL-low learners used most Apology in their correction

making (7.8). The other three groups used Apology in almost equal frequency (learners of ESL-long 6.9, EFL-short 6.2, EFL-high, EFL-high 6)

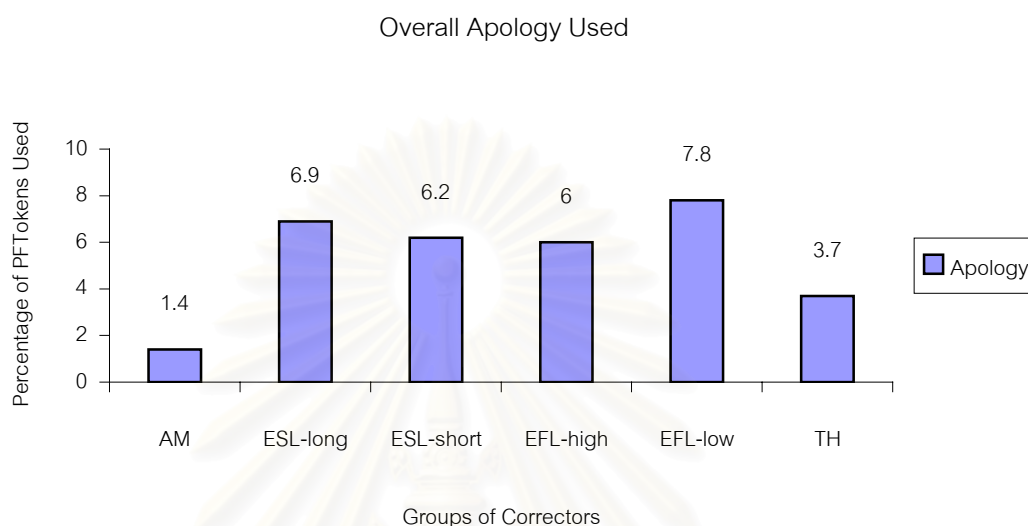


Figure 5.5b Overall Apology used

In general, learners who could most approximate the use of softening devices which were significantly used in correction making among Americans are learners of ESL-long, while learners who could do the least approximation are learners of EFL-low. ESL-short and EFL-high learners could perform in quite close manner to each other, while learners of ESL-short could slightly more approximate the target language use. This can be seen in the use of Politeness past tense, Prefaces of personal belief, and Questions verifying old information.

Politeness past tense was used 45.8% in correction making among Americans. All groups of learners still used Politeness past tense in a low frequency. ESL-long learners could use it most, while EFL-low learners could use it least. ESL-short learners could use it slightly more than EFL-high learners (See Table 5.5a, Figure 5.5c).

Americans used Prefaces of personal belief significantly more than Thais did. For overall frequency of use of Prefaces of personal belief, EFL-low learners belonged to the group who used the least. Three groups of learners who could approximate the target language use are learners of EFL-high, ESL-short, and ESL-long (See Table 5.5a Figure 5.5d). It needs a more detail in how the learners use such prefaces according to investigated factors (which is discussed in further section) to indicate who could perform in the most target-liked manner.

Table 5.5a Overall Politeness past tense Prefaces of personal belief and Questions verifying old information used by all groups of correctors

Percentage of PF Tokens Used/ Groups of Correctors	Polite Past	Prefaces	Q V Old Info
AM	45.8	13.7	4.4
ESL-long	15.0	12.7	2.8
ESL-short	14.5	14.3	2.0
EFL-high	12.4	14.2	1.8
EFL-low	3.4	7.4	1.1
TH	n/a	5.9	1.5

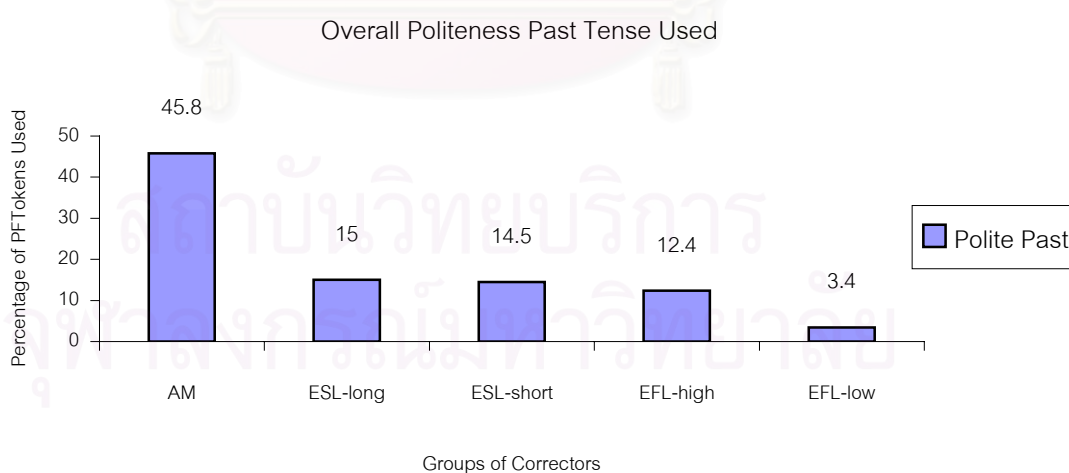


Figure 5.5c Overall Politeness past tense used

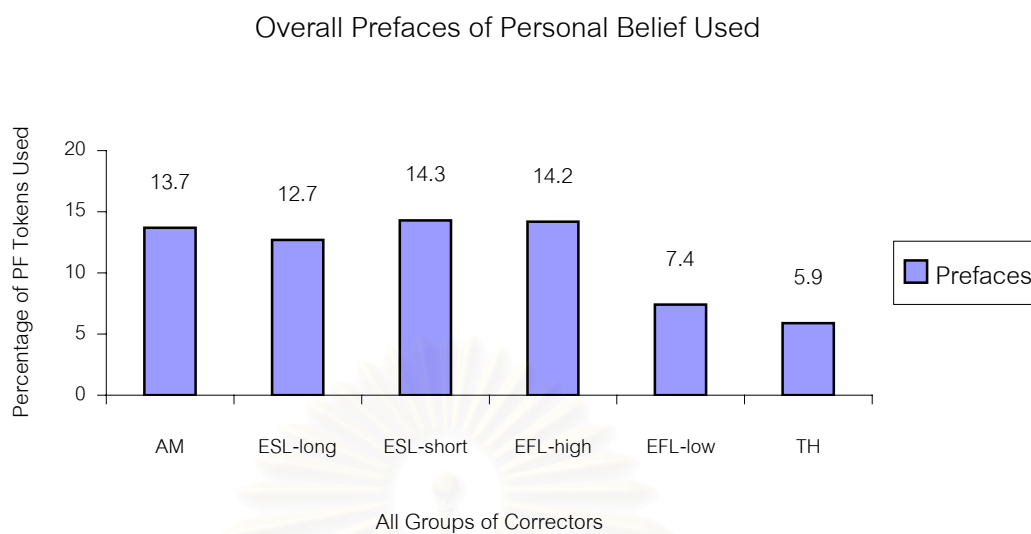


Figure 5.5d Overall Prefaces of personal belief used

Americans also used Questions verifying old information significantly more than Thais. Learners who could use this kind of questions most frequently are learners of ESL-long, while learners who could use the least are EFL-low learners. Learners of ESL-short and EFL-high are always in between (See Table 5.5a, Figure 5.5e).

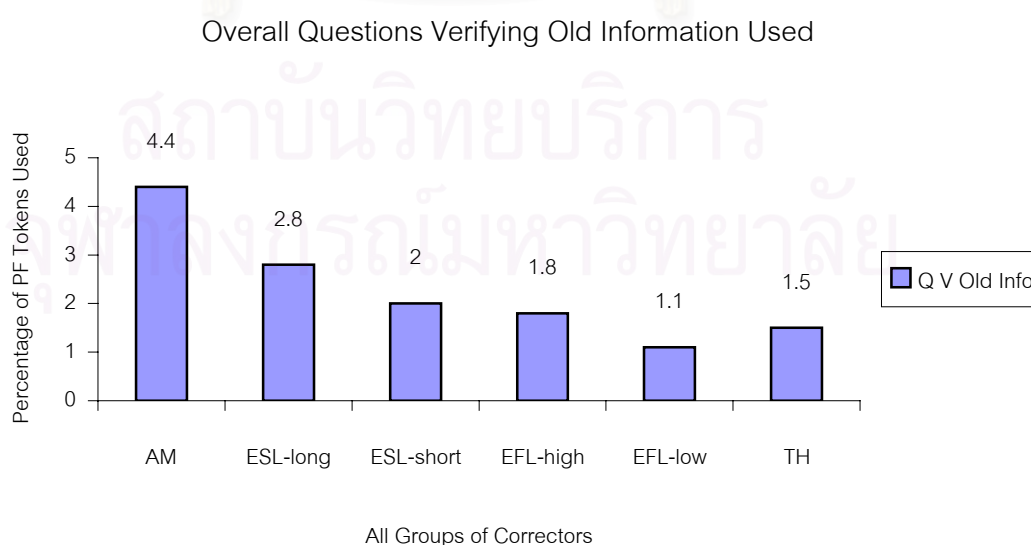


Figure 5.5e Overall Questions verifying old information used

The developmental process of language use in target-like mannered correction making can be investigated by ascertaining how close to the target language each group of Thai learners of English could perform in making corrections. The developmental path of target-like mannered correction making can be seen, since learners in the group who could perform in the least target-like manner represent the first step, while learners in the most target-like group represent the most well developed step of target-like mannered correction making. Learners who were in between the most and the least target-like groups were developing along a continuum of approximation to target language use. Following section discusses comparison of correction making among Thai learners of English in detailed view.

5.5.2 Correction Making Strategies Among Thai Learners of English:

Detailed View

As discussed in the section of cross-cultural study, the significant preferred correction making strategies used by Americans, the target language users, included IFID, Rejection, Questions verifying old information, Prefaces with personal beliefs, Exclamation, and a specific politeness device, Politeness past tense. These pragmatic formulas are discussed in this section in percentage in terms of how close each group of Thai learners could perform in a target-like manner.

To simplify and detail the discussion, only are corrections in Situation 1 and 2, corrections for H and for S to an older boss, where correctors had to pay particular attention to the things they said, be discussed.

5.5.2.1 Illocutionary Force Indicating Device and Rejection used

For Thai learners of English, ESL-long learners could most approximate the target language use of IFID and Rejection in corrections making to an older boss both

for H and for S. The group of learners who could make corrections in least target-like manner included EFL-low learners. ESL-short and EFL-high learners came the second and the third, respectively (See Table 5.5b).

Table 5.5b Percentage of use of corrections made to an older boss

PFs used / Correctors	For H						For S					
	IFID	Reject	Pref	Qold	Excl	Past	IFID	Reject	Pref	Qold	Excl	Past
Americans	27.8	3.9	23.2	12.8	9.2	18.3	38.7	35.1	6.3	-	4.2	2.1
ESL-long	28.1	8.3	23.3	10.3	4.1	9.6	31.8	35.8	8.4	-	7.5	1.9
ESL-short	28.4	10.0	25.7	4.0	4.1	8.1	29.5	46.9	7.4	-	1.1	1.0
EFL-high	28.7	11.2	28.0	1.8	5.0	4.7	28.8	36.8	7.2	-	8.3	1.8
EFL-low	33.1	21.9	15.9	2.0	4.7	2.1	15.0	60.8	2.5	-	3.1	0.0

5.5.2.2 Prefaces with Personal Belief used

In corrections for H, ESL-long learners could use this kind of prefaces in most target-like manner (TL=23.2, ESL-long=23.3), followed by learners of ESL-short (25.7), EFL-high (28), and EFL-low (15.9), respectively (See Table 5.5b). In corrections for S where there was some accusation from an older boss, learners of ESL-long (8.4), ESL-short (7.4), and EFL-high (7.2) manifested some hyper attempts to be polite by using slightly more Prefaces of Personal Belief than target language users did (6.3). EFL-low learners could, again, perform in the least target-like manner (2.5).

5.5.2.3 Questions Verifying Incorrect Old Information used

This kind of questions was typically used in target language. There was little use of these questions in correction making among Thais, the mother language. For Thai learners of English, the group of learners who could use this kind of questions in most target-like manner included learners of ESL-long (10.3). The other three groups of Thai learners could use these questions less frequently. Learners of ESL-short can do more target-like than learners of EFL-high and low.

5.5.2.4 Exclamation used

Exclamation seemed to be the easiest thing for learners to use in correction making, since there was only a use of an “Oh!” Americans exclaimed significantly more in corrections for H than for S. Three groups of learners: learners of ESL-long, EFL-high and EFL-low, exclaimed in opposite direction; that is, they exclaimed more in corrections for S than for H. The only group who exclaimed in the same direction like Americans was ESL-short learners. However, of all the softening devices used by EFL-low learners, the use of Exclamation seemed to be most target-like.

5.5.2.5 Politeness Past Tense used

Politeness Past Tense is a politeness device in linguistic forms that is specifically used in correction making among Americans. Politeness past tense was generally used less frequently by all groups of Thai learners of English. ESL-long learners could most approximate the target language (TL=18.3, ESL-long=9.6), while EFL-low could do the least (2.1). Learners of ESL-short (8.1) could do better than learners of EFL-high (4.7). In corrections for S where there was slight use of Politeness past tense, the order of target-like groups of learners are still the same. EFL-high could use slightly more Politeness past tense than ESL-short.

In conclusion, the results reveal that there is a direct correlation between length or degree of exposure to the target language and target-liked manner of use of language in correction making. Learners who exposed to the use of English in an English speaking country, the two groups of ESL Thai learners, could make corrections in a more target-like manner than learners who exposed to the use of English perhaps only in class like the two groups of EFL Thai learners.

Learners who stayed longer in an English speaking country, learners of ESL-long, could make correction in a more target-liked manner than learners who stayed

shorter, learners of ESL-short. Learners who found more opportunity for themselves to expose to English language even studying in Thailand, learners of EFL-high, could use more target-like correction making strategies than learners who exposed least to English language, learners of EFL-low. However, the results also reveal that not always be the case that the group of least target-like correction making strategies made most potential miscommunication as discussed in the following chapter.



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CHAPTER VI

DISCUSSION AND CONCLUSION

This chapter begins with the discussion of major findings from the study. Supporting information from interviewing is then discussed. Once the information from the interview is summarized, the overall conclusion is presented. The chapter ends up with presentation of implication for teaching and suggestions for future research.

6.1 Discussion

Two parts of discussion are presented. The first part presents the discussion about major findings from the study. The second part presents the discussion about the distinct contents which were analyzed from the interviewing.

6.1.1 Discussion on Findings

The interesting findings found in the cross-cultural study and the interlanguage study of correction making are discussed by presenting some major points observed from the results presented in detail in Chapter 4 and 5. Potential miscommunication is discussed for both cross-cultural and interlanguage study.

6.1.1.1 Cross-cultural study

1). Pragmatic formulas used in correction making among Thais

It was found in the study that uses of Pragmatic formulas in correction making among Thais manifested evident influence from social status, age, and corrections for self or others. This means that social status and age together with self compared to others play important roles in Thai speech community. These findings correspond to

the ones reported by earlier studies. Many researchers postulate that Thai society is closely-knit and structured in the hierarchy, where the importance of giving deference to person with higher social status and/or with more seniority always comes first (Cooper & Cooper, 1996; Komin, 1991; Mulder, 1992, among others). Status is signaled and determined through the use of various conventions including formulaic linguistic expressions (e.g., *nǔu* meaning “I” used with a higher status H) (Segaller, 1997), and so is age (e.g., *phîi* meaning “older sibling” *nóɔŋ* meaning “younger sibling”, there is no term in Thai language for brother or sister that does not encode the meaning of “younger” or “older”) (Simpson, 1997). Some interesting findings of correction making strategies used according to social status, age, and consequences of failing to correct are as follows.

Information assertive device (IAD)

Generally, in correction making among Thais, IAD or assertion of correct information was used more frequently to older than to younger Hs. This means that Thais gave importance to asserting correct information to older person. In corrections for H where there was no accusation, asserting correct information to a boss may generally be less easy than to a janitor, as there was less use of IAD to a higher status H. However, in corrections for S where S was misunderstood, there seemed to be some necessity to assert correct information to a boss than to a janitor, since there was greater use of IAD to a boss in corrections for S. Information from interviewing also support these findings (See 6.1.2.1)

Rejection

Thais rejected more frequently in corrections for S than for H, and to younger than to older Hs. In corrections for H, Rejection was used more with lower status Hs, while in corrections for S, Rejection was used more with higher status Hs. This can

be because many Thais did not want to be misunderstood by a boss. Information from subject interviewing also supports this assumption. Several interviewees stated that they did want to be misunderstood by their boss (See 6.1.2.1).

Resentment to H

Generally, Resentment was used only in corrections for S, the situations where there was some accusation. Thais did not use Resentment to H in corrections to older person or person in higher position at all. That Rejection was used more to an older janitor than to a younger may be because situation of corrections to the older janitor was Situation 8, the last situation in the DCT. Some Thai interviewees stated that the repetition of accusatory situations make them more resentful while they were doing the DCT. They understood that they might say thing more strongly in the latter accusatory situation.

Information verification

Information verification included groups of pragmatic formulas used as softening devices to soften correction making. The use of Information verification was rather limited to corrections for H. This can be due to the fact that corrections for S were corrections for not being misunderstood by others, and they therefore required confirming, not questioning or re-verifying. Questions verifying new information were the type of Information verification which was used most frequently in correction making among Thais. Questions verifying new information gave two advantages in one utterance; that is, they could assert correct information and soften it at the same time. Since Questions verifying new information were also composed of correct information, it can sometimes be used in place of IAD.

2). Pragmatic formulas used in correction making among Americans

Correction making among Americans was also influenced by social status, age, and consequences of failing to correct. It was found in the study that, in their correction making, Americans gave priority to social status, while also gave some importance to age. How Americans gave importance to social status can be explained by the two words: power and solidarity, which are two dimensions involving communicative patterns among the Westerners (Brown and Gilman, 1968). There is a continuum between power and solidarity. The more power the less solidarity, and *vice versa*. Power and solidarity in American society are not exactly the same as “hierarchy” in Thai society. A “hierarchy”, which means a system of classifying people into different ranks of importance, appears to be more rigid and less flexible (Mulder, 1992). Below are some considerations about uses of correction making strategies among Americans according to social status, age, and consequences of failing to correct.

IAD

Information from interviewing reported that corrections for H was considered normal situations in correction making, since there was not any accusatory saying (See 6.1.2.2). Assertion of correct information used in corrections for H was therefore generally not much different from each other. When S was misunderstood in corrections for S, there was some confrontational situation. The expectation of seniority and social status then played some important role in corrections made for S; that is, S found such accusatory was quite harsh and so respond back by being stern. This may be some explanation about the least IAD used in corrections for S to a younger janitor. In normal situation, situation of correction for H, asserting correct information to a boss seemed to be less easy than to a janitor. However, when S was

misunderstood, S might find that it was more necessary to assert correct information to an older boss.

Rejection

Americans rejected more frequently in situation where they were misunderstood. Rejection was used more to younger person. This means that Americans still gave importance to age factor in correction making. Data from interviewing support this assumption. Several interviewees said that they gave respect to older person because older means more experience and more knowledge (See 6.1.2.2). Rejection was used more to lower status Hs in corrections for H, situation of correction without accusation. In corrections for S, situation of correction with some accusation, more Rejection was used to higher status Hs. This may be because people generally did not want to be misunderstood by a boss.

Resentment to H

Resentment to H was used only in corrections for H, the situations where there was some accusation. Even though information from interviewing the American subjects reports the importance of person's position, there was some Resentment used to a younger boss. This may be because mistakes in work duty were taken as some serious situation.

Prefaces of personal belief

Prefaces of personal belief were softening devices which were greatly used in correction making among Americans. Normally, Prefaces of personal belief were used more frequently in corrections for H than in corrections for S, since corrections in situations where S was misunderstood needed a confirmation of the fact, not just stating that the information was his/her own personal belief.

Politeness past tense

Politeness past tense was a kind of a politeness device which were linguistic form used in correction making in order to make the correction polite. Politeness past tense was generally used less frequently in corrections for S because making corrections when oneself was accused normally needed confirming rather than stating that the correction was just a personal belief in the past.

3) Comparison of correction making among Americans and Thais

It was found in the study that the way the three factors (social status age and consequences of failing to correct) influenced the correction making among Thais was somehow different from the way they influenced the correction making among Americans. Although Thais and Americans gave priority to social status, the influence of social status on correction making among Thais can be seen more evidently (e.g., Thais used no Resentment to a boss at all, while Americans still used some to a younger boss). That the influence of social status was more obvious in language use among Thais supports the same findings reported in earlier studies (Gajaseni, 1994; Sairhun, 1999; Wiroonhachaipong, 2000). Several researchers claim that social status is viewed as a more influential factor in the collectivistic cultures than in the individualistic ones (Hill et al., 1986; Redmond, 1998, among others). Below are some interesting findings from the comparison of correction making of Thais and Americans.

IAD and Rejection

IAD and Rejection were two major pragmatic formulas used in correction making, since making corrections was directly concerning about right and wrong information. Thais used Rejection most followed by IAD, while Americans used IAD most followed by Rejection. This means that Thais gave more importance to the

use of Rejection in correction making, while Americans gave more importance to the use of IAD or assertion of correct information. In the same situation of correction, an American may focus more on the correctness of the information, while Thais may focus on the incorrectness of the information. There was also some great use of Rejection to a boss made by Thais. This can be interpreted that Thais had different social norm from Americans in using Rejection.

However, Americans used more IAD in corrections for H, whereas Thais used more IAD in corrections for S. This finding may also be explained on the basis of cultural differences between Thais and Americans. Simpson (1997) claims that Asians are more concerned about their own self-image within the hearer's attention, while Westerners are more individualistic and more concerned not to impede the hearer's personal territory. Thais asserted more correct information when they were misunderstood maybe because they did not want to appear wrong in the regard of their addressee. Americans assert more correct information in corrections for H maybe because they were afraid to trespass on other person's personal territory. Americans therefore see the necessity in making more explanation when having to involve into some other person's business. The greater use of PF tokens in corrections for H by Americans but for S by Thais also reinforces the assumptions of Simpson (1997).

Prefaces of personal belief

Americans significantly used more Prefaces of personal beliefs than Thais did. As old sayings can reflect some traditional culture, little use of prefaces of personal belief by Thais might possibly be explained by the following Thai proverbs: *คมในฝัก* [*khom nay fàk*] (Hide your light under a bushel.), *ทำดีแต่อย่าเด่นจะเป็นภัย* [*tham di i*

tèe yàa dèn cà pen phay] (Do good deeds but don't distinguish yourself), ปิดทอง
 หลังพระ [*pít thooŋ lǎŋ phrá*] (Do good by stealth), ^{๓/๒}ผ้าขี้ริ้วห่อทอง [*phâa khîi ríw*
hòo thooŋ] (Disguise richness as poverty).

Information verification

Information verification preferred by Thais was Questions verifying new information, while Information verification preferred by Americans was Questions verifying old information. Information from interviewing (See 6.2.2) supports these findings. Some American interviewees mentioned about their strategies used in making correction. They reported that they would questioning H in order to give H ability to change their mind and can come up with the right answer on their own.

Apology

Thais still used some apology even in corrections for H, while Americans used no apology at all when correcting to H. Both groups apologized more to higher status Hs. Nonetheless, Thais apologized more to older, whereas Americans to younger Hs. Americans greatly used Apology to a younger boss in situation of correcting something concerning their work on duty which they might give more importance to. Words of Apology then seemed to be more at need.

4) Potential miscommunication

Although Thais used only four percent more Rejection than Americans, linguistic representations which Thais generally used may possibly cause some miscommunication. There was a usual way of Thais to say that H was misunderstanding, remembering wrong, or making a mistake. It was common way of Thais' rejecting, since it was used normally even when making corrections to an older boss. This way of rejecting was used 15 % of all rejections made by Thais.

Below are some examples showing this way of Rejection in situation of corrections for H to an older boss who misunderstood the date of a fair.

(6.1) งานมีคืนวันอังคารหน้าค่ะ ท่านเข้าใจผิดแล้วค่ะ

ɲaan mi i khɛ:n wan ʔaŋ khaan nâa khâ thân khâw cay phit léɛw
fair have night Tuesday next p.prt. you misunderstood already
khà
p.prt

The fair will be next Tuesday night. **You've already misunderstood.**

(6.2) งานมีคืนวันอังคารหน้าค่ะ จำผิดหรือเปล่าคะ

ɲaan mi i khɛ:n wan ʔaŋ khaan nâa khâ cam phit rɛ̌ɛ plàaw khá
fair have night Tuesday next p.prt. (you) remember wrong don't you p.prt

The fair will be next Tuesday night. **You remember wrong, don't you?**

There was only 0.8% (4 out of 487 PF tokens) of use of “*You might be mistaken*” or “*You may be confused*” in correction making among Americans, and such uses were limited only to lower status Hs. Therefore, it can be probable a case of miscommunication on part of Thais regarded by their interlocutors, especially when Thai learners have to make corrections in English which is discussed next in the following section.

6.1.1.2 Interlanguage study

For the investigation of correction making among Thai learners of English, it was found that the length of stay and the degree of exposure to the target language played an important role toward target-like mannered correction making of the learners. The longer they stay or the more exposure they have to the target language, the more target-like manner they could perform in correction making. This finding supports the same results reported by some earlier studies (Fledge & Liu, 2001; Kerekes, 1992; Koike, 1996). It was also found in the current study that, among the EFL groups, the group with high rather than low exposure performed most potential

miscommunication. This was because EFL-high learners possessed ability in English adequate to make a pragmatic transfer, whereas the EFL-low group did not. Bardovi-Harlig and Dörnyei (1998) and Doughty (2003) also claim in their studies that L2 learners made a pragmatic transfer when they had sufficient linguistic ability in L2. Some interesting findings of correction making among Thai learners of English are as follows.

1) Comparison of correction making among Thai learners of English

For the essential part of correction making, all four groups of Thai learners of English manifested some influence from Thai, their mother language, by using more Rejection than IAD. The more exposure to the target language the learner had, the less percentage of Rejection they used. EFL-low learners belonged to the group who used Rejection overwhelmingly frequently (41.8%)

Another distinct characteristic influenced from their mother language is the high frequency of use of Apology in correction making among all groups of Thai learners of English. Apology was used by Thais even in corrections for H, the situations without any accusation. Americans did not use Apology at all in corrections for H. This means that there was some cultural difference in the use of word of Apology between Americans and Thais. Thais only had one word “*khǎot hǎot*” meaning two words in English, “Sorry” and “Excuse me”. This may be explained by the nature of high frequency of use of Apology in correction making among Thais and also among Thai learners. Some Thai learners then had some problems understanding the difference of use of these two words. Many lessons and textbooks usually present these two words together without providing enough examples of situations and/or without enough explanation. However, the improper

use of these two words found in this study did not cause any potential miscommunication.

Thai learners of English, even stay long in the USA, did not dare to call their older boss by person's name. This was an obvious influence from their native language, since in Thai culture it was not polite to call person in higher position by their first name. ESL-short learners slightly used Address terms in their correction making. This may be because they just began to notice some difference between addressing to older Hs in their mother language and the target language. Evidence for pragmatic transfer in which L2 learners retain some of their L1 communicative styles is also found in Robinson (1992).

2) Potential Miscommunication

Owing to the lack of authentic use of English language with NSs in English speaking society and also owing to the transfer from their native language, EFL learners belonged to the groups that potentially faced problems of miscommunication. Potential miscommunication can be seen from linguistic representations in Information Recheck and Rejection in correction making.

a) Linguistic representations used in Information Recheck

Grammatical mistakes are not considered in this study. Nonetheless, the linguistic representations performed by each group can be brought into consideration. The difference of use of linguistic representations can tell how close to or how far from the target language each group of learners could perform in making corrections. The less target-like manner the learner performs, the more potential miscommunication may happen. In Information Recheck with an older boss, there possessed 4 types of linguistic representations as shown by the bolded letters in the following examples:

(6.3) *I was informed that it is to be held next Tuesday. Perhaps we should confirm.*

(The use of inclusive “we”, and existential quantifiers)

(6.4) *I think that the charity fair is next Tuesday night, not tonight. Let me go verify the date for you* (The use of offering)

(6.5) *I thought the charity fair was next Tuesday. You might want to double check.*

(The use of showing concern to H’s want, and modal verbs)

(6.6) *Is the event tonight? I thought I heard that is supposed to be next Tuesday.*

Maybe you should double check. (The use of suggestion plus existential quantifiers and modal verbs)

All the linguistic representations in Information Recheck with an older boss used by ESL-long learners suited the 4 types of linguistic representations of the TL, as stated above. For ESL-short, there was only one case, “*I suggest you check it again,*” that might not sound target-like, since, in the TL, there was no case that an older boss was directly suggested to recheck the information. For EFL-high, there were several cases of use of Information Recheck that did not sound target-like. These utterance cases included “*You had better check the date*” “*You should check again*” “*Why don’t you check about it again?*” “*So, please check the certain day before going first.*” For EFL-low, there was little use of Information Recheck due to inadequate ability to use English. That little use also differed from the target language like “*You should check for sure*”.

Linguistic representations that do not sound target-like may potentially cause miscommunication. To baldly suggest an older boss to recheck the information may effect the S to be misconstrued as inadequately polite.

b) Rejection in Correction Making

Rejection stated that H was misunderstanding or was making a mistake was normally used by Thais in correction making. Thais used overall 15 % on average of such Rejection. Interview data from Americans postulated that this way of Rejection sounded quite harsh. Among the 4 groups of Thai learners of English, EFL-low learners use the least of such Rejection (5.0%) due to their lack of L2 linguistic competence. EFL-high learners, by contrast, produced the most of such rejection (10.2%), since they possessed L2 linguistic competence sufficient to make a transfer. The other two groups could perform in a more target-like manner; that is, ESL-long learners used 5.8%, and ESL-short learners used 6.6% of this kind of Rejection. Therefore, ESL-long learners performed the least potential miscommunication followed by ESL-short learners. Below are some examples of Rejection used in the way that may cause miscommunication, Example (6.7) from ESL-long learners, (6.8) from ESL-short learners, (6.9) from EFL-high learners, and (6.10) from EFL-low learners. The four examples are corrections for H made to an older boss who misunderstood the date of a fair.

(6.7) *I'm afraid that **you got the wrong information**. I heard that it will be held next Tuesday.* (ESL-long)

(6.8) ***Maybe you misunderstand**. I remember that the fair will be held next Tuesday.* (ESL-short)

(6.9) ***I'm afraid you misunderstand**. The charity fair will be held next Tuesday night.* (EFL-high)

(6.10) *The charity fair will be held next Tuesday night. **You are misunderstanding**.* (EFL-low)

6.1.2 Supporting Information from Interviewing

Ten percent of four hundred subjects were randomly chosen to involve in a semi-structured interview (See the full transcription of the interview in Appendix H).. This means that there were 40 interviewed subjects for the study. The forty interviewed subjects were in four sample groups: 10 Thais speaking Thai, 10 Americans speaking English, 10 ESL learners (5 long and 5 short stay in the USA), and 10 EFL learners (5 high and 5 low English language exposure). Some critical content summarized from the interview information is presented according to each group of correctors, as follows.

6.1.2.1 Thais speaking Thai

Almost all of the interviewed subjects (9 out of 10) stated that they were more careful in corrections for S than for H. Several interviewees explained that being more carefulness meant being more indirectness and having more strategies to prevent face loss of the corrected H. The word “face loss” was repeated four to five times in all the interview process. (This can confirm the assumption made by Simpson, 1977, that Asians are more collectivist and more concerned about their own self-image within H’s attention more than Americans). Some interviewees mentioned about trying not to make their addressee anger or feel bad. When H encountered some difficulties even though it was not caused by them, a volunteering of help would be offered in order to make H feel better even though they were accused.

When they were asked to choose between age and social status, seven out of ten interviewees who were Thais speaking Thai responded that they gave more importance to person’s position than to person’s age. Some interviewees mentioned about familiarity. The lower the position the H had, and/or the younger the H was, the more they would give close personal relationship to. Although many interviewees

gave priority to person's position, they stated that they also gave much importance to the "seniority". Some said that they would treat an older janitor like they treated an older relative. However, they did not want to be misunderstood by a boss compared to by a janitor.

In mentioning about the correction making strategies they used, many interviewees reported that they tried to say thing politely with everybody regardless age or position. However, they would try harder and think longer when they spoke to the person in higher position or an older person. They said that, with the person in lower status, one could be more direct, whereas with the person in higher status, one should be less direct and more careful.

About the feeling when doing the questionnaire, many interviewees reported that they became more indignant with the repetition of accusatory situations. They understood that they might say stronger words in responding to some latter situations.

6.1.2.2 Americans speaking English

Like subjects of Thais speaking Thai, seven out of ten American interviewees gave primary importance to person's social status. They thought that one should be respectful to the boss, while they can be informal with a janitor. However, they thought that age was also important in society and at work. Several interviewees stated that they gave more importance to person's position than age because they thought that being older meant having more experience and therefore being knowledgeable. (This can be construed that the factor of age may have more importance especially when the person was in the position to have knowledge, which may not be in the position of a janitor. This can also indicate that Americans also give importance to the seniority. However, when compared with Thais speaking Thai, many Thai interviewees said that they would talk to an older janitor like they

talked to an older relative, while Americans said that they would talk to an old janitor like they talked to a friend who was older.)

All of the American interviewees reported that they would be more direct in corrections for S, the situation where they were accused, than in corrections for H. There were more American respondents compared to Thais mentioning about taking serious when they were wrongly accused. Many of them said they would be more confrontational and more direct, while some of them would also try to be polite. However, help would be offered afterward if they found that the addressee encountered some difficulty.

In making a remark about their correction making strategies, many of them reported that they would not directly say, "You are wrong," since saying thing like that sounded quite harsh and it would make H feel bad. When making corrections to person in higher position, one should be more formal, more polite, and less direct. They should phrase the thing wanted to say in a respectful way. Exclamation would be used together with prefacing the correction to make it sound like it was only their belief. The past or the past perfect would be properly used to soften the correction, since it was nicer than the direct present. More questions would be made to give Hs some ability to come up with some right answer on their own. (This can confirm the assumption made by Simpson, 1997, that Westerners are more individual and more concerned about not impeding into other person's personal territory).

Some correction making strategies being raised by American interviewees included trying to be polite and be considerate. Some remark had also been made about the use of more careful language; that was, the longer the sentences were, the nicer they were.

Also like Thai interviewees, there was some report about stronger feelings that grew up while they were doing questionnaire. They also found that the repetition of accusatory events might make them react more sternly. Some of them felt that they responded more strongly in latter situations compared to the earlier ones.

6.1.2.3 ESL-long Thai learners

Four out of five ESL-long learners thought that they would say things directly when they were accused. One interviewee said she might not make any correction when being misunderstood by a janitor. She thought she would only fix the situation by cleaning or re-arranging stuffs without clarifying things. However, she said she thought it was necessary to make a correction when being misunderstood by a boss. (This gives some different feeling compared to the report on being indignant when being accused by other people reported by American and Thai interviewees.)

When being asked which to choose to give more importance to, between person's age and person's position, two out of five ESL long learners chose position, while another two out of five chose age. The one interviewee left thought that person's age was equal to person's position, since she gave more importance to the close personal relationship. (Staying long in the USA might make them have some feeling of wanting to maintain being Thai by giving more importance to the seniority of people.)

The correction making strategies reported to be used by ESL interviewees included being indirect and being respectful to person of higher status or older person. The correction should be prefaced with S's own personal feeling. There was also some mention about treating an older janitor like treating an older relative.

There was some remark made by an ESL interviewee about her difficulty along the way of acquiring English. She said she was also being struggling to be able to say

thing as she liked in English. None of ESL interviewees mentioned about resent feeling growing along doing the DCT like in Americans speaking English or Thais speaking Thais.

6.1.2.4 ESL-short Thai learners

In responding to the question of which to choose, age or position, two out of five ESL-short learners chose person's position, while another two out of five chose neither age nor position because they thought that saying thing in English can be direct. Several of them thought that saying thing directly was typical American culture. They can say thing directly to the fact as long as they say it politely.

Almost all of them said they would offer to help fix the situation even though they were accused in correction for S. However, they thought it was necessary to clarify things and help make H receive correct information.

In reflecting of their correction making strategies, ESL-short learners stated that they would be less direct to older person or person in higher position. They would assert the correction as if they were not sure about its correctness. They would use tag questions. Some of them believed that Thai people were considerate.

One of ESL interviewee mentioned about the tone of voice that can be used to express politeness and soften the correction making. She said that writing what she wanted to say was lack of tone of voice. She was not sure whether she would say thing like she wrote

6.1.2.5 EFL-high Thai learners

In answering the question about which to choose, age or position, three out of five EFL-high learners chose person's position, while only one out of five chose person's age. The other one left thought that one could say thing directly in English. It should therefore be indifferent talking to older person or to person in higher

position. Several of them mentioned about their belief that American people talked directly to other people.

Three out of five among them reported more indirectness when making corrections for S. They thought that corrections for H needed fewer strategies, since the corrections themselves manifested some good will to H, some good will of not wanting H to remain misinformed, for example.

In mentioning about their correction making strategies, they said they would try to say thing politely and in gentle and considerate manner. They would show respect to person in higher position and older person. They would use modals and try to use the word “please” because they believed that the word “please” could function somehow like Politeness final particles in Thai. (This may not be totally true because there was almost no use of the word “please” in correction making among Americans.)

Like Thais speaking Thai and Americans speaking English, some of them also made a remark about growing more resentful during responding to the latter accusatory situations in the DCT.

6.1.2.6 EFL-low Thai learners

Three out of five of EFL-low Thai learners responded that they chose to give more importance to person’s position, while one of five chose to give more importance to person’s age. They thought that they could talk more freely as they liked to a janitor than to a boss. The other one left chose neither age nor social status, since she gave more importance to close personal relationship.

EFL-low learners also thought that corrections for H needed fewer strategies than corrections for S, since corrections for H express some good purpose toward H. Corrections for H helped H out of the misinformation. Corrections for S needed more

strategies. The corrector had to think longer of what to say in order not to be understood of being shifting responsibility or place claims on someone else.

For their correction making strategies, they said that they would be more formal in corrections to a boss than to a janitor. They would try to say thing politely and try not to use rough words.

Many of them mentioned about their difficulty in using English language. They did not know how to say thing in a respectful or considerate manner in English. They said they just stated the correct information without knowing what they should do to soften those corrections or make them more polite. They said that their problems were their lack of knowledge in English. They had to think much longer when trying to say thing in English.

6.2 Conclusion

Making corrections is one of the most important speech events. Its content leads mistakes and misunderstandings to be resolved. However, making someone realize that he/she is wrong is face threatening. The persons making corrections, therefore, employ politeness strategies depending on who the participants are, what relationship between the S himself/herself and the H, and for whom the correction making is between H and S.

This study investigates into correction making with major three purposes; that is, 1) to study cross-cultural pragmatics of correction making between Thais speaking Thai and Americans speaking English, 2) to study interlanguage pragmatics of correction making in Thai learners of English, and 3) to study three variable factors,

i.e. age, social status, and consequences of failing to correct that influence correction making strategies in Thai learners with different language backgrounds.

Four hundred female university students were divided into two sample groups: the group of 200 subjects for cross-cultural pragmatic study and the group of 200 subjects for interlanguage pragmatic study. The first group was composed of 100 Thais speaking Thai and 100 Americans speaking English, while the latter group was composed of 100 ESL Thai learners (50 with long and 50 with short length of stay in the USA) and 100 EFL Thai learners (50 with high and 50 with low English language exposure). Ten percent of the subjects were randomly chosen to interview. The study employed the DCT, the questionnaire with short situations prompting subjects to write down what they thought they might say in such situations, to investigate all research questions. The DCT used in the study was designed according to the three investigated factors.

In conclusion, the findings of the study support the hypotheses which were made; that is, 1) Thais speaking Thai used more strengthening devices in their correction making than Americans speaking English did, 2) ESL Thai learners could make corrections in more target-like manner than EFL Thai learners, 3) ESL-long learners were closer to the target language use than ESL-short learners, 4) EFL-high learners were closer to the target language use than EFL-low learners, and 5) age, 6) social status, and 7) consequences of failing to correct were factors influencing the use of correction making strategies in each group of the correctors. It was also found that EFL-high rather than EFL-low learners were the group who made most potential of miscommunication. The results from the study are briefly reviewed as follows.

6.2.1 Review of the results from Cross-cultural Study

For the cross-cultural study, the results revealed that essential correction making strategies used by Thais included Rejection and IFID, while Americans IFID and Rejection. Distinct correction making strategies preferred by Thais included Questions verifying new information, Address terms, and Apology. Distinct correction making strategies used by Americans included Questions verifying old information, Prefaces of personal beliefs, and Exclamation. Politeness devices specifically used by Thais included Politeness final particles, while Americans Politeness past tense.

Both Thais and Americans made corrections under influences of three investigated variable factors: social status, age, and consequences of failing to correct. Although Thais showed more concern about age factor, Americans themselves also showed sufficient concern about age. For example, the greater use of politeness past tense when making corrections to older than to younger Hs can imply that Americans still give importance to the age factor in making corrections. More than a half of American interviewed subjects stated that they also gave importance to person's age, since they thought that older people generally had more working experience.

To conclude, despite the fact that Thais and Americans shared most of pragmatic formulas in correction making, it can be seen now that both groups had some different degrees of preferences in using correction making strategies. Some differences may only result in making assumptions about specific characteristics each group had. For example, the preference Americans had in using Questions verifying old information could possibly be construed that Americans preferred to repeat old information in order to make Hs be awakening of its incorrectness by themselves

before asserting correct information to Hs. The preference Thais had in using Questions verifying new information could probably be construed that Thais preferred to assert correct information at the same time of softening it by using questions as if they were not certain about the correctness of their new information.

However, some differences in linguistic representations used may cause potential miscommunication, Rejection used by Thais for example. Thais had a normal way of saying that H was misunderstanding or making a mistake, whereas Americans did not. Such difference may turn out to be impolite for the part of Thai people regarded by Americans. This may provoke negative attitude toward the other party in conversation. Interaction under good relationship may then be interrupted and not be developed in continuity, especially when two interlocutors have not known each other well enough.

6.2.2 Review of the results from Interlanguage Study

For the interlanguage study, the results revealed that there was a direct correlation between length and degree of exposure to the target language and appropriateness of use of correction making strategies in English. More use of apology or less use of Questions verifying old information, which was transferred from learners' mother language, may not cause any problem to actual interactive communication. Nonetheless, less use of Politeness past tense or inappropriate linguistic representation used in Rejection or Information recheck can cause some problems of miscommunication.

ESL learners performed less potential miscommunication and more target-like correction making than EFL learners, since the former had been exposed to the target language in the English speaking contexts while the latter hardly had. Within the ESL group, ESL-long learners, who resided in the USA more than 2 years, could

make corrections in a more target-like manner and produced less potential miscommunication than ESL-short learners, who resided in the USA less than 2 years.

However, although EFL-high learners made corrections in a more target-like manner than EFL-low learners, EFL-high rather than EFL-low learners manifested more potential miscommunication despite more degree of language exposure to the target language. This could be because EFL-high learners possessed sufficient linguistic competence to transfer the way of correction making from the mother language. They had adequate linguistic competence, but inadequate pragmatic competence due to their lack of use of English language with NSs in real situations. EFL-low learners, in spite of wanting, could not make a transfer due to their lack of linguistic competence.

6.3 Implications for Language Teaching

It can be seen from the results of this study that in order to be successful in learning a second or a foreign language, not only must learners of English struggle to acquire its vocabulary, and grammar, which are parts of their linguistic competence, but they also have to struggle even harder to learn how to use the language appropriately in contexts; that is acquire pragmatic competence, which is the knowledge of appropriate language use: what to say, when to say it, how to say it and to whom to say it.

Linguistic competence can be enhanced through classroom learning and teaching. For pragmatic competence, it remains more empirical studies to confirm the possibility of teaching it. To date, there are several studies supporting the

advantage of classroom teaching in order to enhance pragmatic competence to L2 learners (Billmyer, 1990; Bouton, 1994; House, 1996; House and Kasper, 1981; Kasper, 1997; Kubota, 1995; Tateyama et al., 1997; Wildner-Bassett, 1994).

L2 pragmatic competence may be enhanced through awareness-raising activities in classroom. For example, students acquire pragmatic information of how to soften their corrections by using questions calling for verifying old information in order to prompt H that her information is incorrect, how to make their utterances more polite by using past tense ('I thought it was' as oppose to 'I think it is'), and how to make word choices to be used in suggestions of information recheck or rejection. Students can notice particular pragmatic properties in different sources of oral or written information. For instance, they can be assigned to make an observation from native speaker classroom guests or videos of actual interaction, films, or other sources that can be written or audiovisual. In practicing how to use second or foreign language, it is ideal to have learners in small groups. This is because practicing interaction needs that students interchange conversing roles as speaker and hearer.

It is not always that easy to have learners in small group. However, thanks to the benefit of new information technology, various forms of online information in full sight and sound are available for language learning and teaching. This can help large language classroom possibly effective, especially when learning activities are well monitored.

Different types of tasks, either online or classroom simulation, may engage students in different speech events and communicative action tasks. Activities such as role-play, drama, group or personal presentation, and web-log writing, engage students in different social roles and speech events. Such activities provide

opportunities for students to enhance their pragmatic abilities in second or foreign language.

It is also interesting to see that students with low English language experience performed less deviation compared to the high group. However, in real life situations, these students should learn to communicate and use pragmatic strategies in their communication. Activities suggested above can be introduced to beginner students as well with simple grammatical structures to begin with.

6.4 Suggestions for Further Research

There are a few suggestions for future research. First, the study only investigated women's language, since it did not collect data from men. Mixing male and female utterances would have confounded the findings. The findings cannot be taken as true for all language users. It would be interesting if some future research can also investigate correction making by men.

In addition, data of this study came from the answers that were derived from questionnaires. The subjects were assigned to write down what they might actually say in making corrections to imaginary acquainted people. Such answers can be too formal, since the subjects did not really know any of imaginary characters in the questionnaire. This could be seen in Thais more than American subjects. For example, many Thai subjects used first person referring pronoun “*dī chǎn*” in the questionnaire when making corrections to older and higher status Hs. This first person referring pronoun is used formally with higher status Hs who are unacquainted people. It would be possible for future research using questionnaire to solve this problem by adjusting all imaginary characters to some real acquainted

people of the subjects. This may be possible if some ethnographical interview would be made first.

A further suggestion is made from a point in the finding about Prefaces of personal beliefs used by Thais. It is found in the study that Thais also showed preference in the use of Prefaces of personal beliefs in correction making, although outnumbered by those of Americans. There may also be a possibility that the use of prefaces by Thais was influenced from English, the language Thai subjects used in academic settings, since all subjects of this study were university students. The actual preference in the use of Prefaces of personal beliefs by Thais could be another area for future research.

Finally, to date, there is still some need of investigation into some other potential miscommunications across cultures such as disagreement or argument. Studying these potential conflict events as a cross-cultural study can bring speakers from different languages and cultures to mutual understandings. Studying the likely conflict interaction as an interlanguage study can help acknowledging second or foreign language students of how to perform conflict resolution in the target language. This would be useful for learners of English to pragmatically disagree and argue in an appropriately target-like manner.

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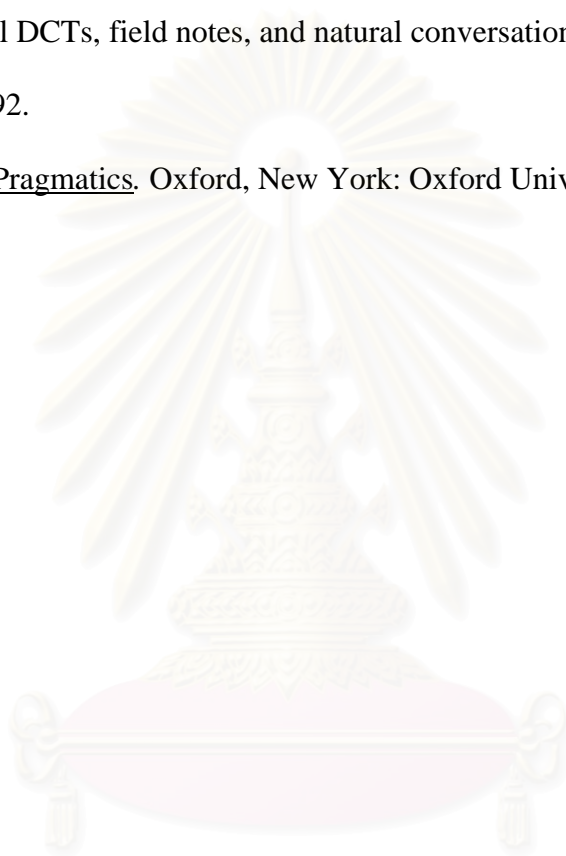
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สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



APPENDICES

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX A

ENGLISH DISCOURSE COMPLETION TASK

Guidance Information:

This questionnaire is composed of 8 situations. In each situation, an imaginary previous speaker has misunderstood some facts. Please write down what you would say to correct each of them.

The following example, a compliment response, is provided to demonstrate how to respond to a previous speaker in each situation on the questionnaire.

Example: You and Helen are friends. At the university cafeteria, Helen notices that you had your hair cut. She likes your new hairstyle and compliments you on that.

What would you say to respond to her compliment?

Helen: I like your new hair.

You: Thanks. I just had it cut yesterday.

1. On Thursday evening, at the office of a company where you, a university student, have worked as a part-time employee for 2 years, Carol Wilson, your immediate boss, a 54-year-old woman, with whom you are well acquainted, tells you about her attending a charity fair tonight. You know that the charity fair she mentioned is going to be held next Tuesday night, not tonight. What would you say to correct her?

Carol Wilson: I'm going to attend the charity fair tonight.

You: _____

2. One early morning, Carol Wilson happens to be the first who arrives at the office. Seeing all the lights are still on overnight, she thinks that you, who are often the last to leave, forgot to turn them off. However, the fact is that you were not the last person working in the office yesterday. What would you say to correct her?

Carol Wilson: Why didn't you turn the lights off when you left the office yesterday?

You:

3. One evening, Lucy Smith, an 18-year-old girl, a janitor in that office, with whom you are well acquainted, tells you about having to stay late in the evening because of an overtime committee meeting. You know that the meeting she mentioned will be tomorrow, not today. What would you say to correct her?

Lucy Smith: I have to stay late this evening because of the overtime meeting.

You:

4. One afternoon, Lucy Smith had just finished cleaning the floor, and was about to leave, when she saw a broken coffee cup with the spilt coffee all over the clean floor. She thinks that it was you who did that. However, it was not your coffee cup and you did not break anything. What would you say to correct her?

Lucy Smith: Oh my! Look at the floor! Would you please clean up your mess?

You:

5. Suppose you, a university student, have also worked as a part-time employee for 2 years, but in a different company. In this company, Jane Miller, who is a couple of

years younger than you, happens to be your immediate boss. You are well acquainted with her. One evening, she tells you that she has been waiting for an interview by a magazine reporter. You know that the appointment day for that interview is tomorrow, not today. What would you say to correct her?

Jane Miller: I don't understand why that magazine reporter hasn't come yet.

You:

6. One day, Jane Miller has been looking for a document and finally found that it was filed in a wrong place. She thinks that it was you who did that. However, the fact is that the document arrived at the time you did not work at the office, and so it was not you who filed that document. What would you say to correct her?

Jane Miller: Why did you file that document in the wrong place?

You:

7. One Friday evening, Barbara White, a 52-year-old janitor in the office, with whom you are well acquainted, tells you about having to work overtime tomorrow because of a special meeting on an up-coming charity walk. You know that, in fact, the special meeting is going to be held next Saturday, not tomorrow. What would you say to correct her?

Barbara White: Tomorrow is Saturday, but I have to come to work overtime for the charity walk meeting.

You:

8. One day, you are rushing to answer the phone in place of a receptionist who has temporarily stepped out to the restroom. You just see that the huge flower vase on the receptionist's counter has fallen down. The flowers are scattering and the water from the vase is running down from the counter. At that moment, Barbara White, the old janitor, arrives at the counter and thinks that it was you who knocked the vase over. What would you say to correct her?

Barbara White: Oh, my God! I just arranged those. Why didn't you tell me you knocked them over?

You: _____

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX B

THAI DISCOURSE COMPLETION TASK

แบบสอบถามการใช้ภาษาเพื่อแก้ความเข้าใจผิด

ขอขอบคุณอย่างสูงที่ทำให้ความร่วมมือในงานวิจัยครั้งนี้

คำชี้แจง

แบบสอบถามนี้มีสถานการณ์สมมติ 8 สถานการณ์ ในแต่ละสถานการณ์ คนซึ่งคุณพูดด้วยมีความเข้าใจผิดบางอย่าง กรุณาอ่านสถานการณ์สมมติเหล่านี้และเขียนสิ่งที่คุณคิดว่า คุณจะพูดเพื่อแก้ความเข้าใจผิดนั้นลงในช่องว่าง

ตัวอย่าง

สถานการณ์ในตัวอย่างนี้เป็นสถานการณ์การตอบรับคำชม

สถานการณ์: คุณและสาวตรีเป็นเพื่อนกัน วันหนึ่ง ขณะที่คุณและเพื่อน ๆ กำลังนั่งอยู่ที่โรงอาหารในมหาวิทยาลัย สาวตรีสังเกตเห็นว่าคุณเพิ่งไปตัดผมมา เธอชอบผมทรงใหม่ของคุณและกล่าวชมทรงผมของคุณ คุณจะตอบคำชมของเพื่อนอย่างไร

สาวตรี: ผมสวยจัง

คุณ: _____

สถานการณ์การแก้ความเข้าใจผิด

1. เป็นวันหยุดห้านาที ณ ที่ทำงานในบริษัทแห่งหนึ่ง คุณซึ่งเป็นนักศึกษามหาวิทยาลัยทำงานในบริษัทแห่งนี้เพื่อหารายได้พิเศษนอกเวลาเรียนมาเป็นเวลา 2 ปีแล้ว หัวหน้างานของคุณคือ โกสม ภักดีภูบาล ผู้หญิงอายุ 54 ปี ซึ่งเป็นคนที่คุณคุ้นเคยดี บอกคุณว่า เธอกำลังจะไปร่วมงานคอนเสิร์ตการกุศลคืนนี้ คุณรู้งานคอนเสิร์ตการกุศลที่เธอหมายถึงนั้นจะมีในคืนวันอังคารหน้า ไม่ใช่คืนนี้ คุณจะพูดแก้ความเข้าใจผิดของเธออย่างไร

โกสม ภักดีภูบาล: ฉันว่าจะไปคอนเสิร์ตการกุศลสักหน้อยคืนนี้

คุณ: _____

2. เช้าวันหนึ่ง โกลสม ภักดีภูบาล บังเอิญมาถึงที่ทำงานเป็นคนแรก เห็นไฟในห้องทำงานเปิดอยู่ จึงคิดว่าต้องมีคนลืมปิดจนทำให้ไฟสว่างอย่างนี้ถึงเช้า และคิดว่าคนคนนั้นคือคุณ เนื่องจากคุณมักออกจากที่ทำงานเป็นคนสุดท้าย อย่างไรก็ตาม เมื่อวานนี้ คุณไม่ใช่คนสุดท้ายที่ออกจากที่ทำงาน คุณจะพูดแก้ความเข้าใจผิดของเธออย่างไร

โกลสม ภักดีภูบาล: ทำไมคุณไม่ปิดไฟตอนออกจากห้องเมื่อวานนี้

คุณ:

3. เย็นวันหนึ่ง โสภา รักษงาน พนักงานทำความสะอาดหญิงอายุ 18 ปี ซึ่งเป็นคนที่คุณคุ้นเคยดี มาบอกคุณว่า วันนี้เธอต้องอยู่เย็นกว่าปกติเพราะมีประชุมนัดพิเศษนอกเวลางาน คุณรู้ว่าการประชุมที่เธอกล่าวถึงนั้นจะมีในวันพรุ่งนี้ ไม่ใช่วันนี้ คุณจะพูดแก้ความเข้าใจผิดของเธออย่างไร

โสภา รักษงาน: วันนี้ ต้องอยู่เย็นมาก ๆ เลย เดี่ยวจะมีประชุมนอกเวลาอีก

คุณ:

4. ป้ายวันหนึ่ง โสภา รักษงาน เพิ่งทำความสะอาดพื้นเสร็จ และกำลังจะออกจากที่ทำงาน เมื่อเธอเดินมาเห็นถ้วยกาแฟแตกพร้อมน้ำกาแฟที่หกราดพื้น เธอคิดว่าคุณเป็นคนทำ อย่างไรก็ตาม ถ้วยกาแฟใบนั้นไม่ใช่ของคุณและคุณก็ไม่ใช่คนทำแตก คุณจะพูดแก้ความเข้าใจผิดของเธออย่างไร

โสภา รักษงาน: ตายแล้ว ดุชิ ช่วยเช็ดกาแฟที่คุณทำหกหน่อยได้ไหมคะ

คุณ:

5. สมมุติว่า คุณซึ่งเป็นนักศึกษามหาวิทยาลัย ได้ทำงานพิเศษนอกเวลาเรียนที่บริษัทแห่งหนึ่งมาเป็นเวลา 2 ปี หัวหน้างานของคุณในบริษัทนี้คือ ธาริณี อัครวเรือง ซึ่งบังเอิญเป็นผู้หญิงในวัยที่อ่อนกว่าคุณสองสามปีและคุณคุ้นเคยกับเธอดี เย็นวันหนึ่ง เธอบอกคุณว่า เธอกำลังคอยผู้สื่อข่าวคนที่นัดว่าวันนี้จะมาสัมภาษณ์เธอเพื่อลงวารสารผู้หญิงฉบับหนึ่ง คุณรู้ว่วันนัดสัมภาษณ์คือวันพรุ่งนี้ ไม่ใช่วันนี้ คุณจะพูดแก้ความเข้าใจผิดของเธออย่างไร

ธาริณี อัครวเรือง: ไม่เข้าใจเลยว่าทำไมคนสัมภาษณ์ยังไม่มาสักที

คุณ:

6. วันหนึ่ง ธาริณี อัครเวียง ค้นหาเอกสารฉบับหนึ่ง และพบว่าเอกสารนั้นถูกเก็บไว้ ผิดแฟ้ม เธอคิดว่า คุณเป็นคนที่เก็บเอกสารนั้น อย่างไรก็ตาม ความเป็นจริง คือ เวลาที่ระบุการรับเอกสารนั้นเป็นช่วงเวลาที่คุณไม่ได้อยู่ที่ทำงาน คุณจึงไม่ใช่คนที่เก็บเอกสารนั้นเข้าแฟ้ม คุณจะพูดแก้ความเข้าใจผิดของเธออย่างไร

ธาริณี อัครเวียง: ทำไมคุณถึงเก็บเอกสารผิดแฟ้ม

คุณ: _____

7. เย็นวันศุกร์ สมศรี แสนสุข หญิงทำความสะอาดวัย 52 ปี ซึ่งเป็นคนที่คุณคุ้นเคย ดี บอกคุณว่า เธอจะต้องมาทำงานล่วงเวลาในวันพรุ่งนี้เพราะมีประชุมนัดพิเศษ เกี่ยวกับการจัดงานเดินการกุศล คุณรู้ว่า ที่จริง การประชุมนัดพิเศษดังกล่าวจะมี ในวันเสาร์หน้า ไม่ใช่วันเสาร์พรุ่งนี้ คุณจะพูดแก้ความเข้าใจผิดของเธออย่างไร

สมศรี แสนสุข: พรุ่งนี้วันเสาร์ แต่ต้องมาทำงาน เพราะจะมีประชุมเดินการกุศล

คุณ: _____

8. วันหนึ่ง คุณกำลังรีบไปรับโทรศัพท์แทนที่พนักงานต้อนรับซึ่งขอไปเข้าห้องน้ำ คุณเห็นแจกันดอกไม้ขนาดใหญ่ที่เคาน์เตอร์ประชาสัมพันธ์หล่นมากองกับพื้น ดอกไม้ในแจกันกระจัดกระจาย น้ำหกเลอะเคาน์เตอร์และกำลังไหลนองมาที่พื้น ในเวลานั้น สมศรี แสนสุข หญิงทำความสะอาดผู้สูงวัยเดินมาถึงที่นั่น เธอคิดว่า คุณเป็นคนทำแจกันล้ม คุณจะพูดแก้ความเข้าใจผิดของเธออย่างไร

สมศรี แสนสุข: ว้าย ตายแล้ว เพิ่งจัดเสร็จแท้ ๆ เลย ทำแจกันมันล้มแล้วทำไมไม่บอกคะ

คุณ: _____

ด้ายนี้ ขอความกรุณาท่านผู้ตอบแบบสอบถามระบุอายุของท่าน
อายุ _____ ปี

ขอขอบคุณอย่างสูงที่ให้ความร่วมมือในงานวิจัยครั้งนี้

APPENDIX C

ENGLISH LANGUAGE EXPOSURE QUESTIONNAIRE

Thank you very much for your kind cooperation.

Guidance Information:

This questionnaire is composed of 2 parts: 1) personal information, and 2) English language exposure. The second part, English Language exposure, has 3 sections: A, B, and C. Please answer by placing a checkmark (✓ or X) or writing down your answer ***according to your true experiences.***

I Personal Information

1. I am undergraduate student graduate student PhD candidate
2. Year of study --1st -- 2nd -- 3rd -- 4th
 other than 4th (please specify)
3. Faculty:.....University:.....
4. Major:.....
5. Age: years old
6. I was born in Thailand other countries (please specify).....
7. The first language I learned to speak is Thai
 other languages (please specify).....
8. The language I usually use with my family is Thai
 other languages (please specify).....
9. The language/languages I comfortably use is/are:
 1).....2).....3).....4).....
10. I have studied English since I was.....years old.

II English Language Exposure

A. Please place a checkmark (✓ or X) to indicate your true experiences ***at school and university.***

1. On average, my grades in English courses at school and university are:

Grade Level	1	2	3	4
At school				
At university				

2. On average, this is how long my English teachers at school and university speak English to me in English courses ***within an hour (60 minutes):***

Min: 1hr Level	0 min.	1-10 min.	11-20 min.	21-30 min.	31-40 min.	41-50 min.	51-60 min.
At school							
At university							

B. Please thoroughly read every situation in this section, and write down your answers ***according to your true experiences.*** If any of these situations do not correspond with your true experiences, you could omit them.

1. Below are subjects other than English that I used/use textbooks in English.

At school:

1).....2).....3).....4).....

At university:

1).....2).....3).....4).....

2. I attended an international school in Thailand from.....to.....

3. I have done some extra curriculum activities/some part-time jobs using English:

English tutor:.....hours per 1 week: From.....to.....

Tour guide:.....hours per 1 week: From.....to.....

Correspondent:.....hours per 1 week: From.....to.....

Public relations:.....hours per 1 week: From.....to.....

Operator:.....hours per 1 week: From.....to.....

Other activities/jobs: (please specify).....

4.a) I have been abroad in some English-speaking countries.....time(s):

1st time: Country name:.....From.....to.....

2nd time: Country name:.....From.....to.....

3rd time: Country name:.....From.....to.....

More than three times: (please specify).....

b) During the stay(s) in the place(s) I reported above, I could place a checkmark (✓ or X) to indicate the average extent to which I think I used English.

No use of English

Exclusive use of English

←-----→					
0%	1-20%	21-40%	41-60%	61-80%	81-100%

5. I have taken some English course(s) abroad in an English speaking country.....times(s):

1st time: Country name:.....From.....to.....

English study time:.....hours per week.

2nd time: Country name:.....From.....to.....

English study time:.....hours per week.

3rd time: Country name:.....From.....to.....

English study time:.....hours per week.

More than three times: (please specify).....

6. I have taken intensive course(s) of English language in Thailand.....time(s).

1st time: An intensive course of.....hours per 1 week: From.....to.....

2nd time: An intensive course of.....hours per 1 week: From.....to.....

3rd time: An intensive course of.....hours per 1 week: From.....to.....

More than 3 times: (please specify).....

C. Please place a checkmark (✓ or X) to indicate the extent to which you think you had/have opportunities to expose to English language *at school/ at university* by estimating on average how many hours *per one week* you did/do the activities in each of the following situations.

Situations	Time						
	Never	Less than 4 hours a week	4-8 hours a week	8-12 hours a week	12-16 hours a week	16-20 hours a week	More than 20 hours a week
1. I -have English classes							
1.1 At school							
1.2 At university							
2. I -have studied English with a foreign teacher							
2.1 At school							
2.2 At university							

Situations	Time						
	Never	Less than 4 hours a week	4-8 hours a week	8-12 hours a week	12-16 hours a week	16-20 hours a week	More than 20 hours a week
3. I -have studied with a foreign (English speaking) student							
3.1 At school							
3.2 At university							
4. I -have studied in an English lab							
4.1 At school							
4.2 At university							
5. I -have presented reports in English							
5.1 At school							
5.2 At university							
6. I -read English textbooks							
6.1 At school							
6.2 At university							
7. I -write assignments in English							
7.1 At school							
7.2 At university							
8. I -have joined extra curricula activities using English, e.g., debating, play, show, competition, exhibition							
8.1 At school							
8.2 At university							
9. I -have attended extra English courses besides the school time							
9.1 At school							
9.2 At university							
10. I -listen to English teaching tapes							
10.1 At school							
10.2 At university							
11. I -listen to English songs							
11.1 At school							
11.2 At university							
12. I -read English newspapers/ magazines							
12.1 At school							
12.2 At university							
13. I -read English fiction/ cartoon books							
13.1 At school							
13.2 At university							
14. I -read information in English from the internet							
14.1 At school							
14.2 At university							
15. I -watch English movies and VDOs							
15.1 At school							
15.2 At university							
16. I -watch English news/ documentaries							
16.1 At school							
16.2 At university							

Situations	Time						
	Never	Less than 4 hours a week	4-8 hours a week	8-12 hours a week	12-16 hours a week	16-20 hours a week	More than 20 hours a week
17. I -play games such as scrabble and crosswords using English							
17.1 At school							
17.2 At university							
18. I -practice speaking English by talking to myself/ tape recording							
18.1 At school							
18.2 At university							
19. I -have English conversations with foreigners							
19.1 At school							
19.2 At university							
20. I -correspond in English by (e-) mail with friends and people							
20.1 At school							
21.1 At university							

Thank you very much for your kind cooperation.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX D
ENGLISH LANGUAGE EXPOSURE QUESTIONNAIRE (THAI)
แบบสอบถามประสบการณ์การใช้ภาษาอังกฤษ

ขอขอบคุณอย่างสูงที่ให้ความร่วมมือในงานวิจัยครั้งนี้

คำชี้แจง

แบบสอบถามนี้มี 2 ส่วน: 1) ข้อมูลส่วนบุคคล และ 2) ประสบการณ์การใช้ภาษาอังกฤษ แบบสอบถามส่วนที่เป็นประสบการณ์การใช้ภาษาอังกฤษมี 3 ตอน คือ A B และ C กรุณาตอบโดยทำเครื่องหมาย √ หรือ X หรือเขียนคำตอบตามประสบการณ์จริงของท่าน

I ข้อมูลส่วนบุคคล

1. ฉันเป็นนิสิต/นักศึกษาระดับปริญญา ตรี โท เอก
2. ชั้นปีที่ 1 2 3 4
 มากกว่าชั้นปีที่ 4 (โปรดระบุ).....
3. คณะ:.....มหาวิทยาลัย.....
4. วิชาเอก.....
5. อายุ.....ปี
6. ฉันเกิดใน ประเทศไทย ประเทศอื่น (โปรดระบุ).....
7. ภาษาแรกในชีวิตที่ฉันพูดได้คือ ภาษาไทย ภาษาอื่น (โปรดระบุ).....
8. ภาษาที่ฉันใช้พูดกับคนในครอบครัวของฉันคือ ภาษาไทย
 ภาษาอื่น (โปรดระบุ).....
9. ภาษาที่ฉันใช้สื่อสารได้โดยสะดวก คือ:
1).....2).....3).....4).....
10. ฉันเริ่มเรียนภาษาอังกฤษตั้งแต่อายุ.....ปี

II ประสบการณ์การใช้ภาษาอังกฤษ

A. กรุณาทำเครื่องหมาย √ หรือ X ในช่องที่ตรงกับประสบการณ์จริงของท่าน **ในขณะที่เป็นนักเรียนและในขณะที่เป็นนักศึกษา**

1. โดยเฉลี่ยแล้ว ระดับคะแนนวิชาภาษาอังกฤษของฉันในขณะที่เป็นนักเรียนและในขณะที่เป็นนักศึกษามักเป็นดังนี้

ระดับคะแนน	Grade 1	Grade 2	Grade 3	Grade 4
ช่วงเวลา ในขณะที่เป็นนักเรียน				
ในขณะที่เป็นนักศึกษา				

2. โดยเฉลี่ยแล้ว ภายในระยะเวลาต่อ 1 ชั่วโมง หรือ 60 นาที อาจารย์วิชาภาษาอังกฤษที่สอนฉันในขณะที่เป็นนักเรียนและในขณะที่เป็นนักศึกษา พูดภาษาอังกฤษกับฉันในชั้นเรียนภาษาอังกฤษคิดเป็นเวลาดังนี้

นาที : 1 ชั่วโมง	0 นาที	1-10 นาที	11-20 นาที	21-30 นาที	31-40 นาที	41-50 นาที	51-60 นาที
ช่วงเวลา เป็นนักเรียน							
เป็นนักศึกษา							

B. กรุณาอ่านสถานการณ์ต่อไปนี้ทุกข้อ และเขียนคำตอบตามประสบการณ์จริงของท่าน หากท่านไม่มีประสบการณ์ในข้อใด กรุณาเว้นว่างข้อดังกล่าวไว้

1. วิชาที่ไม่ใช่วิชาภาษาอังกฤษแต่จำเป็นต้องใช้ตำราภาษาอังกฤษกับวิชาเหล่านี้ คือ
ในโรงเรียน:
1).....2).....3).....4).....
ในมหาวิทยาลัย:
1).....2).....3).....4).....
 2. ฉันเคยเรียนโรงเรียนนานาชาติในประเทศไทยเมื่อ.....ถึง.....
 3. ฉันใช้ภาษาอังกฤษทำกิจกรรมพิเศษต่าง ๆ /ฝึกงานหาความรู้ /ทำงานหารายได้พิเศษ ฯลฯ ดังต่อไปนี้
สอนพิเศษภาษาอังกฤษ: ชั่วโมง ต่อ 1 สัปดาห์; รวมระยะเวลา สัปดาห์ เดือน ปี
มีคฤหาสน์ที่เช่า:..... ชั่วโมง ต่อ 1 สัปดาห์; รวมระยะเวลา สัปดาห์ เดือน ปี
พนักงานโต้ตอบจดหมาย:..... ชั่วโมง ต่อ 1 สัปดาห์; รวมระยะเวลา สัปดาห์ เดือน ปี
ประชาสัมพันธ์:..... ชั่วโมง ต่อ 1 สัปดาห์; รวมระยะเวลา สัปดาห์ เดือน ปี
พนักงานรับโทรศัพท์:..... ชั่วโมง ต่อ 1 สัปดาห์; รวมระยะเวลา สัปดาห์ เดือน ปี
กิจกรรมพิเศษ/ฝึกงาน/ทำงานแบบอื่น ๆ (โปรดระบุ).....
.....
.....
 - 4.a) ฉันเคยไปทัศนศึกษาหรือพักอาศัยในต่างประเทศที่สื่อสารกันด้วยภาษาอังกฤษ.....ครั้ง:
ครั้งที่ 1: ประเทศ.....รวมระยะเวลา สัปดาห์ เดือน ปี
ครั้งที่ 2: ประเทศ.....รวมระยะเวลา สัปดาห์ เดือน ปี
ครั้งที่ 3: ประเทศ.....รวมระยะเวลา สัปดาห์ เดือน ปี
เกินกว่า 3 ครั้ง (โปรดระบุ).....
.....
 - b) ขณะอยู่ต่างประเทศดังกล่าวข้างต้น ฉันได้ใช้ภาษาอังกฤษในปริมาณเฉลี่ยเป็นร้อยละดังนี้
- | | | | | | |
|----------------------------|-------|--------|---------------------------|--------|---------|
| ไม่ได้ใช้ภาษาอังกฤษ | | | ใช้เฉพาะภาษาอังกฤษ | | |
| ←-----→ | | | | | |
| 0% | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
| | | | | | |
5. ฉันเคยเข้าชั้นเรียนภาษาอังกฤษในต่างประเทศที่สื่อสารกันด้วยภาษาอังกฤษ.....ครั้ง:
ครั้งที่ 1: ประเทศ.....เวลาเรียนภาษาอังกฤษ:..... ชั่วโมง ต่อ 1 สัปดาห์
รวมระยะเวลาการเรียนในครั้งนี..... สัปดาห์.....เดือน.....ปี
ครั้งที่ 2: ประเทศ.....เวลาเรียนภาษาอังกฤษ:..... ชั่วโมง ต่อ 1 สัปดาห์
รวมระยะเวลาการเรียนในครั้งนี..... สัปดาห์เดือนปี
ครั้งที่ 3: ประเทศ.....เวลาเรียนภาษาอังกฤษ:..... ชั่วโมง ต่อ 1 สัปดาห์
รวมระยะเวลาการเรียนในครั้งนี..... สัปดาห์เดือนปี
เกินกว่า 3 ครั้ง (โปรดระบุ).....
.....
 6. ฉันเคยเรียนภาษาอังกฤษแบบเข้มข้น (intensive course) ในประเทศไทย.....ครั้ง
ครั้งที่ 1: เป็นเวลา..... ชั่วโมงต่อ 1 สัปดาห์; รวมระยะเวลา สัปดาห์ เดือน ปี
ครั้งที่ 2: เป็นเวลา..... ชั่วโมงต่อ 1 สัปดาห์; รวมระยะเวลา สัปดาห์ เดือน ปี
ครั้งที่ 3: เป็นเวลา..... ชั่วโมงต่อ 1 สัปดาห์; รวมระยะเวลา สัปดาห์ เดือน ปี
มากกว่า 3 ครั้ง (โปรดระบุ).....
.....

C. กรุณาทำเครื่องหมาย ✓ หรือ X ในช่องที่ท่านคิดว่าสามารถระบุปริมาณประสบการณ์การใช้ภาษาอังกฤษที่ท่านเคยมีในขณะที่เป็นนักเรียนและกำลังมืออยู่ในขณะที่เป็นนักศึกษา โดยประมาณค่าเฉลี่ยจำนวนชั่วโมงต่อ 1 สัปดาห์ ในการทำกิจกรรมแต่ละสถานการณ์ดังต่อไปนี้

สถานการณ์	เวลา						
	ไม่เคย	น้อยกว่า 4 ชม.ต่อ 1 สัปดาห์	4-8 ชม. ต่อ 1 สัปดาห์	8-12 ชม. ต่อ 1 สัปดาห์	12-16 ชม. ต่อ 1 สัปดาห์	16-20ชม. ต่อ 1 สัปดาห์	มากกว่า 20ชม.ต่อ 1 สัปดาห์
1. ฉันมีชั้นเรียนภาษาอังกฤษ							
1.1 ในขณะที่เป็นนักเรียน							
1.2 ในขณะที่เป็นนักศึกษา							
2. ฉันเรียนกับอาจารย์ชาวต่างชาติ เจ้าของภาษาอังกฤษ							
2.1 ในขณะที่เป็นนักเรียน							
2.2 ในขณะที่เป็นนักศึกษา							
3. ฉันเรียนกับเพื่อนนักเรียน/นักศึกษา ชาวต่างชาติเจ้าของภาษาอังกฤษ							
3.1 ในขณะที่เป็นนักเรียน							
3.2 ในขณะที่เป็นนักศึกษา							
4. ฉันเรียนภาษาอังกฤษในห้องปฏิบัติ การทางภาษา (English Lab)							
4.1 ในขณะที่เป็นนักเรียน							
4.2 ในขณะที่เป็นนักศึกษา							
5. ฉันเสนอรายงานเป็นภาษาอังกฤษ							
5.1 ในขณะที่เป็นนักเรียน							
5.2 ในขณะที่เป็นนักศึกษา							
6. ฉันอ่านตำราภาษาอังกฤษ							
6.1 ในขณะที่เป็นนักเรียน							
6.2 ในขณะที่เป็นนักศึกษา							
7. ฉันทำการบ้านเป็นภาษาอังกฤษ							
7.1 ในขณะที่เป็นนักเรียน							
7.2 ในขณะที่เป็นนักศึกษา							
8. ฉันเข้าร่วมกิจกรรมเสริมหลักสูตรที่ ต้องใช้ภาษาอังกฤษ เช่น โต้วาที ละคร การแสดง การแข่งขัน การจัดนิทรรศการ							
8.1 ในขณะที่เป็นนักเรียน							
8.2 ในขณะที่เป็นนักศึกษา							
9. ฉันเรียนพิเศษภาษาอังกฤษ							
9.1 ในขณะที่เป็นนักเรียน							
9.2 ในขณะที่เป็นนักศึกษา							
10. ฉันฟังเทปสอนภาษาอังกฤษ							
10.1 ในขณะที่เป็นนักเรียน							
10.2 ในขณะที่เป็นนักศึกษา							
11. ฉันฟังเพลงภาษาอังกฤษ							
11.1 ในขณะที่เป็นนักเรียน							
11.2 ในขณะที่เป็นนักศึกษา							

สถานการณ์	เวลา						
	ไม่เคย	น้อยกว่า 4 ช.ม.ต่อ 1 สัปดาห์	4-8 ช.ม. ต่อ 1 สัปดาห์	8-12 ช.ม. ต่อ 1 สัปดาห์	12-16 ช.ม. ต่อ 1 สัปดาห์	16-20ช.ม. ต่อ 1 สัปดาห์	มากกว่า 20ช.ม.ต่อ 1 สัปดาห์
12. ค้นอ่านหนังสือพิมพ์/วารสารภาษาอังกฤษ							
12.1 ในขณะที่เป็นนักเรียน							
12.2 ในขณะที่เป็นนักศึกษา							
13. ค้นอ่านหนังสือนิยาย/การ์ตูนภาษาอังกฤษ							
13.1 ในขณะที่เป็นนักเรียน							
13.2 ในขณะที่เป็นนักศึกษา							
14. ค้นอ่านข้อมูลข่าวสารภาษาอังกฤษจากอินเทอร์เน็ต							
14.1 ในขณะที่เป็นนักเรียน							
14.2 ในขณะที่เป็นนักศึกษา							
15. ศึกษาดูภาพยนตร์และวิดีโอภาษาอังกฤษ							
15.1 ในขณะที่เป็นนักเรียน							
15.2 ในขณะที่เป็นนักศึกษา							
16. ศึกษาดูข่าว/สารคดีภาษาอังกฤษ							
16.1 ในขณะที่เป็นนักเรียน							
16.2 ในขณะที่เป็นนักศึกษา							
17. ศึกษาลเล่นเกมที่ใช้ภาษาอังกฤษ เช่น scrabble และ crosswords เป็นต้น							
17.1 ในขณะที่เป็นนักเรียน							
17.2 ในขณะที่เป็นนักศึกษา							
18. ฝึกฟังภาษาอังกฤษโดยพูดภาษาอังกฤษกับตนเอง/บันทึกเสียงพูดตนเอง							
18.1 ในขณะที่เป็นนักเรียน							
18.2 ในขณะที่เป็นนักศึกษา							
19. ศึกษสนทนาภาษาอังกฤษกับชาวต่างชาติ							
19.1 ในขณะที่เป็นนักเรียน							
19.2 ในขณะที่เป็นนักศึกษา							
20. ศึกษติดต่อกับเพื่อนและผู้คนทางจดหมาย (อิเล็กทรอนิกส์) ด้วยภาษาอังกฤษ							
20.1 ในขณะที่เป็นนักเรียน							
20.2 ในขณะที่เป็นนักศึกษา							

ขอขอบคุณอย่างสูงที่ให้ความร่วมมือในงานวิจัยครั้งนี้

APPENDIX E

SCORING CRITERIA OF ENGLISH LANGUAGE EXPOSURE QUESTIONNAIRE

Criteria for scoring English language exposure questionnaire:

Part I: Personal Information

1-10: No mark. Information from this part is used to support the score results from other sections.

Part II: English Language Exposure

A. Total of maximum score: 40 marks

1. Maximum score: 16 marks

At school/At university:

Grade 1: 2 marks Grade 2: 4 marks Grade 3: 6 marks Grade 4: 8 marks

2. Maximum score: 24 marks

At school/At university:

0 minute: 0 marks

1-10 minute(s): 2 marks 11-20 minutes: 4 marks 21-30 minutes: 6 marks

31-40 minutes: 8 marks 41-50 minutes: 10 marks 51-60 minutes: 12 marks

B. Total of maximum score: 80 marks

1. Maximum score: 8 marks

At school/At university:

No response: 0 mark

1 subject name: 1 mark

2. Maximum score: 14 marks

No response: 0 mark

Amount of time reported by respondents is calculated and arranged in order from the longest to the shortest. The range received is divided into 7 intervals. These 7 intervals are assigned marks as follows:

1st interval: 2 marks 2nd interval: 4 marks 3rd interval: 6 marks
 4th interval: 8 marks 5th interval: 10 marks 6th interval: 12 marks
 7th interval: 14 marks

For example, if the longest time of attending an international school is 6 years (1 academic year = 2 semesters + 1 summer; 1 semester = 4 months, 1 summer = 1 month; 6 academic years = 54 months), while the lowest time is 1 semester (4 months), the range received, from 54 to 4, is divided into 7 intervals. Each interval equaling 7.1 ($(54-4) \div 7 = 7.1$) is assigned marks as follows:

1st interval: 4-11.1 months: 2 marks 2nd interval: 11.2-18.3 months: 4 marks
 3rd interval: 18.4-25.5 months: 6 marks 4th interval: 25.6-32.7 months: 8 marks
 5th interval: 32.8-39.9 months: 10 marks 6th interval: 40-47.1 months: 12 marks
 7th interval: 47.2-54 months: 14 marks

3. Maximum score: 14 marks

No response: 0 marks

Number of activities/jobs, hours per week, and amount of time reported by each respondent are added together. The result is then brought to arrange in order from the longest to the shortest. The range received is divided into 7 intervals. The 7 intervals are assigned marks as follows:

1st interval: 2 marks 2nd interval: 4 marks 3rd interval: 6 marks
 4th interval: 8 marks 5th interval: 10 marks 6th interval: 12 marks
 7th interval: 14 marks

For example, if the longest time reported is 3,600 hours, while the shortest 100 hours, the range received, from 3,600 to 100, is divided into 7 intervals. Each interval equaling 500 $((3,600-100) \div 7 = 500)$ is assigned marks as follows:

1 st interval: 100-600 hours: 2 marks	2 nd interval: 601-1100 hours: 4 marks
3 rd interval: 1101-1600: 6 marks	4 th interval: 1601-2100: 8 marks
5 th interval: 2101-2600: 10 marks	6 th interval: 2601-3100: 12 marks
7 th interval: 3101-3600: 14 marks	

4. Maximum score: 14 marks

No response: 0 mark

4 a) Maximum score: 4 marks

The total of time being abroad in an English speaking country* is brought to arrange in order from the longest to the shortest. The range received is divided into 4 intervals. The 4 intervals are assigned marks as follows:

1 st interval: 1 mark	2 nd interval: 2 marks
3 rd interval: 3 marks	4 th interval: 4 marks

4 b) Maximum score: 10 marks

0%: 0 mark	1-20%: 2 marks	21-40%: 4 marks
41-60%: 6 marks	61-80%: 8 marks	81-100%: 10 marks

5. Maximum score: 14 marks

No response: 0 mark

The time total reported in having English course(s) abroad in an English speaking country* is brought to arrange in order from the longest to the shortest. The range received is divided into 7 intervals. The 7 intervals are assigned marks as follows:

* The answer for "Country name" has no mark. It is used to check whether each reported country is some place where English is spoken.

1st interval: 2 marks2nd interval: 4 marks3rd interval: 6 marks4th interval: 8 marks5th interval: 10 marks6th interval: 12 marks7th interval: 14 marks

6. Maximum score: 16 marks

No response: 0 mark

The time total reported in having intensive course(s) of English language in Thailand is brought to arrange in order from the longest to the shortest. The range received is divided into 8 intervals. The 8 intervals are assigned marks as follows:

1st interval: 2 marks2nd interval: 4 marks3rd interval: 6 marks4th interval: 8 marks5th interval: 10 marks6th interval: 12 marks7th interval: 14 marks8th interval: 16 marks

C. Maximum score: 120 marks

1-20: Marks are assigned for both “at school” and “at university” as follows:

Never: 0 mark

Less than 4 hours a week: 1 mark

4-8 hours a week: 2 marks

8-12 hours a week: 3 marks

12-16 hours a week: 4 marks

16-20 hours a week: 5 marks

More than 20 hours a week: 6 marks

As for the marks assigned, the whole section including “at school” and “at university” receives 240 marks. The marks are then divided by 2 and become 120. One hundred and twenty would be the result of maximum score for this section.

APPENDIX F

DATA FROM CORRECTION MAKING AMONG AMERICANS

04/10/03

26 Yrs. Old

(1)

1. Carol, I think the charity fair is actually next Tuesday, not tonight.
2. I wasn't the last person working yesterday.
3. Late this evening? It's tomorrow, not today.
4. Lucy, it's not my mess.
5. Jane, the magazine reporter is coming tomorrow, not today.
6. I don't think I filed that document. Will you look to see when it arrived?
7. No, you don't, Barbara. The charity walk meeting is next Saturday, not this Saturday.
8. I actually just saw them knocked over myself. I didn't knock them over, Barbara.

(2)

1. It's tonight? I thought it was next Tuesday!
2. I'm not sure who was here last, I left at 6:00.
3. No, that meeting is tomorrow, not tonight.
4. Oh, that not mine, but I will help you clean it up.
5. Are you sure it was today? I thought it was tomorrow.
6. I don't think I was the one that filed it.
7. Are you sure? I thought that meeting was next week.
8. Oh, no! (Look what happened, a concern over the flowers being spilled) I didn't do it, but I will help you clean them up!

04/14/03

18 Yrs. Old

(3)

1. The one that was supposed to be next Tuesday night?
2. I wasn't the last person in the office yesterday.
3. You mean tomorrow evening.
4. I'll clean it up, but it wasn't my mess.
5. He's not supposed to be here until tomorrow.
6. It wasn't me.
7. Not tomorrow; Next Saturday!
8. Because I didn't knock them over. Stop blaming me for everything!

19 Yrs. Old

(4)

1. Isn't that Tuesday night?
2. Someone else was here when I left.
3. Isn't that meeting tomorrow night?
4. I'd be happy to clean it up, but it's not my mess.
5. The magazine reporter is coming tomorrow.
6. I didn't file the document; I was not in the office when it arrived.
7. Isn't that meeting going to be held next Saturday?
8. I didn't knock them over. Let me help you clean them up.

28 Yrs. Old

(5)

1. Oh, I know of a charity fair that is to be held next Tuesday night...but I didn't know there would be one tonight as well. Maybe we should check to make sure about the correct dates.
2. Hmm, you know, actually, yesterday when I left the office, others were still here working, but I am usually the last one to leave, you're right. I'll make sure to remind the others to turn off the lights if they're the last ones here.

3. Are you sure it's today? 'Cause I'm almost certain it's tomorrow.
4. It's not MY mess! But I'll help you clean it.
5. Hmm...are you sure he/she was supposed to come today? For some reason I'd written down on my calendar that he/she is to come tomorrow at this time.
6. Let's see...oh, it looks like this document arrived when I was not at the office. I don't think I was the one who filed it, but I'd be happy to re-file it in its correct place.
7. Hmm...I thought the charity walk was NEXT Saturday. Are you sure it's tomorrow? It would be terrible if you come all the way here only to find out that it's not tomorrow...
8. I know, it's a mess! I just happened upon it myself! I don't know who knocked them over, but I'll get some paper towels from the bathroom and help you clean it up.

04/21/03

19 Yrs. Old

(6)

1. You mean the one on Tuesday?
2. Oh, I left them on for the other person who was still here when I left.
3. I thought it was scheduled for tomorrow.
4. I'll help you with the mess, but I don't drink coffee.
5. What day did you agree on meeting the reporter?
6. But I wasn't in at the time it arrived.
7. Don't worry about it. It's scheduled for next week.
8. I just saw them knocked over myself. Let me try to help put them back.

24 Yrs. Old

(7)

1. I think that the charity fair is next Tuesday night, not tonight. Let me go verify the date for you.
2. Oh, I wasn't the last to leave; there were still people working when I left.
3. I think that the overtime meeting is tomorrow night, let me go check that for you.
4. Oh! That's not my coffee cup. Here, I'll help you clean that up.
5. Is that happening today? I heard that the reporter is coming tomorrow.
6. Oh, I didn't file that; here, I'll go file it in the right place for you.
7. I think that the charity walk is next week, not tomorrow. Do you want me to check that out for you, to make sure?
8. I just found them like this, here, let me help you pick those up.

(8)

1. Is it tonight? I thought it was next Tuesday.
2. Because Bob was still in there when I left, and he can't really work in the dark, as far as I know.
3. So, you have to stay late tonight and tomorrow? That kinda rough...
4. That's not mine; I don't know whose it is...or why they would just leave the mug...
5. Well, one of you might be a day off. You've been really busy lately.
6. Well, I wasn't at work that day, so I may not have been myself. You might ask Bob about it...
7. Did they move the charity walk up? I was told the meeting was next Saturday.
8. I just now found them, I don't know what happened.

(9)

1. Isn't the charity fair happening next Tuesday night?
2. I didn't leave them on - when I left there were still people here.
3. The committee meeting? I'm pretty sure that's tomorrow night.
4. It's not my mess. I don't know who did it.
5. Isn't the reporter coming tomorrow?
6. I didn't do it - the document came when I wasn't even here.
7. But isn't the meeting on next Saturday?
8. I just got here and they were like that. I don't know what happened to them.

25 Yrs. Old

(10)

1. Oh, it's tonight? I thought it was next Tuesday. Let me know how it goes.
2. Oh, I did not stay late last night. In fact, I left right after you. I don't know who left them on.
3. The meeting is today? I thought it was tomorrow. Well, have fun. You might want to check the meeting date.
4. I would if I had spelt it. Sorry, but I don't know whose coffee cup that is.
5. Oh, it's not today. The date is for tomorrow.
6. I could not have filed this document because the date indicates that it was filed before I was hired.
7. Oh. It's not this Saturday. It's next Saturday. So, you can go home and rest.
8. I just walked up to this desk a second ago. This is my first time seeing the vase knocked over.

30 Yrs. Old

(11)

1. Oh, I thought that fair would happen next Tuesday night.
2. I wasn't the last one to leave.
3. I think the meeting is tomorrow. You might want to double check.
4. Lucy, I didn't spill the coffee.
5. Are you sure the appointment is today? I think it's for tomorrow.
6. That was before my time, Jane.
7. I think the charity walk is next Saturday. You may want to double check.
8. I didn't knock them over. I just got here myself.

37 Yrs. Old

(12)

1. Oh, was it changed to tonight? It was originally scheduled for next Tuesday.
2. Because there were still people here.
3. Oh, that meeting is scheduled for tomorrow night.
4. I will clean up the mess, but it is not mine.
5. Oh, I thought that meeting was scheduled for tomorrow.
6. I didn't file that document.
7. Oh, I thought that meeting was next Saturday.
8. I didn't knock them over. I just arrived myself.

38 Yrs. Old

(13)

1. Oh, I've heard it's going to be on Tuesday. Are you positive it's tonight?
2. I did. I don't know why they were left on when you came in.
3. Are you sure? I heard it is tomorrow.
4. It isn't mine. (The rest of my answer depends on who else is there and what I'm doing, I might say "You've already cleaned up. Don't worry. I'll get it")
5. Jane, I think the appointment is tomorrow. Double check.
6. I've never seen that document.
7. Barbara, I don't think it's tomorrow. Double check.
8. I just found them like this. Help me clean this up please.

41 Yrs. Old

(14)

1. I hope you have a nice time, although I thought that the charity fair will be next Tuesday night.
2. Why do you ask? I turned the lights off when I left.
3. I didn't know that there is a meeting tonight. I thought the overtime meeting would be tomorrow.
4. I also wish people would clean up their mess, especially since you just cleaned the floor.
5. I thought that your appointment would be tomorrow.
6. I'm glad you found that document. I don't know why it was misfiled.
7. I'm not sure, but I think that the charity walk meeting will be held next Saturday.
8. I wish someone hadn't knocked over your arrangement.

04/22/03
20 Yrs. Old
(15)

1. Really? There is a fair tonight as well? I heard about the Fair Next Tuesday.
2. When I left the office, there were still people working here.
3. Lucy, the meeting is tomorrow night.
4. Actually, I didn't spill the coffee. I don't drink coffee.
5. Jane, I think the interview is scheduled for tomorrow. Why don't you check your appointment book?
6. I don't know what file you're talking about.
7. Isn't the charity walk next Saturday?
8. I just saw the mess myself.

(16)

1. Is it tonight? I could have sworn it was next Tuesday, but you may be right. Let's double-check that.
2. When I left yesterday, there were still some people doing their work.
3. Actually, you're in luck, the meeting is actually tomorrow night, not tonight.
4. I didn't actually spill the coffee. In fact, I don't even drink coffee. But since I have a few moments, I'd be glad to help clean it.
5. She's still not here? Are you sure the meeting was today? I would have sworn it was tomorrow.
6. I wasn't the one who filed that document. I did not even realize it had arrived.
7. Really? I think the meeting is actually next week.
8. I just realized they had been knocked over. I didn't even know.

23 Yrs. Old
(17)

1. Oh, I thought the charity fair was next Tuesday, you might want to double check.
2. When I left, there were still people in the office.
3. The overtime meeting is tomorrow night, not tonight.
4. Well, it's not my mess, but I don't mind helping you clean it up.
5. I thought the magazine reporter was coming to interview you tomorrow, not today.
6. I didn't file it in the wrong place. I wasn't even here when it arrived.
7. Actually, the charity meeting is next week, so you won't have to come in tomorrow.
8. I didn't knock them over, I was just rushing to get the phone when I noticed them.

24 Yrs. Old
(18)

1. I thought the charity fair was next Tuesday.
2. The lights were left on? I wasn't the last person in the office, so I wonder who left them on.
3. I believe the meeting is for tomorrow, if I'm not mistaken.
4. I would, if it were my mess (sarcastic tone). I didn't do it, but let me help you clean it up, so no one cuts themselves.
5. The appointment is for tomorrow, isn't it?
6. What document are you referring to? It wasn't me who filed the document.
7. The meeting's next Saturday, not tomorrow.
8. I just found them like this.

(19)

1. Isn't that next Tuesday night?
2. Sarah (a co-worker) was still here when I left.
3. Did they change the meeting schedule? I thought that it was tomorrow.
4. I didn't do that, but I can help you.
5. Are you sure that you are being interviewed today?
6. I've never seen that document before. Maybe somebody else filed it there by mistake.
7. Oh, I'm certain that it's next Saturday. Why don't you ask Jane about it?
8. I didn't knock them over. I just saw them and wanted to help clean up. And then I answered the phone.

25 Yrs. Old

(20)

1. Oh – the fair is tonight? I thought I heard it was Tuesday.
2. They were on when I came in. I don't know who forgot to turn them off.
3. The meeting is actually tomorrow night.
4. That wasn't me. But if you want I can help you clean it up.
5. I thought you said the interview was tomorrow.
6. I don't think I was the one who filed that document.
7. I think the charity walk meeting is next Saturday, isn't it?
8. They were already knocked over. I just noticed that as I ran to answer the phone.

37 Yrs. Old

(21)

1. Carol, if I'm not mistaken, the charity fair is scheduled to be held next Tuesday, not tonight.
2. Carol, I was not the last person to leave the office yesterday, so I would check with someone else.
3. Lucy, if I'm not mistaken, the meeting you mentioned is tomorrow night, not tonight.
4. Excuse me, but that is not my coffee cup, but I would be more than happy to help clean it up.
5. Jane, you might want to double check the interview date, there's a possibility it's not today.
6. Jane, the document was filed prior to me working at the office, so how could I have possibly filed it?
7. Barbara, are you sure it's tomorrow because you just mentioned last week it was two weeks from then?
8. Barbara, this is how I found them when I arrived to cover for the receptionist.

54 Yrs. Old

(22)

1. Carol, I'm certain that the fair is next Tuesday evening. If you want, I can call and confirm the date for you.
2. I wasn't the last person to leave yesterday. Sam was still here as I left.
3. Lucy, I'm sure that meeting is tomorrow evening. Why don't you check with Carol to make sure.
4. Lucy, I didn't break the cup. Let me give you a hand picking up the pieces while you mop it up.
5. Jane, I'm sure the appointment is for tomorrow. Do you want me to call and confirm the date and time?
6. I didn't, Jane. It happened "before my time" here.
7. Barbara, you need to check with Jane. I'm certain that meeting is next Saturday.
8. Barbara, I just saw them too. I didn't knock over the vase. Let me pick up the flowers while you get the mop.

59 Yrs. Old

(23)

1. Oh, Carol. Has the fair been rescheduled? I thought it was scheduled for next Tuesday.
2. John was still here working when I left. He and George had a late committee meeting.
3. Who asked you to stay late tonight? I thought the meeting was scheduled for tomorrow. Maybe you should speak with your supervisor to clarify.
4. I wonder how this happened. I'd be glad to help clean it up. I'll get some paper towels.
5. Jane, did you make the appointment yourself or did your secretary? I was under the impression the reporter was coming tomorrow. Would you like me to call and clarify for you?
6. What document is it? I'm sorry it's in the wrong place. I don't recall putting it away, but I'm sorry you've been inconvenienced.
7. You know, Barbara, the office is usually closed on Saturdays and I think the charity walk is next week. Shall we call the PR office to confirm the date? Come into my office to use the phone.
8. Sorry, Barbara, I just found them this way. I'll run get a paper towel as soon as I get the phone.

04/23/03

18 Yrs. Old

(24)

1. Yes, I heard about that, but I thought it was next Tuesday.
2. I was not the last person to leave, and I am not sure who was and forgot to turn them off.
3. Oh, OK, but I thought the meeting is tomorrow, not today?
4. I didn't break anything, but I will help clean it up anyway.
5. Are you sure that the appointment was for today? I thought it was for tomorrow.
6. I didn't file the document in the wrong place because I wasn't here, and I am not sure who did.
7. I think that the charity walk is next week, so you might want to check and make sure if you have to come in tomorrow or not.
8. I didn't knock them over, they just fell and went all over.

19 Yrs. Old

(25)

1. I thought that was supposed to be held next Tuesday night. Am I wrong?
2. I wasn't the last one working last night.
3. I thought you said the meeting was tomorrow.
4. It's not my coffee.
5. He's coming tomorrow, not today.
6. You must be mistaken. I didn't file that particular document.
7. No, that's next Saturday, not tomorrow; it's the following weekend.
8. Oh no, it wasn't me. I just got here to answer the phone. They must have fallen over just before I got here.

(26)

1. Are you sure it is tonight? I heard it was next Tuesday.
2. I didn't feel that was my obligation, since there were others staying later than me.
3. Are you sure that it is tonight? I am pretty sure it is tomorrow.
4. It is not my mess.
5. Are you positive the interview is today? I thought it was tomorrow.
6. I didn't file that paper.
7. Are you sure that is tomorrow? I am pretty sure it is next week.
8. I just got here and they were already knocked over.

25 Yrs. Old

(27)

1. It's a good thing that we talked. The charity fair is next Tuesday.
2. (*Jokingly*) Amazingly. I made it out of the office next-to-last yesterday.
3. It's a good thing that we talked. That meeting's actually tomorrow. Will that conflict with any plans you have?
4. I'd be glad to help out, but it's not my spill.
5. I thought I remember you saying that he was coming tomorrow. Did you change the appointment to today?
6. It definitely couldn't have been me. I was not even working here when this was filed. How long did it take you to find the document?
7. Good news: that walk is next Saturday. Are you glad to have your day free?
8. I just got here and found them like this. Too bad... it was a pretty vase. What a mess. Can I help clean it up?

04/24/03

20 Yrs. Old

(28)

1. Are you talking about the _____ charity event? Oh, I think it's next Tuesday night, isn't it?
2. There were still people working when I left last night.
3. Isn't the meeting tomorrow night?
4. That's not my mess, but I'll help you clean it up.
5. Didn't she say she was coming tomorrow?
6. I didn't file the document. It must have come in when I wasn't working.

7. Are you sure? I think the charity meeting is not tomorrow.
8. I didn't knock them over, they were like that when I came over here.

21 Yrs. Old

(29)

1. I thought that fair was next Tuesday?
2. I wasn't the last person to leave the office, so I left it on for the other people.
3. I think the meeting is tomorrow night, not tonight.
4. It's not my mess. The coffee cup is not mine and I did not break it. Why could you think that it was me?
5. Are you sure about the date? Perhaps it's tomorrow instead of today.
6. I've never seen this document before. I didn't think I'm the one who filed it. When did the document come in?
7. The charity walk meeting is next Saturday, not tomorrow.
8. I didn't knock them over. It was like that when I got here.

26 Yrs. Old

(30)

1. Oh, it's tonight? I thought it was next Tuesday night.
2. Oh, I wasn't the last person here. There was someone else still working when I left.
3. Wait, the meeting is tonight? I think it's tomorrow.
4. Um, that's actually not mine, but I can help clean it up.
5. Oh, were they supposed to come today? I think they're supposed to come tomorrow.
6. What document? (I haven't seen it before)
7. Oh, actually I think the meeting is next Saturday, not tomorrow.
8. Um, actually I didn't knock them over. They were like this when I walked over here just now.

34 Yrs. Old

(31)

1. Mmm, Are you sure that's tonight? I thought you told me it was Tuesday night.
2. You know, actually, I wasn't the last to leave last night. Someone else must have left the lights on.
3. Oh, Lucy, that overtime meeting is tomorrow night, not tonight.
4. (Laughing) I'm not that messy. I didn't do that.
5. Oh, the magazine reporter? I remember he/she is coming tomorrow.
6. I didn't. I wasn't here when the document arrived. Someone else filed it.
7. Oh, I don't think it's this Saturday that you have to come in. It's next Saturday, isn't it? That's when the charity event is.
8. I didn't do it. I just stepped over to answer the phone and they were already knocked over.

04/28/03

20 Yrs. Old

(32)

1. Oh, are you sure that is tonight? I thought it was next Tuesday.
2. I thought there were other people working when I left... in fact, I'm positive that there were.
3. Oh, Lucy, I'm positive that meeting was set for tomorrow night. Where did you hear that it was tonight?
4. Ahh! Oh, no! How did that happen? Sure, I'll pick it up.
5. I believe that magazine interview was scheduled for tomorrow. You probably want to double check that.
6. I didn't file that document. Would you like me to find out who did?
7. Oh, I believe that meeting is next Saturday. You may want to double check that.
8. I'm sorry. I didn't know I did. Do you need some help?

(33)

1. Oh, is that tonight? I was thinking it was next Tuesday.
2. I wasn't the last to leave.
3. No, you don't. That meeting isn't till tomorrow.
4. Yeah sure, who did this?
5. I think that meeting isn't till tomorrow. You might want to check your planner.

6. What document? I didn't file that document –I've never seen it!
7. That's not this Saturday. It's next Saturday.
8. I didn't knock them over I just come here to answer the phone.

22 Yrs. Old

(34)

1. Actually, the fair is next week.
2. I'm sorry, but it wasn't me. When I left, there were still people here.
3. No! You get to go home and relax because the meeting is tomorrow.
4. I will help you clean, but it's not my mess and you shouldn't assume so.
5. Your appointment is tomorrow, not today. Would you like a calendar?
6. I'm sorry, but I didn't file that document at all.
7. No! Go home and rest. The charity is next week.
8. I didn't knock them over. I just arrived to this spot.

26 Yrs. Old

(35)

1. I believe the charity fair is next Tuesday, not tonight.
2. There were other employees here who needed to have the lights on.
3. That meeting is tomorrow, not tonight.
4. I'll be happy to clean it, but I did not drop the coffee cup.
5. I thought the interview was tomorrow, not today.
6. It was filed before I started working here.
7. I think the meeting is next Saturday, not tomorrow.
8. I didn't knock them over, they had already fallen when I got here.

28 Yrs. Old

(36)

1. Oh, I thought it was next Tuesday. Are you sure it's tonight?
2. Because there were people here still. Usually, I do when I'm the last one to leave.
3. Oh, that meeting's tomorrow night –now you have the night off!
4. I would if it were mine –I will if you want me to, though.
5. The reporter was due in tomorrow, I thought. Did you check with them to be sure?
6. I didn't file that document, but I can file it for you if you want.
7. Well, actually the charity walk meeting is next Saturday. I hope you don't have plans then.
8. I found it this way, and I was about to pick them up.

(37)

1. I am going to attend the fair on Tuesday night, not tonight.
2. I actually came in early tonight and turned them on then.
3. The committee meeting is tomorrow, not today. Are you aware of that?
4. Actually, I did not spill the coffee. I can help you clean it though.
5. Did you know the appointment is for tomorrow and not today?
6. I did not file it, as I was not in the office when it was filed.
7. Actually, the charity walk is next Saturday, not tomorrow.
8. Actually, I didn't knock them over. I just arrived here.

30 Yrs. Old

(38)

1. Is that a different fair than the one being held next week?
2. "Rob" (name) was still here when I left. I did not want to leave him in the dark.
3. Then we have another committee meeting tomorrow. Two nights in a row!
4. That cup was not dropped by me. I will be glad to help, though.
5. Is this another meeting for an additional reporter?
6. I did not file that document because it arrived before I started working here. See? (Point out date stamp)
7. Are you also going to the meeting next Saturday?
8. I found them this way. What should we do?

35 Yrs. Old

(39)

1. Is tonight the charity fair? I must have written the date wrong. I thought it was scheduled for next Tuesday.
2. When I left the office yesterday, someone was still working, so I didn't turn the lights off.
3. I believe the meeting is scheduled for tomorrow. Why don't you check with administration before you plan to stay late?
4. It isn't my mess, but I'll help you clean it up if you like.
5. Are you sure that the interview was scheduled for today? Perhaps you should call and confirm the appointment.
6. I wasn't on staff the day that document was filed, but I'll try to discover why it was filed wrongly.
7. Oh, you might want to check with scheduling before you came into the office. I believe that event is scheduled for the next Saturday.
8. Oh no! Look at what's happened! Let me answer the phone and then I'll help you clean up this mess.

04/29/03

23 Yrs. Old

(40)

1. I heard about the event next Tuesday, but not the one tonight –is it different?
2. I turned off my light, but I wasn't the last one to leave.
3. I think the meeting is tomorrow, correct me if I'm wrong.
4. I'm sorry, but that is not my coffee cup and I didn't spill it.
5. I think she is scheduled to come tomorrow. Let me show you.
6. What file? I haven't filed any documents.
7. I think the charity walk meeting is held next Saturday.
8. I just ran over to answer the phone, and the flowers were already knocked over.

24 Yrs. Old

(41)

1. Great! However, I think the charity fair is next Tuesday evening. You might want to re-check.
2. Actually, I was not the last person to leave the office. You might want to ask around.
3. Isn't the meeting tomorrow night?
4. That's actually not my mess, but I'll take care of it.
5. Have you checked your calendar? I remember you mentioning the meeting was tomorrow.
6. I actually was not the person who filed that particular document.
7. Oh, I know about that charity walk meeting. Isn't that actually next Saturday?
8. Oh no. I just walked into the room and they were already knocked over.

25 Yrs. Old

(42)

1. That's wonderful, but I thought that the charity fair was being held next Tuesday, not tonight. You might want to double check the date.
2. Well, I was not the last to leave last night. ____ and ____ were still here though. You might want to ask them.
3. Actually, Lucy, the meeting is tomorrow night, not tonight.
4. That is not my mess. I have no idea who did that. Sorry!
5. Jane, the interview is tomorrow, not today. Make sure to write it down correctly in your planner so that you don't miss it.
6. I have never seen that document before because I was not working when that document came in.
7. Barbara, the meeting is next Saturday, not tomorrow, so don't come in tomorrow.
8. I didn't knock them over, and I don't know who did, but I'll help you clean them up.

26 Yrs. Old

(43)

1. Oh it's tonight? I thought it was next week.
2. There were still people here when I left.

3. The meeting is next week, not tonight.
4. That's not my mess. I didn't drop that up.
5. If I remember correctly, the interview was set for next week.
6. I don't remember filing this document. If I did, it was by mistake.
7. Oh. I thought the meeting was next Saturday. Did it change?
8. I didn't knock them over. They were already scattered over the floor when I answered the phone.

(44)

1. Oh, the __ (name of charity) __ event? I thought that was next week.
2. Oh, I thought it would be rude to turn the lights off on people who were still working. <smile> I wasn't the last to leave.
3. Oh, I thought you said the meeting is tomorrow night (or the exact date of day of the week).
4. Oh, that's not mine. But I can clean it up. Do you have a towel or bag or something?
5. Hmm... maybe it's not scheduled for today. I thought you said it's tomorrow.
6. Oh, I think that came before I started working here. I've never seen that.
7. Oh, isn't the charity walk meeting next week?
8. Oh, I didn't knock it down. It was like that when I got here. Need some help?

30 Yrs. Old

(45)

1. Carol, you mean next Tuesday, not tonight?
2. Carol, I wasn't the last person to leave.
3. Lucy, the overtime meeting is tomorrow, not this evening.
4. That's not my mess. I don't drink coffee.
5. The reporter hasn't come yet because the interview appointment isn't today, but tomorrow.
6. I wasn't here at work when that document arrived and I didn't file that document in the wrong place.
7. You're confused, Barbara. The special meeting is going to be held next Saturday, not tomorrow.
8. I did not knock over the vase!

31 Yrs. Old

(46)

1. Oh, that sounds like fun. You know, someone else told me they thought it was next Tuesday.
2. I don't believe I was the last one to leave. Maybe someone else knows.
3. Actually, I think that meeting has been scheduled for tomorrow night.
4. I'm sorry, it's not my cup, but I would be happy to help you clean it up.
5. Are you sure it was today? For some reason, I thought you said it was tomorrow.
6. Actually, I think this document was filed before I began working here.
7. Isn't that meeting a week from tomorrow?
8. I just came over to answer the phone, and the vase was already knocked over.

34 Yrs. Old

(47)

1. Oh really? I thought it was next week?!!
2. Oh, there were others still here.
3. Nooo, it's tomorrow. You can go home early tonight!
4. What mess? I didn't do that!
5. Isn't it tomorrow?
6. What document? I didn't file it.
7. Nooo, you're lucky it's not tonight. It's next week.
8. Oh noooo, the receptionist just knocked them over without knowing!

45 Yrs. Old

(48)

1. Oh, that charity fair is next Tuesday evening.
2. I was not the last to leave last night. Susan was the last to leave.
3. Lucy, the overtime meeting is set for tomorrow.

4. Lucy, you are mistaken if you think that mess is mine. (Personally I would be offended and angered by this accusation)
5. Isn't the interview scheduled for tomorrow?
6. Which document are you referring to? I have not seen that document before.
7. Barbara, you might want to check with your supervisor, but I think the special meeting is scheduled for next Saturday.
8. Barbara, the vase fell over before I approached the counter.

21 Yrs. Old

(49)

1. Carol, I think the charity fair is next Tuesday, not tonight.
2. I wasn't the last one to leave last night.
3. Lucy, I think the meeting is tomorrow night.
4. That's not my coffee cup. Do you need help cleaning it?
5. Jane, I thought your appointment was tomorrow. You might try calling them.
6. I wasn't working here when that file came in. I'm sorry.
7. Barbara, I thought the meeting was next Saturday, not tomorrow.
8. I just noticed they were knocked down. It wasn't me that made them fall down.

(50)

1. Carol, I believe the fair is actually on Tuesday night.
2. So and so actually left after I did last night.
3. Lucy, I believe the meeting is tomorrow.
4. It actually is not my mess, but of course I will help clean it up.
5. Mrs. Miller, I thought that the reporter was coming tomorrow.
6. I do not believe it was me, but if it was I am sorry.
7. Barbara, isn't that next Saturday, and not tomorrow? You better find out.
8. It was like that when I got here, but I will help you clean up.

30 Yrs. Old

(51)

1. Tonight? I thought the event was next Tuesday.
2. There were still people here working.
3. Oh, the meeting is not 'til tomorrow.
4. I didn't spill that, but I'll help you clean it up.
5. I think the meeting is scheduled for tomorrow. Did you check your appointment book?
6. Let me see. Uhm, I didn't work here during this time. It must've been someone else.
7. Oh, the meeting isn't until next Saturday.
8. I didn't. I just ran over to answer the phone and found them like that.

05/01/03

18 Yrs. Old

(52)

1. Oh, I think it's next Tuesday night. You might want to double check the date.
2. There was still someone here when I left. I figured they would turn them off.
3. Oh, the meeting is tomorrow night.
4. No, that wasn't me. I think someone else left that.
5. Are you sure he/she was supposed to come today? I thought it was tomorrow.
6. I wasn't even here when that came. I don't know who filed it.
7. That meeting is next Saturday, so you don't have to work overtime this week after all.
8. Oh, I just found those myself. I don't know who knocked them over.

19 Yrs. Old

(53)

1. I thought you said it was on Tuesday!
2. I wasn't the last person to leave.
3. Lucy, didn't you say the meeting was tomorrow.
4. No, I will not clean it up because it's not my mess.
5. The magazine reporter is coming tomorrow, Jane.
6. I didn't file the document in the wrong place, it must have been someone else.

7. The charity walk meeting is next Saturday.
8. Barbara, I didn't knock them over. I found them like that.

(54)

1. I heard that the fair was next Tuesday. Are you sure it's tonight?
2. I was not the last one out last night.
3. Isn't the meeting tomorrow?
4. It wasn't me, but would you like me to help and clean it up?
5. I believed that the interview was tomorrow.
6. I did not file last night.
7. The meeting is next Saturday, I thought.
8. They were already like that when I saw them.

51 Yrs. Old

(55)

1. That's great! I thought it was scheduled for Tuesday.
2. When I left the office, there were still people working. So, I did not turn the lights off.
3. I believe the meeting will be held tomorrow.
4. Oh my, yes. Let's get this mess cleaned up before someone slips.
5. Isn't the appointment scheduled for tomorrow?
6. I don't remember filing it, but I will be glad to help you look for it.
7. The charity walk project sounds very interesting. Isn't the meeting scheduled for next Saturday?
8. Let's get some paper towels and clean up this water before someone slips on the wet floor. I wonder how the vase fallen over. It was standing up a few moments ago.

52 Yrs. Old

(56)

1. Oh, I thought that was next week.
2. __ (Name of last person) __ was in the office when I left.
3. Oh, I think that meeting is scheduled for tomorrow. You might want to check on that.
4. Actually, that isn't my cup, but I'd be happy to clean it up.
5. I thought that was going to happen tomorrow.
6. I didn't file that document at all. I believe it came in on my day off.
7. I thought that meeting was next week.
8. I just found them like this.

05/03/03

21 Yrs. Old

(57)

1. I believe the event is actually on next Tuesday.
2. It wasn't my responsibility because I wasn't the last one to leave.
3. The overtime meeting is tomorrow night, not tonight.
4. Yes, I'll help you clean it, however, it's not my mess.
5. She's supposed to come tomorrow.
6. I didn't file that document. I arrived here after it had been followed.
7. The charity meeting isn't until next Saturday.
8. Because I didn't knock them over.

(58)

1. The fair is next Tuesday, not tonight.
2. When I left, Joe was still here, so I didn't turn them off.
3. Oh, I think the meeting is tomorrow. Let's go see if anyone is in the room.
4. That's not mine, but here, let me help you.
5. Are you sure the reporter is coming today? I thought she said she was coming tomorrow.
6. I didn't. It must have been like that before I started here.
7. The meeting is next Saturday.
8. I didn't. I just found them like this.

(59)

1. Are you sure it's tonight, Carol? I believe that it is actually next Tuesday.
2. Well, actually, I wasn't the last person to leave the office last night. A few people were still here when I left.
3. That overtime committee meeting is tomorrow, not today.
4. What mess? That wasn't me. That's not even my coffee cup.
5. Why would the reporter come today, the interview is tomorrow?
6. That wasn't my fault. I wasn't even here when the document arrived.
7. No, you don't, Barbara, the charity walk meeting isn't until Sunday.
8. No, I just got here to answer the phone, and they were already knocked over.

22 Yrs. Old

(60)

1. Are you sure that's tonight? I thought it was tomorrow.
2. Because I wasn't the last one here.
3. The meeting is being held tomorrow, so double check with your supervisor.
4. I would if I had done it.
5. Jane, he said he was coming tomorrow.
6. I have never seen that file. When did it come in?
7. I believe the meeting is next Saturday. You should double check.
8. I promise I didn't. I was just here to pick up the phone.

32 Yrs. Old

(61)

1. Oh, I had heard that it was next Tuesday! You are so busy, perhaps your secretary got it wrong?
2. When I left, I thought that there were still people here. Sorry!
3. Do you think it's tonight? Maybe it's tomorrow? We should check.
4. I'm sorry! I did not do that! I will help you clean it, though.
5. I thought I heard it was tomorrow. Maybe your secretary got it wrong?
6. I'm sorry, but I did not work here then. Do you need help filing it?
7. I think the meeting is next Saturday. Do you think you should check?
8. I didn't. I found them this way.

38 Yrs. Old

(62)

1. That should be fun. Too bad, it's next week. (With humor)
2. I was not the last person here.
3. Oh, the meeting is next week.
4. This is not my mess. I wouldn't leave something like that, but I'd be happy to clean it up.
5. Have you checked your calendar? Are you sure it's the right day and time?
6. I wouldn't do that.
7. I don't think the walk is tomorrow.
8. I didn't do this, but I would clean them up.

05/06/03

22 Yrs. Old

(63)

1. Is the event tonight? I thought I heard that it is supposed to be next Tuesday. Maybe you should double check.
2. Oh, I'm sorry, but I was not the last to leave the office last night.
3. Well, it's your lucky day because the meeting is not until tomorrow.
4. I would if it were mine. Maybe it was __ so and so __ who did it, you should ask them or just call the janitor.
5. Jane, that appointment isn't until tomorrow! Now you have an extra day to prepare!
6. Oh, that wasn't me. I wasn't here when that came in.
7. You may want to recheck the schedule for that because I'm pretty sure it is next week, not tomorrow.
8. I just ran up to answer the phone and they were already knocked over when I got here. Let me help you clean the mess up.

25 Yrs. Old

(64)

1. Are you sure it's tonight? I thought it is next Tuesday.
2. I'm sorry, but I wasn't the last person here last night, otherwise I would have.
3. I'm pretty sure it's tomorrow night, Lucy. Double check.
4. It wasn't me, Lucy, otherwise I would've cleaned it up.
5. Isn't he supposed to come tomorrow? I could be wrong, though.
6. I'm sorry, but I didn't file that file.
7. Barbara, I think the charity walk is next week. Double check to make sure.
8. It was like that when I came.

05/ 07/03

22 Yrs. Old

(65)

1. Are you sure it's tonight? I heard that it was on Tuesday. You may want to check.
2. I wasn't the last person to leave.
3. The meeting is tomorrow. You might want to ask your supervision.
4. This isn't my mess, but thanks for accusing me.
5. Have you checked your schedule? Maybe you have the days wrong.
6. I didn't.
7. No, I think it's next Saturday.
8. I didn't knock them over.

(66)

1. Don't you mean next Tuesday?
2. I wasn't the last one in the office, so I'm not sure who didn't turn them off.
3. Isn't the meeting you have to go to tomorrow?
4. Sure, but I didn't do it.
5. Isn't the interview supposed to be tomorrow?
6. I didn't file it in the wrong place. I wasn't ever here when it came.
7. I think the meeting is going to be held next Saturday.
8. I didn't knock them over. I was just answering the phone for the receptionist.

23 Yrs. Old

(67)

1. I thought that the charity fair was on Tuesday night.
2. I was not the last person to leave the office.
3. Oh, the meeting is tomorrow night, not tonight.
4. That is not my mess, but I will help you clean it up.
5. The interviewer has not showed up yet because your interview is tomorrow, not today.
6. I was not working when that document was filed. How could I have filed it wrong when I wasn't even here?
7. Are you sure the meeting isn't next Saturday? That is what I was told.
8. I just noticed them myself. Let me help you pick them up.

25 Yrs. Old

(68)

1. Actually, I heard it may be next week. My friend is going to the same thing. It should be very interesting.
2. I left and there were still people working. Maybe next time I'll remind them to hit the switch on the way out!
3. You're in luck it's actually tomorrow! Go home early and relax.
4. It's not mine, but I can help. We all share this space.
5. I thought last week you told me it was actually tomorrow, not today.
6. I didn't. I know where my documents go!
7. Hey, my friend is going too. She said it's next Saturday, not this Saturday.
8. I didn't. I tried to stop their fall and I was too late.

26 Yrs. Old
(69)

1. Are you sure it is tonight? I thought it was next Tuesday.
2. Because I wasn't the last to leave, there were still people working when I left.
3. Lucy, you might be mistaken, I think the meeting is tomorrow. Shall we check?
4. Sure, I'll clean it up, but I was not the one who spilled it.
5. I noticed that the interview was scheduled for tomorrow. Maybe you should check your calendar.
6. I'm sorry, Jane, but I believe the date on the document suggests it was filed before I started working here.
7. Barbara, I think you are mistaken. The charity walk meeting is next Saturday.
8. I'm sorry. They were like that when I got here. Can I help you put them back?

38 Yrs. Old
(70)

1. I thought the charity event was next week –who can we call to find out if it's tonight or next Tuesday?
2. I wasn't the last person to leave last night. I left at 5:30 pm.
3. It's my understanding that the meeting is tomorrow –let me confirm this with the coordinator and I'll let you know for sure today.
4. I didn't drop the cup of coffee, but I'll help you with this, since the person who did should not have left this mess like this.
5. It's my understanding that the interview is tomorrow.
6. I wasn't in the office that day; therefore, I didn't file it in the wrong place.
7. It's my understanding that the charity walk is next Saturday, not tomorrow. Who can we check with to confirm which day?
8. I didn't knock the flowers over. I just got here and saw the flowers like this. But I'll help you clean up this mess.

43 Yrs. Old
(71)

1. Oh really? I thought the charity fair is next Tuesday night.
2. There was still someone working here when I left.
3. You had better check because I believe the overtime committee meeting is tomorrow.
4. I'm sorry, Lucy, but it was not me.
5. I believe that the reporter will be here tomorrow, not today.
6. I'm sorry. It wasn't me. If you look at the file date, you will see that I did not work here yet.
7. I believe the meeting is next Saturday. You had better check.
8. I just noticed it myself.

05/12/03
19 Yrs. Old
(72)

1. I believe I heard that the charity fair is actually going to be next Tuesday night.
2. Well, I actually wasn't the last person here. Maybe you should ask them.
3. You know what, that overtime meeting is really tomorrow.
4. I'll help you clean up the mess, but I'm not the one who makes it.
5. Isn't the meeting supposed to be tomorrow?
6. I'm not the one who filed that document because it was done before I began working here.
7. The charity walk meeting is actually next Saturday, not tomorrow.
8. Well, I was rushing to answer the phone, and they were already knocked over.

20 Yrs. Old
(73)

1. I was informed that it is to be held next Tuesday. Perhaps we should confirm?
2. I was not the last to leave, thus I didn't assume that responsibility.
3. Actually, the meeting is tomorrow evening, so you won't have to stay late tonight!
4. So that you know, it was not I who spilled and broke the cup, but I will clean it up for you.
5. You may want to confirm that today is the correct day. I was told that the reporter is expected tomorrow.

6. I was not employed here when that document was filed, so it wasn't I who misfiled it. I will file it correctly for you, though.
7. I think that you were misinformed, Barbara. The meeting is next Saturday!
8. I didn't knock them over. I just noticed them, actually, but I will help to clean them up.

05/15/03

19 Yrs. Old

(74)

1. It's tonight?! I must have my days mixed up. I thought it was next week.
2. I wasn't the last to leave; I assumed the others would turn them off.
3. No, you don't. Tonight you can go home. You don't have to worry about the meeting until tomorrow.
4. It isn't mine, but if you'd like help, I will.
5. Don't worry. I know you have a lot on your mind, but the interview is tomorrow.
6. If you look at the date, you'll see I couldn't have filed it.
7. Actually, the meeting is next week. You must have your dates mixed up.
8. I didn't knock them over, but noticed the spill just now. I was going to tell you after taking the call.

05/15/03

19 Yrs. Old

(75)

1. I was told that the charity fair was moved to next Tuesday night. But I could be wrong.
2. Because Bob was still working when I left. Why did he leave them on all night?
3. Lucy, didn't someone tell you that the meeting was moved to tomorrow?
4. I didn't make the mess, but I will help you clean it if you'd like.
5. Didn't you get the message she called and moved it to tomorrow?
6. What document? I wasn't working when that document came in.
7. Barbara, you might want to check that again, cause I believe it's scheduled for next Saturday.
8. (Ask her to wait while I finished on the phone) They were like that when I found them. Would you please help me clean them up and re-arrange them?

21 Yrs. Old

(76)

1. Are you sure it's tonight? I believe it is on Tuesday.
2. Because someone was still here working when I left.
3. I think that meeting is tomorrow, are you sure it's tonight?
4. I'm sorry, Lucy, that's not mine, but I'll clean it up anyway.
5. Are you sure the meeting is today, not tomorrow?
6. I don't believe I was here when that document was filed.
7. Are you sure that isn't next Saturday?
8. Because I didn't knock them over. Do you want help picking them up?

21 Yrs. Old

(77)

1. Isn't the fair next Tuesday night?
2. I wasn't the last person to leave yesterday.
3. Isn't the overtime meeting tomorrow night?
4. I didn't do that. I wasn't even drinking coffee.
5. Well, isn't the interview tomorrow, not today?
6. I wasn't the one who did that. I wasn't even here when that document arrived.
7. Isn't the charity walk meeting next Saturday?
8. I didn't knock them over, I just came in here and they were like that.

24 Yrs. Old

(78)

1. Do you mean next Tuesday night?
2. I was not the last person to work last night.
3. I thought the meeting was tomorrow night.
4. I did not make the mess, but I will clean it up anyway.

5. I thought the interview was for tomorrow.
6. I was not here at the time the document was filed.
7. The meeting is next Saturday.
8. I just arrived also.

25 Yrs. Old

(79)

1. Isn't it next Tuesday?
2. I wasn't the last one here last night.
3. The meeting is tomorrow, I thought, not tonight.
4. I didn't do that. It isn't my responsibility.
5. It isn't until tomorrow.
6. That was before I came here. I don't know who did it.
7. Why? The meeting isn't until next Saturday.
8. I just came over here to pick up the phone. I didn't knock it over.

26 Yrs. Old

(80)

1. You mean Tuesday night, right?
2. I wasn't the last one to leave, or I would have.
3. You mean tomorrow, don't you? Just checking.
4. It's not my mess, but I'll clean it up.
5. The reporter is coming tomorrow, right?
6. I didn't file the document, so I wouldn't know.
7. Don't you mean next Saturday?
8. Well, because I didn't knock them over, or I would have.

27 Yrs. Old

(81)

1. Don't you mean Tuesday night?
2. I wasn't the last person out.
3. That meeting is tomorrow, isn't it?
4. It's not my mess.
5. What day is it? Isn't she coming on Tuesday?
6. I had _ (so and so) _ file it. I'll be sure to let her know.
7. No, that's next Saturday.
8. They were like that when I got here.

28 Yrs. Old

(82)

1. I thought the Charity fair is next Tuesday. You may want to check on that.
2. I left earlier than normal. There were a few still here when I left.
3. Are you sure it's tonight? I thought it was tomorrow night.
4. I didn't do it, but I'll help you clean it.
5. You may want to call and see. I thought the appointment was tomorrow.
6. I'm sorry, but I wasn't in the office that day.
7. The walk is next Saturday, not this Saturday.
8. Actually, the receptionist may have knocked it down when she rushed by. I came over to clean it up.

32 Yrs. Old

(83)

1. Oh, is that the _ (name of event) _ Charity Fair? Somehow, I had thought that was next week. Are you sure it's tonight?
2. Actually, I left at 5:00 last night. I think there were still a few people here when I left.
3. Oh, that meeting is next week, I'm pretty sure. We should double check our schedules.
4. I didn't do that!
5. I think that appointment was scheduled for tomorrow, wasn't it? Let me double check the calendar.
6. Actually, I didn't think I did, I'm pretty sure. I wasn't in when that arrived.

7. Oh, isn't that meeting next week, I think? So, we should double check.
8. I just found them like that. (Then I would pick up the vase and help her clean it up)

05/21/03

22 Yrs. Old

(84)

1. Really? I heard that the fair was next Tuesday. Is this a different fair?
2. Because someone (or the person's name) was still here when I left. I wouldn't want to leave them in the dark.
3. I thought the overtime meeting was tomorrow.
4. Oh, that's not mine, but I'll help clean it up if you like.
5. Hmm, I heard the meeting was tomorrow. Are you sure it's today?
6. I think that document arrived before I was here. Maybe the person before me misfiled it.
7. I thought that meeting was next Saturday.
8. I didn't. I just saw them as I came to get the phone. Let's clean this up for her.

05/22/03

20 Yrs. Old

(85)

1. Oh, I thought it was next Tuesday night. Remember, you told me that yesterday.
2. I didn't stay late last night, so someone else must have forgotten.
3. It isn't tonight. It's tomorrow, so you don't have to stay late.
4. I didn't drop the glass, but I'll help you if you want.
5. He isn't supposed to come until tomorrow. I think you got the days mixed up.
6. Well, I'll re-file it right, but I didn't file it wrong.
7. I don't believe it is tomorrow, but actually it's on next Saturday.
8. I didn't knock them down. I need to get the phone, but then I'll help you clean it.

05/22/03

18 Yrs. Old

(86)

1. I think that the fair is next Tuesday, not tonight. You might want to double check.
2. I wasn't the last one to leave last night.
3. That meeting is tomorrow, not tonight.
4. Oh, that isn't mine, but I will help clean it up if you need.
5. Because the appointment is for tomorrow, not today.
6. I didn't file that document, I didn't work here when it was filed.
7. The walk is next Saturday, not tomorrow.
8. I didn't knock them over. I just ran to answer the phone and they were like that. I'll help you pick them up though.

19 Yrs. Old

(87)

1. Oh Really? It's tonight? I thought it was next Tuesday. Are you sure it's tonight?
2. I'm sorry. I don't think I was the last one in the office yesterday. I didn't turn them off because I thought there were other people still working.
3. Really? I think the meeting is tomorrow night, not tonight. Would you like me to check for you?
4. I'm sorry - that wasn't me. But I'll help you clean it up.
5. What day is it? I thought he was supposed to come tomorrow. Are you sure it's today?
6. I'm sorry, that actually wasn't me. I wasn't working in the office when the document came in.
7. Are you sure it's tomorrow? I thought it was next Saturday.
8. Oh, no - it wasn't me. I was just coming over here to answer the phone.

(88)

1. Actually, the charity fair is tomorrow night. Hopefully you can still make it?
2. There was somebody still working in the office, so I left them on. The last person must have accidentally forgot to turn them off.
3. The meeting is actually tomorrow.

4. I did not drop the coffee cup, but I will gladly help you clean it up!
5. The appointment is tomorrow, not today.
6. I did not file that document, but I am glad you found it.
7. Actually, the charity walk is next Saturday.
8. I didn't knock them over, but I will pick them up and fix them for you.

(89)

1. The charity fair is actually next Tuesday night, not tonight.
2. I was not the last person to leave the office yesterday. So, it wasn't my responsibility to turn them off.
3. The committee meeting is being held tomorrow evening and not tonight.
4. It is not my mess. I did not break the coffee cup; someone else must have.
5. The magazine reporter is actually coming tomorrow because the appointment tomorrow.
6. It was not me that filed the document.
7. The special meeting is being held next Saturday and not tomorrow.
8. I did not knock the vase over. If I had I would have said something.

(90)

1. Carol, I thought the charity event was next Tuesday. Should we check the date?
2. I wouldn't have turned them off because I wasn't the last to leave.
3. Lucy, the meeting is tomorrow night, not tonight.
4. Lucy, it wasn't me, but let me help you clean it.
5. Jane, do you want to check the date? I think your meeting is tomorrow.
6. Jane, I don't remember filing that document. Sorry, if I did though, I'll know next time.
7. Barbara, the meeting is on the _ (20th) _, which is next Saturday, not tomorrow.
8. Oh, I didn't! I was just coming over to answer the phone and I saw them.

(91)

1. Tonight? I thought it was next week. Maybe you should double check.
2. Actually there was still someone here when I left yesterday. I'm sure it was just an accident.
3. Lucy, I thought the meeting was tomorrow. Maybe you should check.
4. It was not my mess, but I can certainly help you clean it up if you want.
5. Jane, I thought you told me your interview was tomorrow?
6. I'm not sure what you're talking about because I did not file that document.
7. Oh, I thought the meeting was next Saturday. Are you sure?
8. Barbara, it's OK. They were already this way when I got here to answer the phone. I will help you clean them up though.

(92)

1. Oh, is that related to the one next Tuesday?
2. People were still working when I left who I thought might need them.
3. Do you have them 2 days in a row then?
4. I didn't spill it, but I'll help you if you'd like.
5. I'm not sure - I had thought you said it was tomorrow.
6. I didn't - I wasn't ever here the day it arrived. But probably someone just make a mistake.
7. That's awful! You have to come in two Saturdays in a row?
8. I'm so sorry they are spilled, but I didn't do that. Want help to pick them up?

(93)

1. No, I think the charity fair is next Tuesday night. Let's go together.
2. Oh, I wasn't the one to leave last yesterday.
3. Oh, the meeting is actually tomorrow night.
4. I didn't do it, but I will help you clean it up.
5. I think your appointment is tomorrow, not today.
6. I didn't do that I wasn't working at the time it arrived.
7. OK, but I think the charity walk is next Saturday.
8. No, I didn't. I just came to answer the phone and the vase was already knocked over.

21 Yrs. Old

(94)

1. That sounds really interesting, but I thought it was happening on Tuesday.
2. I left early last night, so I left them on for the workers still here.
3. Isn't that meeting going to be tomorrow?
4. It wasn't me, but I'd be happy to give you a hand with it.
5. Isn't the reporter going to come tomorrow?
6. I wasn't working here when that file was put away.
7. I heard that meeting is next week.
8. I just walked in and found them like that

(95)

1. Oh, it's tonight? I thought it was next Tuesday.
2. (Name of last person working) was still here when I left.
3. Isn't that meeting tomorrow night?
4. Sure.
5. I thought you said the appointment was for tomorrow.
6. What's the date on it? Oh, that's before I care on board. I'll put it away in the paper place when you've finished.
7. Oh, the meeting is next Saturday. You get to sleep in!
8. Oh, it was like that when I got here.

22 Yrs. Old

(96)

1. I believe the charity fair is actually going to be held next Tuesday – at least from what I've heard.
2. I would have turned them off, but I wasn't the last person here.
3. The meeting is actually tomorrow night – so go home and get some rest!
4. Sure, I can clean it up, but it isn't from me.
5. I think I remember you telling me that your interview was tomorrow, not today. Isn't that correct?
6. I didn't, because I wasn't the one who filed it.
7. The charity walk is next Saturday, silly.
8. I was just passing by and they were already like this.

05/24/03

25 Yrs. Old

(97)

1. I was planning on going also. Are you sure it's not next Tuesday?
2. When I left, there were still people working in the office.
3. Let's check the calendar. That meeting may be tomorrow, so you may not have to stay late this evening.
4. I can help you clean it up, but I didn't knock the cup over.
5. Maybe you should double check your appointment calendar. Isn't that meeting scheduled for tomorrow?
6. I don't think I ever handled that document. It was here before I started working here.
7. I think that meeting is next Saturday. You should double check your calendar.
8. I just came here to pick up the phone. They were already knocked over when I got here.

29 Yrs. Old

(98)

1. Oh really? I thought you told me it was Tuesday.
2. I don't think I was the last person to leave. There may have been someone else who stayed late.
3. I think the meeting might be tomorrow. Do you want to check your calendar?
4. Sure, I'd help clean up the mess, but I just found the mess here.
5. I think your meeting might be tomorrow.
6. I've been out and didn't file that document.
7. I think the meeting may be next Saturday, not tomorrow.
8. I just noticed they were knocked over too.

05/29/03

28 Yrs. Old

(99)

1. Oh –I think that fair is next Tuesday, not tonight.
2. Because someone else was still here.
3. I believe the overtime meeting is tomorrow, not today.
4. I didn't make that mess.
5. The interview is scheduled for tomorrow, not today.
6. It wasn't me. I didn't file that document. I wasn't here when it arrived.
7. That meeting is next week. Looks like you have a free Saturday after all!
8. I didn't! They were like that when I got here!

32 Yrs. Old

(100)

1. Oh, I thought it was next Tuesday.
2. I actually wasn't the last person out last night.
3. I thought the meeting was tomorrow.
4. I'm not the one who broke that. I'm not sure who is.
5. Are you sure the interview's tonight? I thought it was tomorrow.
6. That was before my time –I'm not sure who filed it.
7. I think it's next Saturday –you might want to check.
8. It fell over on its own –sorry about that.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX G

DATA FROM CORRECTION MAKING AMONG THAIS

- (1)
1. ท่านเข้าใจผิดแล้วค่ะ งานมีคืนวันอังคารหน้าค่ะ
 2. เมื่อวานดิฉันกลับบ้านเร็วค่ะ แต่เห็นดาวยังนั่งทำงานอยู่ค่ะ
 3. โสภาก็เข้าใจผิดแล้วค่ะ งานมีวันพรุ่งนี้ต่างหาก
 4. ฉันไม่ได้ทำนะ แต่ช่วยเช็ดให้
 5. อ้อ ! นัดสัมภาษณ์คือวันพรุ่งนี้ค่ะ
 6. เมื่อวานฟ้าเป็นคนเก็บแฟ้มค่ะ
 7. อ้าวฉันได้ยินมาว่างานมีวันเสาร์หน้าไม่ใช่หรือ
 8. เปล่าค่ะ ฉันมาถึงก็เห็นมันล้มอยู่แล้ว
- (2)
1. เอ๊ะ งานคอนเสิร์ตมีวันอังคารหน้าไม่ใช่หรือคะ
 2. เมื่อวานนี้ดิฉันไม่ได้ออกจากห้องเป็นคนสุดท้ายค่ะ
 3. ประชุมนอกเวลามีวันพรุ่งนี้นะไม่ใช่วันนี้
 4. อันนี้ไม่ใช่ของพี่ทำหนะ
 5. นัดสัมภาษณ์มีพรุ่งนี้ไม่ใช่หรือคะ
 6. เวลาที่รับเอกสารนั้นพี่ไปชื่อของช่างนอกไม่ได้อยู่ที่ทำงานพี่ไม่ใช่คนเก็บ
 7. การประชุมนัดพิเศษมีวันเสาร์หน้า ไม่ใช่พรุ่งนี้นะป้า
 8. หนูไม่ได้ทำนะป้า เพิ่งเดินมาเห็นเดี๋ยวนี้เอง
- (3)
1. แต่ดิฉันรู้สึกว่าจะมีขึ้นในวันอังคารหน้านะคะ หัวหน้าลองเช็คดูอีกทีดีไหมคะ
 2. ตอนที่ดิฉันออกไปยังมีคนอื่นทำงานอยู่ค่ะ
 3. จำผิดหรือเปล่านั้นเท่าที่ทราบรู้สึกว่าจะเป็นวันพรุ่งนี้นะคะ
 4. แก้วโบ่นี้ไม่ใช่ของดิฉัน แล้วดิฉันก็ได้ดื่มด้วยค่ะ
 5. เขานัดพรุ่งนี้ไม่ใช่หรือคะ ถ้าจำไม่ผิด
 6. ขอโทษนะคะ ดิฉันไม่ได้เป็นคนเก็บแฟ้มค่ะ ลองถามคนอื่นดีไหมคะ
 7. ไม่ใช่เสาร์นี้หรือคะ เป็นเสาร์หน้าต่างหาก
 8. ดิฉันเพิ่งจะเดินมาเดี๋ยวนี้เอง แล้วก็เห็นว่าแจกันหล่นอยู่แล้วค่ะ
- (4)
1. คอนเสิร์ตการกุศลจะมีขึ้นในคืนวันอังคารที่.... ค่ะ คุณมีใจกุศลดีจัง
 2. เมื่อวานนี้ (ชื่อเพื่อน) ออกจากห้องนี้เป็นคนสุดท้ายค่ะ
 3. งานประชุมของคุณโสภาก็มีขึ้นพรุ่งนี้ไม่ใช่หรือคะ วันนี้ไม่มีประชุมเราไปหาอะไรทานเหมือนเคยดีกว่าค่ะ
 4. ได้ค่ะ แต่ถ้วยกาแฟใบนี้ไม่ใช่ของฉัน วันนี้ยังไม่ได้กินกาแฟเลย แต่ยังไงก็ไม่เป็นไร ช่วยๆ กัน
 5. ก็วันนี้ไม่ใช่วันที่จะสัมภาษณ์นี่คะคุณน้อง
 6. ดิฉันคิดว่าคุณคงเข้าใจผิด เพราะเวลาได้รับเอกสารนั้นดิฉันไม่ได้อยู่ที่ทำงานนะคะ

7. ไม่ใช่วันนะค่ะ ป้า มันเป็นวันเสาร์หน้าค่ะ
8. มันล้มก่อนที่ฉันจะเข้ามานะค่ะ
- (5)
1. เอ๋?... คีนี่หรือคะ ไม่ใช่วันอังคารหน้าหรือคะ
 2. คะ? เอ...ไม่ทราบนะค่ะ เพราะเมื่อวานดิฉันไม่ได้ออกจากห้องคนสุดท้าย
 3. เอ...ประชุมมีพุงนี่นี่คะ
 4. ได้ค่ะ แต่กาแฟถ้วยนี้ไม่ใช่ของฉันหรือคะ ใครทำหกไว้ก็ไม่ทราบสิคะแยจ้ง
 5. เอ๊ะ วันนัดสัมภาษณ์ไม่ใช่วันพุงนี้หรือหรือคะ
 6. ไหนคะ เอ...เอกสารนี้ดิฉันไม่ได้เป็นคนเก็บนะค่ะ เพราะวันรับเอกสารดิฉันยังไม่ได้เข้าทำงาน แต่เดี๋ยดิฉันจะนำไปเก็บในแฟ้มให้ค่ะ
 7. เอ๊ะ วันเสาร์หน้าไม่ใช่หรือคะ ที่จะมีประชุม
 8. ไม่ได้ทำล้มคะคุณ เพิ่งเห็นตอนมารีบโทรศัพท์นี่แหละคะ
- (6)
1. ได้ยินมาว่างานนี้คีนี่วันอังคารไม่ใช่หรือคะ
 2. เมื่อวานเลิกงานแล้วก็กลับเลยคะ เลยไม่ทราบว่าใครกลับคนสุดท้าย
 3. ประชุมพุงนี้ไม่ใช่หรือ จ้าผิควันริเปล่า
 4. ใครทำหกไม่ทราบเหมือนกัน แต่จะให้ช่วยเช็ดก็จะช่วยกันนะค่ะ
 5. จ้าได้วันนัดวันพุงนี้ไม่ใช่หรือคะ
 6. พอดีวันนั้นดิฉันไม่ได้มาทำงานคะ
 7. คุณป้าคะ ประชุมมีวันเสาร์หน้าไม่ใช่หรือคะ
 8. เพิ่งเดินมาถึง ก็ไม่ทราบว่าใครทำหล่นเหมือนกันคะ
- (7)
1. หัวหน้าคะ ดิฉันทราบมาว่าคอนเสิร์ตที่หัวหน้าว่านี่ มีวันเสาร์หน้าไม่ใช่หรือคะ
 2. เมื่อวานนี้ ดิฉันไม่ได้อยู่ในออฟฟิศเป็นคนสุดท้ายคะ ตอนดิฉันออกมายังมีคนอยู่ข้างในอีก 2-3 คน
 3. ทราบมาว่า เขาจะประชุมกันพุงนี้ไม่ใช่หรือคะ คุณโสภาลองกลับไปดูใหม่ดีไหมคะ
 4. ขอโทษนะค่ะ ดิฉันไม่ได้เป็นคนทำหก
 5. สงสัยคุณคงจะจำวันผิดแล้วนะค่ะ นักข่าวเขานัดวันพุงนี้ไม่ใช่หรือคะ
 6. แฟ้มที่หัวหน้าพูด ดิฉันไม่ได้เป็นผู้รับผิดชอบดูแลคะ
 7. พี่คะ งานประชุมเดินการกุศล จัดวันเสาร์หน้าคะไม่ใช่เสาร์นี้
 8. พี่สมศรีคะ ฉันเพิ่งมาถึงคะ จริงๆแล้วแจกันล้มอยู่ก่อนหน้าแล้วนะค่ะ
- (8)
1. คุณโสภาคะ รู้สึกว่าคอนเสิร์ตจะเป็นวันอังคาร ถ้าดิฉันจำไม่ผิดนะค่ะ
 2. เพิ่งจะเปิดเมื่อเข้าตอนดิฉันเพิ่งเข้ามาคะ
 3. เอ๊ะ.. เดียวนะโสภา ประชุมมีพุงนี้นะจ๊ะ วันนี้ไปกลับบ้านได้นะ
 4. (ชูถ้วยกาแฟของตนเอง) ของฉันอันนี้จ๊ะ
 5. ลองตรวจสอบกับทางสำนักพิมพ์ดูดีไหมคะ?
 6. วันที่แยกเก็บเอกสารดิฉันไปได้มาทำงานคะ
 7. เอ... ป้าจ๋า รู้สึกเขาจะประชุมเรื่องวันเสาร์หน้านะ

8. ก็อยากบอกเหมือนกัน แต่เพิ่งมาถึง ก็เห็นมันเลอะเทอะแล้ว
- (9)
1. คอนเสิร์ตที่คุณโกสุม เคยบอกไว้ละหรือคะ หรือว่าคอนเสิร์ตใหม่ เพราะคอนเสิร์ตที่เคยบอกดิฉันไว้ มีวันอังคารหน้าไม่ใช่หรือคะ
 2. เมื่อวานนี้ ตอนที่หนูกลับไปยังมีคนทำงานอยู่ในห้องนี่ต่อคะ แต่ว่าอาจจะมีคนมาแต่เช้าแล้วมาเปิดไฟไว้ก็ได้เนอะคะ
 3. ไม่มีไม่มีการประชุมไม่ใช่หรือคะ จะมีก็พุ่มนี้ต่างหาก.
 4. ช่วยเช็ดให้ก็ได้ แต่ดิฉันไม่ใช่คนทำหกนะ กาแฟนี่มันหกตั้งแต่เมื่อไหร่ก็ไม่ทราบ
 5. คนสัมภาษณ์ที่จะลงวารสารผู้หญิงใช่หรือเปล่าคะ ถ้าเป็นคนนี้เขาจะมาสัมภาษณ์วันพุ่มนี้ไม่ใช่หรือคะ
 6. ขอประทานโทษคะ เอกสารที่คุณหมายถึงดิฉันยังไม่ได้รับเลยคะ แต่ดิฉันจะเปลี่ยนให้ถูกแฟ้มก็แล้วกันนะคะ
 7. ประชุมการกุศล จะมีวันเสาร์หน้าต่างหากคะ
 8. ดิฉันไม่ได้เป็นคนทำนะคะ ก็เพิ่งเห็นเหมือนกับคุณนี่แหละ
- (10)
1. ไม่ทราบว่านี่เป็นคอนเสิร์ต...หรือเปล่าคะ หนูอ่านข่าวเมื่อเช้าเขาบอกว่าจัดวันอังคารหน้านะคะ
 2. พอดีตอนที่หนูกลับไปยังมีคนทำงานอยู่หลายคนคะ
 3. มีประชุมพุ่มนี้จ๊ะ เนี่ยพี่ก็ต้องเข้าประชุมเหมือนกัน
 4. นี่ไม่ใช่ของพี่นะ แต่เดี๋ยวจะช่วยเก็บเศษแก้ว เธอไปเอาไม้กวาด กับไม้ถูพื้นมาสิ
 5. เอ! จากนิยายสาร...ใช่ไหมคะ เป็นพุ่มนี้จ๊ะ
 6. เอกสารเรื่องอะไรหรือคะ อ้อเอกสารชุดนี้ ดิฉันไม่ได้เป็นคนเก็บหรอกคะ
 7. ไม่ต้องมาแล้วคะป้า เพราะประชุมวันเสาร์หน้า ค่อยมาเสาร์หน้าละกันนะ
 8. หนูเพิ่งเห็นมันล้นเมื่อคืนเองคะ
- (11)
1. หัวหน้าคะ หนูทราบมาว่าคอนเสิร์ตนี้มีวันอังคารหน้านะคะ
 2. หัวหน้าคะ เมื่อวานนี้หนูกลับตั้งแต่สี่โมงเย็นคะ สงสัยจะเป็นสมชายนะคะ เห็นเขาบอกว่าเมื่อวานจะกลับเย็นนะคะ
 3. เอ้อ โสภาก็ ประชุมนะพุ่มนี้นะไม่ใช่วันนี้ เธอจำผิดแล้วละ
 4. ขอโทษนะ แต่ว่าถ้วยกาแฟไม่ใช่ของฉัน
 5. ผู้สื่อข่าวพุ่มนี้ไม่ใช่หรือคะ
 6. ขอโทษนะคะ ดิฉันไม่ได้เป็นคนเก็บเอกสารนั้นนะคะ
 7. ป้าจ๊ะ ประชุมเดินการกุศลนี้มีเสาร์หน้านะจะไม่ใช่เสาร์นี้
 8. ก็เพิ่งเห็นพร้อมป้านี้แหละจ๊ะ แต่ฉันไม่ได้ทำจริงๆ นะ
- (12)
1. งานอะไรหรือคะ ใช้งานเดียวกับวันอังคารหน้าหรือเปล่าคะ
 2. ปิดแล้วคะ เมื่อวานหนูออกไปเร็วคะ
 3. อ้าว ! ไม่ใช่พุ่มนี้หรือ
 4. ได้คะ แต่พี่ไม่ได้ทำหกนะคะ นั่นไม่ใช่ของพี่
 5. เค้าจะมาพุ่มนี้ไม่ใช่หรือคะ

6. เอกสารอะไรหรือคะ คือวันนั้นดิฉันไม่ได้อยู่ที่ทำงานนะค่ะ
7. เอ! ไม่ใช่เสาร์หน้าหรือคะ
8. หนูมาถึงก็เห็นมันตกอยู่แล้วนะค่ะ
- (13)
1. เอ๊ะ งานคอนเสิร์ตไม่ใช่มีวันอังคารหน้าหรือคะ
 2. ดิฉันไม่ใช่คนออกคนสุดท้ายคะ
 3. อ้อ การประชุมจะมีพุงนี้คะ ไม่ใช่วันนี้
 4. เราไม่ได้เป็นคนทำหาคะ แต่เดี๋ยวช่วยเช็คให้ก็ได้
 5. เอ๊ะ ก็เขานัดสัมภาษณ์พุงนี้ไม่ใช่หรือคะ
 6. เอกสารชุดนี้ดิฉันไม่ใช่คนเก็บคะ เพราะตอนที่รับเข้าดิฉันไม่อยู่
 7. เอ๊ะ รู้สึกว่าการประชุมจะจัดเสาร์หน้านะคะ ไม่ใช่เสาร์นี้
 8. ไม่ได้ทำคะ ตอนเดินเข้ามาก็เห็นแจกันล้มอยู่อย่างนี้แล้ว
- (14)
1. เอ หนูนึกว่าวันอังคารหน้านะคะ ไม่แน่ใจหนูเข้าใจผิดหรือเปล่า แต่ดูจากตาราง คิดว่าเป็นวันอังคารหน้ามากกว่าคะ
 2. เมื่อวานนี้ตอนหนูจะกลับยังมีคนอยู่คะ หนูก็เลยไม่ได้ปิดไฟ
 3. อ้อ ประชุมพุงนี้ไม่ใช่หรือ เราได้ยินมาว่าพุงนี้มากกว่านะจ๊ะ
 4. อ้อย ถ้วยใบนั้นไม่ใช่ของเราะจ๊ะ ของใครก็ไม่รู้
 5. เอ ดิฉันนึกว่าพุงนี้นะคะ ไม่แน่ใจว่าได้ยินมาผิดหรือ คุณจะให้ดิฉันเช็คให้ไหมคะ
 6. เอ ดิฉันว่าดิฉันไม่ได้เป็นคนเก็บเอกสาร เพราะเวลาที่ระบุตอนรับเอกสาร ดิฉันไม่ได้อยู่ในที่ทำงาน
 7. ป้าคะ หนูว่าเสาร์หน้ามากกว่านะคะ ลองดูอีกทีดีไหมคะ
 8. หนูจะรีบไปรับโทรศัพท์คะ หนูเลยไม่ได้ไปบอกป้า ไม่รู้เหมือนกันว่าใครทำล้ม
- (15)
1. คอนเสิร์ตมีวันอังคารหน้าไม่ใช่หรือคะ
 2. อ้อ ตอนออกจากห้องยังมีคนอื่นอยู่นี้คะ
 3. อ้าว ประชุมพุงนี้ไม่ใช่หรือ
 4. เอ๊ย พี่ไม่ได้ทำนะ
 5. เขานัดมาพุงนี้ไม่ใช่หรือคะ
 6. พี่ไม่ได้เป็นคนเก็บเอกสารชุดนี้คะ วันที่เอกสารเข้า พี่ไม่อยู่
 7. อ้าว ประชุมเดินการกุศลเสาร์หน้านี่คะป้า ไม่ใช่พุงนี้
 8. หนูไม่ได้ทำนะคะป้า เดินมาช่วยรับโทรศัพท์ก็เห็นมันแตกอยู่แล้ว
- (16)
1. รู้สึกว่า งานนี้จัดวันอังคารหน้าไม่ใช่หรือคะ
 2. ดิฉันออกจากที่ทำงานไปก่อนคะ ไม่ทราบว่ามีใครอยู่เป็นครั้งสุดท้าย
 3. ประชุมนอกเวลาหรือ เท่าที่จำได้มีประชุมนอกเวลาพุงนี้ไม่ใช่หรือ ลองไปเช็คดูไหมซิ
 4. ขอโทษคะ ถ้วยกาแฟนั้นไม่ใช่ของดิฉัน และดิฉันก็ไม่ได้เป็นทำหาคด้วยคะ ยังไงลองถามคนอื่นดูนะคะ
 5. ถ้าเป็นสัมภาษณ์วารสารผู้หญิงรู้สึกว่าจะเป็นวันพุงนี้นะคะ

6. ดิฉันคิดว่าคงเป็นการเข้าใจผิด เพราะว่าตามเวลาที่ระบุในเอกสารฉบับนี้ ดิฉันไม่ได้อยู่ในที่ทำงานคะ คาดว่าคงเป็นคนอื่นที่รับเอกสารให้
 7. คุณป้าคะ หนูว่าถ้าพุงนี้คุณป้าก็คงไม่เจอใครแน่เลยคะ เพราะการประชุมมาเดินทางรถลจะจัดขึ้นในวันเสาร์หน้าคะ ไม่ใช่เสาร์นี้
 8. เปล่านะคะ หนูเข้ามามันก็เป็นอย่างนี้แล้ว แอ้งเลย ใครทำนะ
- (17)
1. คีนี่เหรอกะ ! ดิฉันว่าไม่ใช่คะ งานคอนเสิร์ตการกุศลจัดขึ้นวันอังคารหน้าคะ
 2. ไม่ใช่คะคะ เมื่อวานดิฉันต้องไปทำธุระเลยออกไปก่อน ไม่ได้กลับคนสุดท้ายคะ
 3. ไม่ใช่คะ คุณคงลืมไปว่าการประชุมจัดวันพุงนี้คะ
 4. ไม่ใช่คะนั่นไม่ใช่ถ้วยกาแฟของดิฉันดูสิคะ ค่ะถ้วยกาแฟดิฉันยังวางอยู่บนโต๊ะเลย
 5. นัดสัมภาษณ์เหรอกะ ดิฉันว่าน่าจะเป็นวันพุงนี้นะคะ
 6. ไม่ใช่ดิฉันนะคะ ลองดูช่วงเวลาเก็บเอกสารสิคะ ไม่ใช่ดิฉันสักหน่อย
 7. พี่คงจำผิดแล้วคะ การประชุมงานเดินทางรถลจะจัดขึ้นเสาร์หน้า
 8. ไม่ใช่ดิฉันนะคะดิฉันเพิ่งเข้ามาเหมือนกันก็เห็นมันเป็นแบบนี้แล้วคะ
- (18)
1. แต่งานคอนเสิร์ตการกุศลที่วันนี้ มีวันอังคารหน้าไม่ใช่หรือคะ
 2. ขอโทษคะ ดิฉันไม่ใช่คนสุดท้ายที่ออกจากที่ทำงานเมื่อวานนี้ลองถามคนอื่นดูสิคะ
 3. รู้สึกว่าการประชุมมีวันพุงนี้ไม่ใช่หรือ
 4. ฉันไม่ได้เป็นคนทำหกนะคะ อย่าเข้าใจผิด
 5. เขาคงมาได้หรือคะวันนี้ เพราะว่านัดสัมภาษณ์พุงนี้ไม่ใช่หรือคะ
 6. ขอโทษคะ ผิดแล้วมั้งคะคงเป็นคนอื่นที่ไม่ใช่ดิฉัน
 7. ไม่ต้องมาแล้วละคะ คงจำผิดแล้ว มีการประชุมนัดพิเศษวันเสาร์หน้าต่างหาก
 8. อู๋ย ฉันไม่ได้เป็นคนทำตกแตก
- (19)
1. คุณโกสมุคะ คอนเสิร์ตการกุศลมีวันอังคารหน้าไม่ใช่หรือคะเท่าที่ดิฉันทราบงานจัดวันอังคารหน้าคะ
 2. เมื่อวานนี้ดิฉันไม่ได้ออกจากห้องเป็นคนสุดท้ายคะ มีเพื่อนที่ทำงานกลับหลังดิฉันคะ ดิฉันเพิ่งทราบว่าเขาไม่ได้ปิดไฟ แต่ดิฉันได้บอกเขาก่อนกลับแล้วว่าให้ปิดไฟด้วย
 3. โสภาก็จะ ประชุมนอกเวลาเลื่อนเป็นวันพุงนี้แล้วนะจะไม่ใช่วันนี้เธอไม่ต้องอยู่รอก็ได้นะ
 4. ขอโทษนะจะโสภาก็ได้ ดิฉันไม่ได้เป็นคนทำกาแฟหก
 5. น้องธาริณี ผู้สื่อข่าวคิดว่าจะมาพุงนี้ไม่ใช่หรือจะ พี่ว่าถ้าเขาจะมาวันนี้คงมาแล้วละเราอดตั้งนานแล้วไม่ใช่หรือ
 6. พี่ไม่ได้เป็นคนเก็บเอกสาร ตอนที่เก็บเอกสารนั้น พี่ไม่ได้อยู่ใน Office
 7. ป้าสมศรีคะ งานมีวันเสาร์หน้าคะ พุงนี้ป้าไม่ต้องมาทำงานหรือคะ
 8. ป้าสมศรีคะ ดิฉันไม่ได้เป็นคนทำแจกันแตกคะ
- (20)
1. งานมีคีนวันอังคารหน้าคะ จำผิดหรือเปล่านั้น
 2. ขอโทษนะคะ คงไม่ใช่ดิฉันแน่ เพราะมีผู้ออกที่หลังดิฉันคะ
 3. คุณโสภาก็ได้วันนี้คุณอยู่เย็นคงต้องอยู่คนเดียวจะคะ เพราะประชุมมีพุงนี้คะ

4. คงไม่ได้ค่ะ เพราะดิฉันไม่ได้เป็นท่าตก
 5. ไม่มาหรอกค่ะ เพราะเขานัดคุณพุ่มนี้ไม่ใช่หรือคะ
 6. ขอโทษค่ะ คุณคงเข้าใจผิดแล้วค่ะ คนเก็บเข้าแฟ้มไม่ใช่ดิฉัน
 7. ไม่เป็นไรสมศรี ดันอนุญาตเสาร์นี้ไม่ต้องมาแล้วกัน แต่เสาร์หน้าต้องมานะ
 8. ไม่ได้เป็นคนทำนี่คะ
- (21)
1. ขอโทษนะคะ ท่านเคยบอกว่าอังคารหน้าไม่ใช่หรือคะ
 2. เมื่อวานดิฉันปิดแล้ว อาจมีคนเพิ่งมาเปิดก็ได้ค่ะ
 3. โสภา เธอบอกฉันว่ามีประชุมพุ่มนี้นะจะ ลืมไปแล้วหรือ
 4. ขอโทษค่ะ ดิฉันไม่ได้ทำหก แต่ช่วยเช็คให้ได้ค่ะ
 5. คุณคะ สัมภาษณ์พุ่มนี้คะไม่ใช่วันนี้
 6. ดิฉันไม่ได้เก็บผิด เพราะไม่ได้ทำงานช่วงเวลานั้นคะ
 7. ป้า ไม่ใช่พุ่มนี้หรือ เสาร์หน้าจะ
 8. ไม่ใช่ดิฉันนะป้า
- (22)
1. ขอโทษนะคะหัวหน้า ดิฉันไม่แน่ใจว่าคอนเสิร์ตการกุศลจัดขึ้นในคืนหรือคืนวันอังคารหน้า หัวหน้าลองโทรไปสอบถามดีไหมคะ
 2. ขอโทษค่ะ ดิฉันออกจากที่ทำงานตั้งแต่เวลาเลิกงานแล้วซึ่งไม่ใช่คนสุดท้ายที่อยู่ดิฉันไม่ทราบว่ามีใครเป็นคนสุดท้ายที่ทำงานอยู่และลืมปิดไฟ
 3. เธอเข้าใจผิดหรือเปล่า การประชุมมีวันพุ่มนี้นะ
 4. ขอโทษทีนะคะ ดิฉันไม่ใช่คนทำถ้วยกาแฟแตก
 5. หัวหน้าคะ ดิฉันจดบันทึกเอาไว้หัวหน้าดสัมภาษณ์วันพุ่มนี้นะคะ
 6. ดิฉันไม่ใช่คนเก็บเอกสารชุดนี้นะคะเพราะช่วงเวลานั้นดิฉันไม่ได้อยู่ที่ทำงาน
 7. ป้าคะ หนูทราบมาว่าการประชุมนัดพิเศษจัดในวันพุ่มนี้คะ
 8. ดิฉันไม่ได้ทำล้มคะ ดิฉันเพิ่งเดินมารับโทรศัพท์เมื่อไม่กี่นี้เอง
- (23)
1. คุณจะไปงานคอนเสิร์ตอะไรหรือคะ ? โกลุม มันจะมีในวันอังคารหน้าไม่ใช่หรือคะ
 2. พอดีเมื่อวานดิฉันกลับเร็วค่ะ ไม่ทราบว่าใครอยู่คนสุดท้าย.
 3. เรื่องประชุมจะมีในวันพุ่มนี้ไม่ใช่หรือ
 4. พอดีดิฉันเพิ่งเดินมา ฉันไม่ได้ทำ เดี่ยวฉันช่วยคุณเก็บกวาดแล้วกัน
 5. ผู้สื่อข่าวจะมาสัมภาษณ์วันพุ่มนี้ไม่ใช่หรือคะ
 6. ดิฉันไม่ได้เป็นคนเก็บเอกสารคะ พอดีเวลานั้นดิฉันออกไปทำธุระข้างนอก เดี่ยวดิฉันจะช่วยตามถามให้ นะคะ
 7. ประชุมเดินการกุศลจะจัดขึ้นในวันเสาร์หน้าไม่ใช่หรือคะ
 8. ฉันเพิ่งเดินมาถึง เห็นมันหล่นอยู่ก่อนแล้ว เรามาช่วยกันเก็บก่อนดีกว่านะ
- (24)
1. ขอโทษนะคะไม่ใช่คอนเสิร์ตนี้จะจัดขึ้นวันอังคารหน้าหรือคะ

2. ดิฉันไม่ได้ลืมปิดค้ะเมื่อวานยังมีพนักงานที่เลิกหลังดิฉัน
 3. อ้าว! ไม่ใช่มีประชุมพุงนี้หรือจะได้อินมาอย่างนั้น
 4. เดี่ยวเช็ดให้แห้งจ๊ะ แต่ไม่ใช่กาแฟที่ฉันทำหกนะของฉันกินหมดเกลี้ยงเลย
 5. นี เขานัดสัมภาษณ์กันวันพุงนี้ไม่ใช่หรือ
 6. ดิฉันไม่ได้เก็บผิดนะ ดูเวลาสิตอนนั้นฉันไม่ได้อยู่ที่ทำงาน
 7. ป้าจ๊ะ เขาประชุมวันเสาร์หน้าจ๊ะเข้าใจผิดแล้ว
 8. ป้าจ๋า ฉันไม่ได้ทำนะฉันเดินมากก็เห็นแบบนี้เลย
- (25)
1. เอ๊ะ พี่คะหนูจำได้ว่างานคอนเสิร์ตมีวันอังคารหน้าไม่ใช่หรือคะ สงสัยพี่อยากทำกุศลมากเลยคิดว่าคืนนี้
 2. เมื่อวานหนูกลับเร็วเพราะนัดตอนห้าโมงครึ่ง สงสัยใครคงลืมปิดนะคะ
 3. พี่จะบอกข่าวดีให้ไหม ? ไม่ใช่วันนี้จ๊ะ พุงนี้เค้าถึงมีประชุมกันจ๊ะ
 4. เอ้ย! กาแฟถ้วยนี้ไม่ใช่ของพี่นะ แต่อย่างไรพี่จะช่วยเช็ดให้แห้ง
 5. สงสัยคุณทำงานหนักแน่เลย ไม่ใช่วันนี้หรือคะ ที่เค้านัดเป็นวันพุงนี้คะคุณจะได้เตรียมตัว อีก 1 วัน
 6. ไม่ใช่พี่นะคะ เมื่อวานพี่ออกตลาดไปกับหัวหน้า
 7. ยังไม่ต้องมานะจ๊ะ เสาร์หน้าต่างหากที่จะมีการประชุม จำผิดสิทำ
 8. คุณป้าขานูเพิ่งมานะคะ หนูเปล่าทำเลอะเทอะหนูก็เพิ่งเห็นนี่ละคะ มาป้ารีบไปเอาผ้ามาเดี๋ยวหนูจะช่วยเช็ด
- (26)
1. พี่คะคอนเสิร์ตการกุศลมีคืนวันอังคารหน้าคะ
 2. เมื่อวานดิฉันกลับก่อนคะ เพราะต้องรีบไปธุระเลยไม่ทราบว่าใครเปิดทิ้งไว้
 3. น้องโสภา การประชุมนัดพิเศษมีวันพุงนี้ต่างหากคะ
 4. พี่ไม่ได้ทำคะ แต่ไม่เป็นไรเดี๋ยวพี่ช่วยเช็ดก็ได้
 5. จำผิดวันแล้วละ เพราะที่คุณนัดสัมภาษณ์นั้นเป็นวันพุงนี้ต่างหาก
 6. คงมีการเข้าใจผิดแล้วคะ เพราะเอกสารชั้นนี้ตอนที่มานั้นดิฉันไม่ได้ทำงาน
 7. ป้าจำผิดแล้วคะ การประชุมจะมีในวันเสาร์หน้าต่างหาก
 8. ขอโทษนะคะ คงจะเข้าใจผิดแล้วคะ ดิฉันเพิ่งจะเดินมาเองคะ
- (27)
1. งานอะไรคะ ก็เห็นพี่บอกว่างานบอกว่างาน.....มีพุงนี้ไม่ใช่หรือคะ
 2. พอดีเมื่อวานเห็นยังมีคนทำงานต่ออยู่นีคะ
 3. จริงหรือโสภา แต่เราคูนๆ ว่ามีประชุมต่อวันพุงนี้นะ ลอง check เวลาใหม่ดูอีกครั้งดีมั๊ย
 4. เปล่านี้หน้า แก้วฉันก็ยังอยู่ แก้ววันนี้ฉันยังไม่ได้ทานกาแฟเลยนะ ว่าแต่ว่าโสภาระวังแก้วบาดมือนะ
 5. ปกติเขาจะไม่สายกันนะ ลองโทรไปถามเขาอีกครั้งไหมว่าติดนัดอะไรหรือเปล่า
 6. เอกสารอะไรคะ.....เอ๊ะ! ฉบับนี้ดิฉัน เคยเก็บไว้ในแฟ้มแล้วนี่นา สงสัยที่มีคนหยิบมาใส่แล้วใส่ผิด... มาคะเดี๋ยวดิฉันเอาไปเก็บที่เดิม
 7. พี่สมศรีคะ งานประชุมมีวันเสาร์หน้าคะไม่ใช่เสาร์นี้
 8. พี่งจะเห็นเหมือนกันนะ ไม่รู้ว่าใครชนล้ม ทำหกเลอะเลยเดี๋ยวจะมีคนสิ้นเอานะเนี่ย
- (28)
1. ใช่งานคอนเสิร์ต....ริปล่าคะ หนูคูนๆ ว่าเป็นวันอังคารหน้าคะเดี๋ยวหนูจะ check ให้อีกทีดีมั๊ยคะ

2. เมื่อวานนี้ ตอนหนูกลับบ้านยังมีคนทำงานอยู่เลยคะ หนูก็เลยยังไม่ได้ปิดไฟ
 3. วันนี้ก็มีประชุมนอกเวลาหะรอ ที่เราสู้มา ฟรุ้งนี่ก็มีประชุมพิเศษนอกเวลาเหมือนกัน เธอลอง check ดูอีกทีสิว่าเป็นการประชุมเดียวกันรึเปล่า
 4. กาแฟนี้ไม่ใช่ของเรา เราก็เพิ่งเห็นเหมือนกัน แต่เดี๋ยวเราจะช่วยเช็คให้หะ
 5. ลอง check ดูอีกทีมัยคะว่า ไซวันนี่หรือเปล่า ถ้าใช่เดี๋ยวดิฉันจะช่วยโทรตามให้
 6. ดิฉันไม่ได้เป็นเก็บเอกสารเก็บเอกสารฉบับนั้นคะ แต่เดี๋ยวดิฉันจะช่วยจัดการเก็บเอกสารให้เรียบร้อยเองนะคะ
 7. เอ๊ะ! ไม่ใช่เสาร์หน้าหะรอคะ ลอง check วันที่ดูอีกทีสิคะ
 8. ก็เพิ่งเห็นเหมือนกันคะ ไม่ทราบเหมือนกันว่า ล้มลงมาได้ยังไงรีบหาผ้าเช็ดตัวมาคะ ก่อนที่น้ำจะไหลลงพื้น
- (29)
1. ขอโทษนะคะ ไซงานคอนเสิร์ตการกุศลของ...หรือไม่คะ จะจัดให้มีในวันอังคารหน้าไม่ใช่หะรอคะ
 2. ขอโทษคะคุณโกสม เมื่อวานนี้ดิฉันออกจากที่ทำงานเร็วกว่าปกติคะ
 3. เอะ !.. การประชุมนอกเวลาจะมีในวันฟรุ้งนี้ ไม่ใช่หะรอ
 4. เข้าใจผิดแล้วคะ ดิฉันไม่ได้เป็นคนทำถ้วยกาแฟหะคะ
 5. ตามตารางที่นัดสัมภาษณ์จะเป็นวันฟรุ้งนี้ นะคะ ดังนั้นวันนี้กลับบ้านก่อนแล้วกันคะ
 6. อ้อ เอกสารฉบับนี้หะรอคะ เข้าใจว่าถูกจัดเก็บในช่วงที่ดิฉันไม่อยู่คะ
 7. ฟรุ้งนี้คุณป้าคงไม่ต้องมาหะรอคะ เพราะการประชุมเดินการกุศลจะมีในเสาร์หน้าคะ
 8. เข้าใจผิดแล้วคะตอนที่ฉันมารับโทรศัพท์ก็เห็นแจกันล้มอยู่แล้วนะคะ
- (30)
1. พี่คะ คอนเสิร์ตอาทิตย์หน้าไม่ใช่หะรอคะ
 2. เอ แต่เมื่อวานหนูไม่ได้กลับคนสุดท้ายนะคะ
 3. ไม่ใช่หะ ประชุมมีในวันฟรุ้งนี้ไม่ใช่วันนี้
 4. ขอโทษนะคะ ฉันไม่ได้เป็นคนทำกาแฟ
 5. เขาจะมาสัมภาษณ์วันฟรุ้งนี้ไม่ใช่หะรอ
 6. ขอโทษนะคะ ฉันไม่ได้เป็นคนเก็บเอกสารในแฟ้มนั้น
 7. ไม่ใช่ฟรุ้งนี้คะ งานประชุมมีในวันเสาร์หน้าคะ
 8. ไม่ใช่คะ ไม่ได้ทำหะคะ
- (31)
1. คุณโกสมคะ งานคอนเสิร์ตมีวันอังคารหน้าไม่ใช่หะรอคะ หรือว่ามีอีกงานหนึ่งคะ
 2. เมื่อวานนี้ตอนที่ดิฉันออกจากห้องยังมีคนทำงานอยู่คะ ไม่ทราบว่าใครเป็นคนเปิดไว้เหมือนกันคะ
 3. ประชุมนอกเวลามีวันฟรุ้งนี้วันนี้นะคะ เธอไม่ต้องอยู่เย็นหะรอ
 4. ฉันไม่ได้ทำวันนี้นะฉันยังไม่ได้กินกาแฟเลย ถ้วยกาแฟนี้ไม่ใช่ของฉันด้วย
 5. นัดสัมภาษณ์มีวันฟรุ้งนี้นะคะ วันนี้ไม่ได้นัดใครไว้เลย
 6. ดิฉันไม่ทราบว่าใครเป็นคนเก็บ แต่ดิฉันไม่ได้เก็บเอกสารฉบับนี้คะ
 7. ประชุมมีอาทิตย์หน้าหะ ฟรุ้งนี้ไม่ต้องมาหะรอ
 8. ฉันมารับโทรศัพท์แทนก็เป็นอย่างนี้แล้ว ไม่รู้ว่าใครเป็นคนทำเหมือนกัน

- (32)
1. หรือคะ ดิฉันเลย แต่...เอ.. คอนเสิร์ตไม่ได้มีคืนวันอังคารหน้าหรือคะ หรือหนูจะจำผิด
 2. เมื่อวานหนูไม่ได้ออกจากห้องเป็นคนสุดท้ายนะคะ ไม่ทราบเหมือนกันว่าใครลืมปิดไฟ
 3. เอ...ประชุมนอกเวลามัน วันพุธนี่ไม่ใช่หรือ โสภาคำวันผิดหรือเปล่า
 4. แก้วใบนี้ไม่ใช่ของพี่จ๊ะ คงจะเป็นคนอื่นทำแทนนะ
 5. คุณธาวินี่คะ นัดสัมภาษณ์วันพุธนี่ไม่ใช่ หรือคะ
 6. ดิฉันไม่ใช่คนเก็บเอกสารชั้นนี้คะ นี่ใจคะเวลาที่ลงไว้เป็นตอนที่ดิฉันไม่อยู่ที่ทำงาน
 7. พี่สมศรีคะ ประชุมพิเศษวันเสาร์หน้านะคะ ไม่ใช่เสาร์นี้ แหม เก็บมาผิดวันเสียแล้ว
 8. หนูไม่ได้ทำหล่นนะคะ เดินมาถึงมันก็กองอยู่แบบนี้แล้ว
- (33)
1. อ้าว งานไหนนะคะคุณโกสุม... อ้อ งานนั้นมันมีในคืนวันอังคารหน้าไม่ใช่หรือคะ ไม่ใช่คืนนี้
 2. เมื่อวานนี้ตอนที่ดิฉันออกจากห้องยังมีคนอื่นทำงานอยู่คะ เลยไม่ได้ปิด
 3. อ้าวประชุมนัดพิเศษนั้นเค้าจะจัดพุธนี่นะไม่ใช่วันนี้
 4. อ้าว อันนี้พี่ไม่ได้ทำทงนะคะ ไม่ทราบว่ามีใครทำเหมือนกัน พี่ก็เพิ่งเห็น
 5. คนจากนิตยสารผู้หญิงเล่มนั้นนะหรือคะ วันนัดสัมภาษณ์คือพุธนี่คะ ไม่ใช่วันนี้
 6. เอกสารชุดนั้นดิฉันไม่ใช่คนเก็บคะ สงสัยเป็นคนอื่นเก็บเพราะตอนนั้นดิฉันไม่ได้อยู่ที่ทำงาน
 7. ว่าไงป้า เค้าจะประชุมกันเสาร์หน้าคะไม่ใช่เสาร์นี้
 8. อ้าวอันนี้หนูก็เพิ่งเห็นคะ ไม่ทราบว่าหล่นตั้งแต่เมื่อไหร่เหมือนกัน
- (34)
1. งานคอนเสิร์ตที่คุณจะไปจัดขึ้นในวันอังคารหน้าไม่ใช่หรือคะ
 2. เมื่อวานนี้ดิฉันกลับตั้งแต่ตอนเย็นๆ แล้วนะคะ ไม่แน่ว่าอาจจะเป็นคนอื่นหรือเปล่า
 3. อ้าว ! งานที่จะประชุมจัดพุธนี่ไม่ใช่หรือ.
 4. อ้อได้ สงสัย ใครคงทำหกเอาไว้
 5. เดียวก็คงมามั้ง แต่ว่าเขามานัดสัมภาษณ์วันพุธนี่ไม่ใช่หรือ
 6. ดิฉันไม่ได้เป็นคนเก็บเอกสารชุดนี้คะ เพราะเมื่อวานดิฉันไม่ได้เข้ารับเอกสารในเวลานั้น อาจจะเป็นคนอื่นมากกว่า
 7. พี่สมศรี ประชุมเดินทางกุศลจะประชุมกันวันพุธนี่ไม่ใช่หรือคะ
 8. หนูไม่ได้ทำนะพี่ เพิ่งมาถึงเคาน์เตอร์เมื่อคืนนี่เอง แล้วยังเห็นแจกันมันแตกอยู่
- (35)
1. ขอโทษนะคะพี่ หนูจำได้ว่างานมันมีวันอังคารหน้า ไม่ใช่หรือคะ
 2. เมื่อวานหนูคิดว่ามีคนอยู่คะ เลยไม่ได้ปิดไฟ
 3. ประชุมนัดพิเศษนอกเวลาใช่ไหมคะ ถ้าใช่มันมีพุธนี่คะ
 4. จะให้ฉันช่วยเช็ดได้คะ แต่กาแฟที่หกนี้ฉันไม่ได้เป็นคนทำนะคะ
 5. ดิฉันจำได้ว่า วันนัดสัมภาษณ์คือวันพุธนี่ไม่ใช่หรือคะ
 6. คงไม่ใช่ดิฉันเก็บหรือคะ เพราะเมื่อวานนี้ดิฉันไม่ได้เข้ามาที่ทำงาน
 7. ประชุมเดินทางกุศลมันมีเสาร์หน้าไม่ใช่หรือคะป้า
 8. ป้าคะ หนูไม่ได้ทำล้มนี้คะ ไม่ทราบว่ามีใครทำหกเหมือนกัน

- (36)
1. เอ คอนเสิร์ตไม่ได้มีวันอังคารหน้าหรือคะ
 2. ยังมีคนอยู่เมื่อวานนี้คะ
 3. ประชุมวันพุธนี่จะไม่ใช่วันนี้
 4. ไม่ใช่ของพี่หรือก สงสัยจะของคนอื่นมั้ง
 5. ไม่ใช่วันพุธนี้หรือคะ
 6. ฉันไม่ได้เป็นคนเก็บหรือคะ ดูเวลาที่ระบุสิคะ
 7. วันเสาร์หน้าไม่ใช่หรือคะ
 8. หนูเปล่าคะ (ช่วยเก็บด้วย)
- (37)
1. งาน + ชื่องาน ..รีเปล่าคะหนูจำได้ว่าเป็นวันอังคารหน้านะคะ ไม่รู้ว่าหนูจำผิดรีเปล่า
 2. เปล่าคะ เมื่อวานหนูไม่ได้เป็นคนสุดท้าย
 3. อ้าว ไม่ใช่ประชุมพุธนี้หรือคะ
 4. เปล่าคะจ๊ะ ฉันไม่ได้ทำหกลูกน้อย
 5. นัดสัมภาษณ์ของคุณวันพุธนี้ไม่ใช่หรือคะ
 6. เปล่าคะ ดิฉันไม่ใช่คนทำนะคะ
 7. เอ... งานนี้เค้าประชุมกับวันเสาร์หน้าไม่ใช่หรือคะป้า ถ้าหนูจำไม่ผิด
 8. เปล่าคะ หนูไม่ได้เป็นคนทำคะ
- (38)
1. จริงหรือคะแต่ดิฉันทราบมาว่าคอนเสิร์ตจะจัดคืนอังคารหน้านะคะงั้นดิฉันจะตรวจสอบวันที่ให้อีกทีนะคะเพื่อความแน่ใจ
 2. เมื่อวานดิฉันกลับจากที่ทำงานเร็วหน่อยจึงไม่ทราบว่าใครอยู่คนสุดท้ายคะคราวหน้าพวกเราที่ใช้ห้องนี้จะช่วยกันเตือนเรื่องปิดไฟนะคะ
 3. โสภจวันผิดแล้ว วันนี้ไม่ต้องอยู่เย็นแล้วแหละ เพราะเขาประชุมกันวันพุธนี้นะ
 4. ดิฉันไม่ทราบนะคะว่าใครทำหกลูกน้อยคะ ช่วยทำความสะอาดหน่อยนะคะ
 5. คุณธาริณลองเช็ควันที่จดไว้ในสมุดนัดดูอีกทีสิคะว่าใช่วันนี้ไหมเพราะคุณเคยบอกดิฉันว่ามีนัดสัมภาษณ์ในวันพุธนี้นะคะ
 6. อาจมีคนอื่นเข้าใจผิดนำมาไว้แฟ้มนั่นนะคะเนื่องจากไม่รู้แต่ดิฉันบังเอิญไม่อยู่ในช่วงที่มีเอกสารเข้ามาคะ
 7. ป้าไม่ต้องมาเสาร์นี้นะคะ เพราะเขามีนงานเสาร์หน้า ป้าไปดูประกาศที่ติดไว้หน้าบริษัทอีกทีนะคะ
 8. ต้องขอโทษด้วยนะคะแต่ดิฉันเพิ่งเดินมาที่เคาน์เตอร์เมื่อกี้เอง ป้าช่วยเก็บด้วยนะคะ
- (39)
1. อ้าว ไม่ใช่วันอังคารหน้าหรือคะ
 2. อ้อ เมื่อวานไม่ทราบเหมือนกันคะ ว่าใครอยู่เป็นครั้งสุดท้าย
 3. ประชุมมีวันพุธนี้ไม่ใช่หรือคะ
 4. ไม่ทราบเหมือนกันคะว่าด้วยใคร
 5. วันสัมภาษณ์มีพุธนี้ไม่ใช่หรือคะ
 6. เปล่าคะ ไม่ทราบเหมือนกันว่าใครเก็บคะ
 7. เอ๊ะได้ยินว่าประชุมจะมีเสาร์หน้านะคะ
 8. ไม่ทราบเหมือนกันคะ เพิ่งเดินมาเมื่อกี้เอง

- (40)
1. คุณโกสมคะ งานคอนเสิร์ตการกุศลนี้ ไซงานที่จะจัดในวันอังคารหน้าหรือเปล่านั้น
 2. คือ ดิฉันเห็นว่ายังมีคนทำงานอยู่ จึงยังไม่ได้ปิดไฟคะ
 3. โสภา ประชุมนอกเวลามีพุงนี้ไม่ใช่หรือจ๊ะ
 4. โอ้ ! ไม่ใช่แก้วกาแฟของพี่ ไม่ใช่ใครเคี้ยวพี่ช่วยโสภากีบ
 5. คุณธาวินคะ วันนัดสัมภาษณ์คือวันพุงนี้คะ
 6. ดิฉันไม่ได้เป็นคนเก็บเอกสารฉบับนี้คะ
 7. ป้าสมศรีคะ ประชุมเดินการกุศลจัดในวันเสาร์หน้านะคะ
 8. หนูไม่ได้เป็นคนทำลัมคะป้า ไม่ทราบเหมือนกันว่าใครเป็นคนทำลัมคะ
- (41)
1. ขอโทษนะคะ เหมือนพี่เคยบอกว่า คอนเสิร์ตนี้จะมีวันอังคารหน้าไม่ใช่หรือคะ
 2. เมื่อวานนี้ หนูไม่ได้เป็นคนสุดท้ายคะ ไม่ทราบใครเปิดทิ้งไว้
 3. โทษนะคะ ไม่ใช่ประชุมพุงนี้หรือคะ
 4. ฉันไม่ได้ทำทากนะ ไม่รู้ว่าใครทำทากไว้ แต่ยังไงจะช่วยเช็คให้
 5. เอ! รู้สึกว่า ผู้สื่อข่าวค้านคุณวันพุงนี้ไม่ใช่หรือจ๊ะ
 6. คือ ดิฉัน ไม่ได้เป็นคนเก็บคะ ดิฉันไม่ได้เข้าเวรช่วงนั้น แต่ยังไงจะช่วยเก็บให้เข้าที่เดิมคะ
 7. เอ๊ะ! ไม่ใช่ประชุมเสาร์หน้าหรือคะ
 8. คือเพิ่งเห็นเหมือนกัน ไม่รู้ว่าใครทำทากไว้
- (42)
1. ไม่ใช่คืนนั้นคะ แต่เป็นคืนวันอังคารหน้าคะ พี่ลองเช็คดูก็ได้
 2. เมื่อวานนี้ไม่ใช่คนสุดท้ายที่ออกจากที่ทำงานนะคะ ถ้าเป็นหนูกลับคนสุดท้ายหนูจะตรวจตราเรื่องไฟก่อนกลับทุกครั้งคะ
 3. ไม่ใช่วันนั้นคะ การประชุมจะมีวันพุงนี้คะ วันนี้เธอกลับบ้านได้แล้วละ
 4. ฉันไม่ใช่คนทำ แต่งานทำความสะอาดเป็นหน้าที่ของคุณนะไม่ใช่หน้าที่ฉัน
 5. ไม่ใช่วันนี้สักหน่อย เขานัดสัมภาษณ์พุงนี้ไม่ใช่หรือคะ
 6. ดิฉันไม่ใช่คนเก็บเอกสารผิดแฟ้มนะคะ ดูเวลาที่ระบุการรับเอกสารเข้าแล้วจะเห็นว่าวันนั้นดิฉันพักร้อนคะ
 7. ไม่ใช่วันเสาร์พุงนี้คะ แต่เป็นวันเสาร์หน้าต่างหากละ
 8. ไม่ทราบใครทำคะ ช่วยจัดการทำความสะอาดให้เรียบร้อยด้วยนะคะ ขอบคุณคะ
- (43)
1. อ้าว ไม่ใช่วันอังคารหน้าหรือคะ เห็นคุณเคยบอกดิฉันไว้แบบนี้คะ
 2. เมื่อวานดิฉันไม่ได้ออกเป็นคนสุดท้ายคะ จึงไม่ได้ปิด
 3. ประชุมมีวันพุงนี้จ๊ะ จำผิดวันแล้วจ๊ะ
 4. ฉันไม่ได้ทำทากหรอก แต่เดี๋ยวฉันช่วยเช็คนะ
 5. คุณแน่ใจแล้วหรือคะว่าเป็นวันนี้ ไม่งั้นคงไม่สายขนาดนี้หรอกคะ
 6. ขอโทษคะ คือช่วงนั้นดิฉันไม่อยู่ทำงานคะ มีคนทำหน้าที่แทนดิฉัน แต่ยังไงเดี๋ยวดิฉันจะแก้ไขให้เดี๋ยวนี้เลยนะคะ

7. เอ้ ? แต่ฉันจำได้ว่ามันเป็นวันเสาร์หน้าไม่ใช่หรือ เอ้ ! หรือฉันจะจำผิดพวกเราลองตรวจสอบดูใหม่ดีกว่าไหม
8. ฉันไม่ได้เป็นคนทำ มันหล่นนานแล้ว แต่เดี๋ยวยังไงจะช่วยเก็บนะคะ
- (44)
1. ขอโทษนะคะ ดิฉันทราบว่าคุณคอนเสิร์ตการกุศลจัดขึ้นในวันอังคารหน้าไม่ใช่หรือคะ
 2. เมื่อวานนี้ ดิฉันไม่ได้เป็นคนสุดท้ายที่ออกจากที่ทำงานค่ะ
 3. พงษ์นี้ไม่ใช่หรือที่มีประชุมนะ
 4. ขอโทษนะ ฉันไม่ได้ทำตก แต่ก็ช่วยเช็คละกัน
 5. ขอโทษนะ ผู้สื่อข่าวจะมาพงษ์นี้ไม่ใช่หรือ
 6. ขอโทษนะ ฉันไม่ได้เป็นคนเก็บเอกสารฉบับนี้
 7. ไม่ใช่วันเสาร์นี้ แต่เป็นเสาร์หน้าค่ะ คุณป้า
 8. ฉันไม่ได้ทำค่ะ เห็นมันตกอยู่ก่อนฉันมารับโทรศัพท์
- (45)
1. คีนี่หรือคะ ได้ยินจากคนอื่นมาว่าวันอังคารหน้า นึกว่าวันอังคารหน้าซะอีก
 2. เมื่อวานนี้ดิฉันไม่ได้เป็นคนสุดท้ายนะคะ
 3. ประชุมมันมีวันพงษ์นี้ไปเช็คคู่อีกทีสิ
 4. ได้ค่ะ แต่ฉันไม่ใช่คนทำตก
 5. ดิฉันจำได้ว่ามันเป็นวันพงษ์นี้นะคะ คุณธาริณีแน่ใจหรือ
 6. นี่ไม่ใช่ช่วงเวลาของฉันนะคะ คงมีคนอื่นใส่แฟ้มผิดไว้
 7. เสาร์หน้านะคะ ไม่ใช่เสาร์นี้
 8. เพิ่งเดินมานี่ละคะ จะมารับโทรศัพท์ก็ตกใจเหมือนกันที่เห็นแจกันตกแตกอยู่เนี่ย
- (46)
1. หัวหน้าคะ งานคอนเสิร์ตการกุศลมีในอาทิตย์หน้านะแต่ว่าคีนี่หัวหน้ามันติดกับลูกค้าจำสลับวันกันแล้วนะคะ
 2. ต้องขอโทษจริงๆ ค่ะแต่ว่าเมื่อวานดิฉันไม่ได้กลับคนสุดท้ายและดิฉันมั่นใจว่าดิฉันได้ปิดไฟแล้ว
 3. พงษ์นี้จ๊ะ ทำงานมากจนหลงลืมวันแล้วหรือ
 4. ได้ซีแต่ฉันไม่รู้ว่าจะใครทำหกไว้เพราะมันเพิ่งกลับเข้ามาที่ทำงานเพื่อที่จะเอาของที่ลืมไว้
 5. คุณธาริณี คุณลืมไปหรือเปล่าคะว่าวันพงษ์นี้
 6. ดิฉันไม่ได้เก็บค่ะ ช่วงนั้นดิฉันได้ออกไปดูงานข้างนอก
 7. ป้าจำพักบ้างดีกว่านะ งานนี้มีอาทิตย์หน้านะจ๊ะ
 8. ฉันไม่ได้ทำล้มค่ะ เพิ่งจะเห็นตอนต้องมารับโทรศัพท์แทนคนที่เข้าห้องนี้นะคะ
- (47)
1. คอนเสิร์ตจะมีในวันอังคารหน้าไม่ใช่หรือคะ
 2. เมื่อวานดิฉันไม่ได้กลับคนสุดท้ายค่ะ
 3. ประชุมวันพงษ์นี้ไม่ใช่หรือจ๊ะ
 4. ฉันไม่ได้ทำค่ะ ของใครก็ไม่รู้แต่เดี๋ยวจึงช่วยเช็คนะคะ
 5. คุณจำวันผิดหรือเปล่าคะ ดิฉันว่าน่าจะเป็นพงษ์นี้
 6. ฉันไม่ได้เป็นคนเก็บเอกสารนี้นะคะ
 7. ป้าจำผิดวันแล้วละคะงานจะมีวันเสาร์หน้าค่ะ

8. ฉันไม่ได้ทำนะคะ เพิ่งจะมาเมื่อตัวเอง
- (48)
1. งานคอนเสิร์ตไม่ใช่วันอังคารหน้าหรือคะ
 2. แต่ฉันไม่ได้เปิดไฟทั้งวันนะคะ สงสัยจะมีคนอื่นลืมนิด
 3. การประชุมมีพุงนี้ ไม่ใช่หรือจ๊ะ
 4. ได้ค่ะ แต่นี่ไม่ใช่กาแฟของฉันนะคะ
 5. เอ! สัมภาษณ์วันพุงนี้ไม่ใช่หรือคะ
 6. ดิฉันไม่รู้เรื่องนะคะ ตอนนั้นไม่ใช่เวลาทำงานของดิฉัน
 7. ประชุมเดินการกุศล จัดขึ้นเสาร์หน้าไม่ใช่หรือ
 8. ฉันไม่ได้ทำนะคะ มันลืมน้อยอยู่แล้ว
- (49)
1. คอนเสิร์ตจัดคืนนี้หรือคะ ? แต่ถ้าดิฉันจำไม่ได้รู้สึกจะเป็นวันอังคารหน้านะคะ
 2. ตอนที่ดิฉันออกจากห้องเมื่อวานนี้ยังเห็นว่ามีคนอยู่ในห้องอีกนะคะเลยยังไม่เปิดไฟ
 3. ประชุมนอกเวลานั้นมีวันพุงนี้ไม่ใช่หรือจ๊ะ วันนี้โลกก็กลับตามเวลาปกติได้
 4. ขอโทษนะจ๊ะ ถ้วยกาแฟใบนั้นฉันไม่ได้เป็นคนทำแทนนะ ฉันก็เพิ่งเห็นเหมือนกันแต่เดี๋ยวฉันช่วยเช็คก็ได้
 5. คุณธารินีคะ วันนัดสัมภาษณ์คือพุงนี้นะคะ ไม่ใช่วันนี้คะ
 6. เอกสารนั้นดิฉันไม่ได้เป็นคนเก็บคะ ถ้าดูตามเวลาที่ระบุจะเป็นเวลาที่ดิฉันออกไปติดต่อธุระข้างนอกไม่ได้อยู่ที่นั่นคะ
 7. ป้าสมศรีคะ ประชุมนัดพิเศษมีวันเสาร์หน้านี้คะ ไม่ใช่พุงนี้สักหน่อย พุงนี้ป้าสมศรีก็หยุดได้ตามปกติคะ
 8. หนูเพิ่งเดินเข้ามารับโทรศัพท์เมื่อตะกี้เองคะ พอมาถึงก็เห็นแจกันนี้ล้นพอดีเลย
- (50)
1. คืนนี้หรือคะ ? แต่ดิฉันได้ยินมาว่าจะมีในคืนวันอังคารหน้านี้คะ ? ถ้ายังไงหัวหน้าลองเช็คดูอีกทีดีมั๊ยคะ
 2. บังเอิญเมื่อวานตอนดิฉันออกจากห้องยังมีคนอื่นอยู่อีกคะก็เลยนึกว่าเค้าจะปิด
 3. ประชุมที่เธอบอกมันมีเย็นพุงนี้นะจ๊ะ ลองไปถามให้แน่ใจดูอีกทีสิ
 4. ตามจริงฉันไม่ได้เป็นคนทำหรอกจ๊ะของใครก็ไม่รู้ คนอะไรไม่รับผิดชอบ ทำหกแล้วก็ไม่ยอมเช็คดูสิเธอ เพิ่งทำความสะอาดไปแท้ๆ
 5. เช็ควันที่ดีหรือยังคะ ถ้ายังไม่ลองโทรไปถามดูอีกทีดีไหม
 6. ไม่ใช่ดิฉันหรอกคะ ตอนช่วงเวลารับเอกสารนี้ดิฉันไม่อยู่คงเป็นคนอื่นเก็บนะคะ
 7. ไม่ใช่วันเสาร์นี้หรือจ๊ะ เป็นวันเสาร์หน้าต่างหาก ดูตารางงานนี้สิจะอยู่บนโต๊ะฉันแน่ะ
 8. ไม่ใช่ฉันหรอกจ๊ะ พอเดินผ่านมาก็เห็นมันล้นอยู่แล้ว น่าเสียดายจังของสวยๆ เสียหายหมด
- (51)
1. คุณโกสมคะ ดิฉันจำได้ค่ะว่าคอนเสิร์ตการกุศลจะจัดขึ้นในคืนวันอังคารหน้า ไม่ใช่คืนนี้นะคะ
 2. เมื่อวานนี้ตอนที่ฉันออกจากที่ทำงานเห็นพนักงานหลายคนยังนั่งทำงานอยู่เลยคะเขาอาจจะลืมนิดไฟก็ได้
 3. คุณโสภาคคะ ประชุมนัดพิเศษนอกเวลางานมีพุงนี้คะ คุณจำผิดรีเปล่า
 4. ขอโทษนะคะ ฉันไม่ได้เป็นคนทำตกและนี่ก็ไม่ใช่ถ้วยกาแฟของฉันคะทำไมคุณไม่ลองถามพนักงานคนอื่นดูก่อนละคะ

5. คุณธรรณิคะดิฉันจำได้นะคะว่าวันนัดสัมภาษณ์ผู้สื่อข่าวคือวันพุธนี้ไม่ใช่วันนี้ คุณจำผิดรีเปล่าคะ
6. ขอโทษนะคะ คือดิฉันไม่ได้เป็นคนเก็บเอกสารนั้นคะ คุณเข้าใจผิดรีเปล่าคะแล้วเวลาที่รับเอกสารนั้นก็ไม่ใช่ช่วงเวลาทำงานของดิฉัน ทำไมคุณไม่ไปถามพนักงานคนอื่นที่ทำงานช่วงเวลานั้นก่อนล่ะคะ
7. พุธนี้คุณไม่ต้องมาทำงานหรอกคะ เพราะการประชุมนัดพิเศษจะจัดขึ้นเสาร์หน้าคะไม่ใช่วันพุธนี้
8. อ้าว! ฉันไม่ได้ทำนี่คะจะให้บอกได้ยังไงล่ะ ถ้าฉันทำตกคุณคงจะได้ยินเสียงแล้วละ แล้วฉันก็คงจะยอมรับละคะว่าเป็นคนที่ทำตก
- (52)
1. คีนี่เหรอคะ เอ...แต่หนูรู้สึกว่าจะงานจะเป็นคีนวันอังคารหน้าจะยังงัยคุณโกสมลงเช็คดูใหม่คะ หนูจะช่วยเช็คให้อีกครั้งคะ
2. ขอโทษคะหนูไม่ได้ออกจากที่ทำงานคนสุดท้ายเมื่อวานนี้หนูกลับตอน 4 โมงเย็นนะคะ
3. ประชุมนอกเวลามันพุธนี้ไม่ใช่เหรอจ๊ะ ยังงัยเธอลงไปเช็คเวลาคุณะ
4. ได้จ๊ะ แต่ฉันไม่ได้เป็นคนทำหกรอกนะ ถ้วยกาแฟนี่ก็ไม่ใช่ของฉันด้วย เธอกจะจำได้
5. คุณดูวันนัด ดูเวลาแน่นอนหรือยังคะ ถ้าดิฉันจำไม่ผิดนัดกันวันพุธนี้ไม่ใช่เหรอคะ คุณลองเช็คอีกทีดีไหมคะ ดิฉันจะช่วยเช็คให้
6. ขอโทษด้วยคะแต่ช่วงนี้ดิฉันไม่ได้รับเอกสารนะคะ คงจะเป็นคนอื่นแต่ยังงัยจะจัดให้ใหม่คะ
7. ประชุมเดินการกุศลรู้สึกจะเป็นเสาร์หน้าจะคุณป้าคุณป้าลองตรวจดูอีกทีดีไหมคะว่าวันไหน เดี่ยวหนูจะช่วยคะ
8. ขอโทษทีเถอะคะป้า หนูก็ไม่ทราบเหมือนกันว่าใครทำเห็นอีกทีก็เป็นอย่างนี้แล้ว หนูช่วยเก็บนะคะ
- (53)
1. คุณโกสมคะ วันงานจริงๆ คือวันอังคารหน้าไม่ใช่หรือคะ
2. ออ ดิฉันไม่ได้ออกจากห้องเป็นคนสุดท้ายคะแต่เดี๋ยวจะรีบไปปิดไฟให้นะคะแล้วคราวหลังจะพยายามดูความเรียบร้อยต่างๆ ให้คะ
3. วันประชุมมันวันพุธนี้ไม่ใช่หรือคะคุณโสภา
4. ดิฉันเปล่าทำานะคะคุณโสภา และไม่ทราบเหมือนกันว่าใครเป็นคนทำแต่เดี๋ยวเช็คให้ก็ได้คะ
5. คุณธรรณิคะ วันสัมภาษณ์นี้พุธนี้ไม่ใช่หรือคะ ลองเช็ควันเวลาดูใหม่ดีไหมคะ
6. อ้อ พอดีว่าดิฉันไม่ได้เป็นคนเก็บเอกสารนะคะ เอกสารเก็บผิดที่เยอะมีัยคะให้ดิฉันช่วยแยกใหม่มีัย
7. คุณสมศรีคะเท่าที่ดิฉันทราบมานี้ประชุมนัดพิเศษวันเสาร์หน้าไม่ใช่เหรอคะลองเช็ควันดูอีกทีมีัยคะ
8. เปล่าคะ ดิฉันไม่ใช่คนทำานะคะ แต่เดี๋ยวจะช่วยคุณเก็บนะคะ
- (54)
1. เอ...งานคอนเสิร์ตการกุศลไม่ได้มีวันอังคารหน้าเหรอคะ
2. เมื่อวานตอนฉันกลับยังมีคนอยู่คะ ก็เลยไม่ได้ปิด
3. ประชุมนอกเวลาไม่ได้มีพุธนี้เหรอคะ
4. ฉันไม่ได้เป็นคนทำคะ แล้วกาแฟนี่ก็ไม่ใช่ของฉันด้วย
5. เขานัดสัมภาษณ์วันนี้เหรอคะ ดิฉันนี่ว่าวันพุธนี้เสียอีก
6. ขอโทษนะคะดิฉันไม่ได้เป็นคนเก็บ ตอนนั้นดิฉันไม่อยู่ดูตารางเวลานี้สิคะ
7. ประชุมเดินการกุศลจัดเสาร์หน้าจะคะ คุณต้องมาทำงานตั้งแต่เสาร์นี้เลยเหอ.
8. ก็ถ้าดิฉันเป็นคนทำ ดิฉันก็เก็บแล้วละคะ แต่ดิฉันไม่ได้ทำ พอมาถึงมันก็เป็นแบบนี้อยู่แล้ว

- (55)
1. ดิฉันจำได้ว่าคอนเสิร์ตการกุศลมีในคืนอังคารหน้าจะไม่ทราบว่าเป็นงานกุศลเดียวกันรึเปล่านั้น
 2. เอ๋อ ดิฉันคิดว่าคนที่ออกจากที่ทำงานคนสุดท้ายคงลืมปิดคะเมื่อวานดิฉันกลับเร็วคะ
 3. คุณจำผิดรึเปล่านั้นการประชุมจะมีวันพຸ່งนี้คะ ลองเช็คให้แน่ใจดีไหมคะ
 4. เดียวฉันช่วยเช็คให้หะคะแต่ด้วยกาแพ้นี้ไม่ใช่ของฉันคะ
 5. คุณถาวรนี่คะ ดิฉันจำได้ว่าจะมีนัดสัมภาษณ์วันพຸ່งนี้คะคุณคงจำผิดคะ
 6. เอกสารเหล่านี้ดิฉันไม่ได้เก็บคะ แต่เดี๋ยวดิฉันจะเก็บให้ใหม่หะคะ
 7. ไม่ใช่วันเสาร์หน้าเธอคะ คุณคงจำผิดคะ
 8. ดิฉันไม่ได้ทำหะคะ แต่ดิฉันเก็บให้ก็ได้คะ
- (56)
1. เท่าที่ดิฉันทราบงานคอนเสิร์ตการกุศลจัดในวันอังคารหน้าไม่ใช่หรือคะ
 2. ขอโทษนะคะเมื่อวานนี้ดิฉันออกจากที่ทำงานตั้งแต่ 4 โมงเย็นเพราะรีบไปธุระ ไม่ได้ออกจากที่ทำงานเป็นคนสุดท้ายคะ
 3. ประชุมนอกเวลามีพຸ່งนี้จะไม่ใช่วันนี้ วันนั้นจะกลับบ้านเร็วได้
 4. กาแพก้วยนี้ไม่ใช่ของฉัน ฉันไม่ได้ทำหะ
 5. เขานัดสัมภาษณ์คุณพຸ່งนี้ไม่ใช่หรือคะ
 6. ขอโทษนะคะ ดิฉันไม่ได้เป็นคนเก็บเอกสารฉบับนี้เข้าแฟ้ม เพราะช่วงนั้นดิฉันไปสัมภาษณ์ที่ต่างจังหวัดคะ
 7. ประชุมนัดพิเศษเรื่องการจัดงานเดินการกุศลมีวันเสาร์หน้าจะไม่ใช่วันพຸ່งนี้
 8. ไม่ได้เป็นคนทำหะคะ มันหล่นลงมาเอง
- (57)
1. ขอโทษคะฉันว่าคอนเสิร์ตมีวันอังคารหน้าไม่ใช่หรือคะคุณลองนึกดูว่าถูกวันรึเปล่า
 2. เมื่อวานนี้ตอนดิฉันออกจากห้องยังมีพนักงานคนอื่น ๆ ทำงานกันอยู่คะ
 3. ฉันคิดว่าการประชุมจะมีพຸ່งนี้หะอีก ลองเช็คตารางการประชุมกันก่อนนัย
 4. ได้คะ แต่กาแพก้วยนี้ไม่ใช่ของฉันหะคะปกติฉันไม่มีกาแพคะ
 5. ลองโทรไปเช็คดูดีมั๊ยคะเผื่อคนที่จะมาสัมภาษณ์อาจจะติดธุระอยู่หรือเธอ(คนที่จะมาสัมภาษณ์)อาจจะจำผิด
 6. เอกสารเหล่านี้ดิฉันไม่ได้เป็นคนจัดคะคงจะเป็นพนักงานคนอื่นมาจัดให้
 7. เสาร์นี้หรือคะ แต่ฉันจำได้ว่าการประชุมจะมีเสาร์หน้าไม่ใช่หรือคะ
 8. ฉันเพิ่งเห็นเหมือนกันคะ ไม่รู้ใครชนหล่นลงมา
- (58)
1. หัวหน้าคะ งานคอนเสิร์ตจะจัดในคืนวันอังคารหน้านี้คะ
 2. หนูยังปิดไม่ได้ เพราะยังมีพนักงานคนอื่นยังนั่งทำงานกันอยู่เลยคะ
 3. งานประชุมนี้เค้าจัดกันวันพຸ່งนี้ไม่ใช่หรอ
 4. เปล่าหะ เราไม่ได้ทำหะ พอเข้ามาในห้องก็เห็นแก้วมันตกอยู่แล้ว
 5. เค้าจะมาได้ยังไงละคะ ก็ผู้สื่อข่าวจะมานัดสัมภาษณ์คุณพຸ່งนี้นี่คะ
 6. ดิฉันไม่ได้อยู่เก็บเอกสารในช่วงเวลานั้นหะคะ
 7. แต่การประชุมเดินการกุศล จะจัดขึ้นในวันเสาร์หน้านี้คะ
 8. ดิฉันไม่ได้ทำจริง ๆ นะคะ ดิฉันเพิ่งจะเดินไปที่เคาน์เตอร์เพื่อรับโทรศัพท์เองคะ

- (59)
1. คุณโกสมุศะ หนูว่าคอนเสิร์ตการกุศลจะมีขึ้นในคืนวันอังคารหน้านะคะ
 2. เมื่อวานหนูไม่ได้ออกจากที่ทำงานเป็นคนสุดท้ายคะ พอตีมีธุระด่วนสงสัยคงจะเป็นคนอื่นแหละคะ
 3. ไม่ใช่แล้วแหละ เธอจำผิดแล้ว การประชุมจะมีในวันพรุ่งนี้ต่างหากจ๊ะ
 4. มาฉันช่วยนะ แต่กาแฟนี้ฉันไม่ได้เป็นคนทำหนะ ฉันยังไม่ได้กินกาแฟเลยนะวันนี้
 5. สงสัยคุณจะจำวันผิดแล้ว คุณมีสัมภาระพรุ่งนี้ไม่ใช่หรอ
 6. ดิฉันไม่ได้เก็บเอกสารนั้นะคะ เพราะว่าตอนที่รับเอกสารนั้นดิฉันไม่อยู่คะ
 7. ไม่ใช่แล้วมั้ง มีประชุมวันเสาร์หน้าไม่ใช่หรอคะ
 8. หนูไม่รู้ละคะ หนูเพิ่งมารับโทรศัพท์แทนพนักงานต้อนรับเมื่อสักครูเองนะคะ
- (60)
1. คอนเสิร์ตนั้น มีคืนวันอังคารหน้านะคะไม่ใช่คืนนี้
 2. ยังมีคนอยู่ในที่ทำงานในตอนที่ดิฉันออกไปคะ
 3. ประชุมจะมีพรุ่งนี้
 4. ฉันไม่ได้ทำห และนั่นไม่ใช่แก้วนั จะว่าอะไรใครหัดถามซะก่อน
 5. ก็เขานัดมาสัมภาระพรุ่งนี้คะ
 6. ฉันไม่ได้เก็บผิดเพี้ยนคะนั่นมันคนอื่น
 7. ไม่ใช่เสาร์นี้เสาร์หน้า
 8. ไม่ได้ทำ
- (61)
1. ขอโทษนะคะ ไม่ใช่วันอังคารหน้าหรือคะ
 2. อ้อ ดิฉันเห็นว่ายังมีคนทำงานอยู่ในห้องอยู่คะ
 3. จำผิดแล้วละ ประชุมมีวันพรุ่งนี้นะ
 4. ได้สิ แต่ใครนะทำกาแฟแบบนี้
 5. นัดสัมภาระพรุ่งนี้คะ
 6. ขอโทษคะ พอตีช่วงนั้นไม่ได้อยู่ที่ทำงาน คงมีคนทำงานนี้แทนแล้วจัดผิด
 7. สงสัยป่าจะได้พักพรุ่งนี้คะ เพราะงานมีเสาร์หน้าคะ
 8. กำลังจะบอกว่ามีคนทำล้มคะ แต่ต้องรีบมารับโทรศัพท์ก่อน
- (62)
1. ดิฉันทราบว่างานจะมีในวันอังคารหน้า หรือเขาเปลี่ยนวันแล้วคะ
 2. ดิฉันเห็นยังมีคนอยู่ก็เลยไม่ได้ปิดคะ
 3. ประชุมมีพรุ่งนี้นะจ๊ะ จำผิดแล้ว
 4. กาแฟที่ไหนกัน วันนี้ฉันยังไม่ได้ทานเลย
 5. ลองเช็คตารางนัดดูสิคะ ว่าใช่วันนี้แน่รีเปล่า
 6. เป็นคนอื่นรีเปล่าคะ เพราะเวลาที่ระบุ ดิฉันนัดลูกค้าคะ
 7. ป้าจำผิดแล้ว เขาประชุมกันวันเสาร์หน้าจ๊ะ
 8. ดิฉันเพิ่งเดินมาคะ พอตีพนักงานไม่อยู่เลยรีบมารับโทรศัพท์แทน
- (63)
1. งานไม่ได้มีคืนวันอังคารหน้าหรือคะ หัวหน้าเคยเล่าให้หนูฟัง
 2. เมื่อวานนี้มีคนอื่นใช้ห้องทำงานต่อหลังจากที่หนูกลับไปนะคะ ไม่ใช่หนูที่กลับไปเป็นคนสุดท้ายคะ

3. พงษ์นี้ไม่ใช่หรือ จำผิดวันหรือเปล่า
4. ฉันไม่ได้ทำทงนะ เพิ่งเดินมาเห็นเหมือนกันแหละ
5. สัมภาษณ์พงษ์นี้ไม่ใช่หรือคะ
6. ไม่ใช่ดิฉันที่เก็บเอกสารคะ
7. เป็นวันเสาร์หน้านี่คะป้า ไม่ใช่วันพงษ์นี้
8. มันหล่นแตกออกก่อนแล้วนะหนูไม่ได้ทำจะป้า
- (64)
1. อ้าว! งานการกุศลนี้ไม่ได้มีคืนวันอังคารหน้าหรือคะ
2. เมื่อวานดิฉันออกจากที่บริษัทเร็วคะ พอตีที่บ้านมีธุระนิดหน่อยดิฉันเลยไม่ได้ปิดไฟ เพราะเห็นยังมีคนนั่งอยู่คะ
3. การประชุมไม่ได้มีวันนี้ มีพงษ์นี่นะ
4. แก้วกาแฟนี้ไม่ใช่ของฉัน แล้วฉันก็ไม่กินกาแฟด้วย แต่ช่วยเก็บก็ได้
5. แต่คุณไม่ได้นัดเค้าวันนี้คะ คุณนัดไว้ในวันพงษ์นี่หนิ
6. ฉันไม่ได้เก็บเอกสารนี้ เพราะตอนนั้นฉันไม่ได้อยู่ที่ทำงาน
7. การประชุมเค้ามีกันในวันเสาร์หน้าคะ ไม่ใช่เสาร์นี้
8. เปล่าคะ แจกันมันแตกก่อนที่ดิฉันจะมาถึงอีกนะ
- (65)
1. งานคอนเสิร์ตการกุศลจะมีวันอังคารหน้าไม่ใช่หรือคะ
2. อ้อ... เมื่อวานนี้ดิฉันไม่ได้กลับเป็นคนสุดท้ายนะคะ ตอนที่ดิฉันกลับยังมีคนอื่นทำงานอยู่
3. ไม่ใช่หรือคะ ประชุมมันมีพงษ์นี้ต่างหาก
4. นี่ไม่ใช่ถ้วยกาแฟของฉันหรือคะ แต่ฉันจะช่วยเก็บนะ
5. หัวหน้าคะ นักข่าวจะมาสัมภาษณ์พงษ์นี้คะ ไม่ใช่วันนี้
6. ดิฉันไม่ได้เก็บเอกสารฉบับนี้คะ เพราะตอนที่เขาเอาเอกสารมาส่งดิฉันออกไปทำธุระข้างนอกอยู่คะ
7. ไม่ใช่หรือคะ ประชุมการเดินการกุศลจะมีเสาร์หน้าคะ ไม่ใช่เสาร์นี้
8. ฉันไม่ได้ทำล้มนะ ตอนที่มาถึงแจกันนี้ก็ล้มอยู่แล้ว เดี่ยวช่วยเก็บคะ
- (66)
1. ขอโทษนะคะหัวหน้า คอนเสิร์ตการกุศลมีคืนนี้หรือคะ ดิฉันคิดว่าเป็นวันอังคารหน้านะคะ
2. ขอโทษนะคะหัวหน้า เมื่อวานนี้ดิฉันปิดแล้ว แต่คงมีใครมาทำงานตอนเช้าแล้วคงจะเพิ่งเปิดนะคะ
3. รู้สึกว่าการประชุมมีวันพงษ์นี่นะ เดี่ยวลองเช็ควันเวลาให้แนอีกทีดีมั๊ย
4. ขอโทษนะคะ ฉันไม่ได้ทำแตก แก้วกาแฟนั้นไม่ใช่ของฉัน แต่จะช่วยเก็บให้ชนะคะ
5. ลองโทรศัพท์เช็คดูมั๊ยคะ บางทีคุณอาจจะจำวันผิด
6. ดิฉันไม่ทราบเรื่องเลยคะ วันที่เก็บแฟ้มนี้ดิฉันก็ไม่ได้มาทำงานคงมีการเข้าใจผิดกัน ไม่เป็นไรคะดิฉันจะเอาไปเก็บให้ถูกแฟ้มคะ
7. ป้าคะ ลองเช็คดูอีกทีนะคะ ฉันว่าประชุมเสาร์หน้าคะ
8. ไม่ทราบเหมือนกันคะว่าใครทำล้มหรืออาจจะล้มเอง เพิ่งมาเมื่อคืนนี้เองคะ มาถึงแจกันก็ล้มไปแล้วคะ
- (67)
1. ขอโทษนะคะคุณโกสุ่ม งานคอนเสิร์ตมีในคืนวันอังคารหน้าไม่ใช่หรือคะ
2. ดิฉันไม่ได้ออกจากที่ทำงานเป็นคนสุดท้ายคะ

3. ประชุมนอกเวลามีพุงนี้จะไม่ใช่วันนี้
 4. ขอโทษนะคะ ฉันไม่ได้ทำหก แต่จะช่วยเช็คก็ได้
 5. เค้านัดวันนี้แน่หรือคะ
 6. ดิฉันไม่ทราบเรื่องนี้ค่ะ เพราะไม่ได้อยู่ที่ทำงานในเวลารับเอกสารค่ะ
 7. วันเสาร์หน้าคะคุณพี่ ไม่ใช่เสาร์นี้
 8. ก็เพิ่งเห็นเหมือนกันคะ
- (68)
1. เอ...หนูเข้าใจว่างานคอนเสิร์ตนี้เป็นคืนวันอังคารหน้า ไม่ทราบว่ามีการเลื่อนงานรึเปล่านั้น
 2. เมื่อวานหนูออกจากที่ทำงานตั้งแต่ 6 โมงเย็นคะ คงจะมีคนอื่นกะมังคะ
 3. การประชุมเป็นพุงนี้ไม่ใช่หรือคะ ถ้าจำไม่ผิดคะ
 4. ใครทำหกไว้คะเนี่ย สกปรกหมดเลย
 5. วันนัดสัมภาษณ์คุณแม่ใจรีเปล่านั้นเป็นวันนี้
 6. ดิฉันไม่ได้เก็บเอกสารนั้นคะ
 7. อ้าว...วันเสาร์หน้าคะป้า ฉันว่าฉันจำไม่ผิดนะคะ
 8. เห็นตั้งแต่เมื่อไหร่แล้วละคะ พอได้รับโทรศัพท์กำลังจะถามจะถามใครทำหกไว้
- (69)
1. คอนเสิร์ตการกุศลจัดขึ้นวันอังคารหน้าคะ หัวหน้าจำผิดหรือเปล่านั้น
 2. เมื่อวานดิฉันไม่ได้ออกจากห้องเป็นคนสุดท้ายคะ
 3. แต่ประชุมจัดพุงนี้นะ
 4. ดิฉันไม่ได้ทำคะ แต่ถ้าจะให้ช่วยคุณเก็บก็ได้ เพราะดิฉันว่างอยู่ตอนนี้
 5. คุณภริณีนั่นใจรีเปล่านั้นเป็นวันนี้ เช็คคู่มือที่ติดว่าไหม
 6. ดิฉันไม่ใช่คนเก็บเอกสารฉบับนี้คะ และวันที่รับเอกสารดิฉันก็ไม่ได้อยู่ที่ทำงานด้วยคะ
 7. พี่สมศรีจำ ประชุมนัดพิเศษมีเสาร์หน้าจะ ไม่ใช่เสาร์นี้
 8. ดิฉันไม่ได้ทำคะ แต่ดิฉันช่วยเก็บนะคะ
- (70)
1. ดิฉันทราบมาว่าคอนเสิร์ตนี้จะจัดขึ้นในวันอังคารหน้าคุณโกศลลองเช็คเวลาดูอีกครั้งก็ดีนะคะ
 2. เมื่อวานดิฉันตอนที่ดิฉันออกจากที่ทำงานยังมีพนักงานประชุมอยู่เลยคะดิฉันไม่ทราบว่าประชุมเสร็จแล้วมีคนปิดไฟหรือเปล่า
 3. พี่ว่าการประชุมเขาจัดกันวันพุงนี้จะใช่ใโสภา
 4. พี่ไม่ได้ทำตงนี้จ๊ะ ไม่รู้ของใครแต่ไม่เป็นไรเดี๋ยวจ່ช่วยเก็บให้จ๊ะ
 5. คุณภริณีนัดวันเวลา สถานที่นักขาวแน่นอนหรือเปล่านั้นถ้ายังงั้ลองโทรไปยืนยันอีกครั้งดีมี
 6. ดิฉันไม่ได้เป็นคนเก็บคะ เพราะช่วงนั้นดิฉันไม่ได้อยู่ที่ทำงาน แต่เดี๋ยวดิฉันจะช่วยจัดให้ใหม่แล้วกันคะ
 7. พี่สมศรีเมื่อไหร่หนั่งดูประกาศมาว่าการประชุมเค้าจัดในวันเสาร์หน้านั้นคะ
 8. ไม่ทราบเหมือนกันพุงมาถึงคะ แยกเลยนะคะพุงทำเสร็จแท้ๆ
- (71)
1. ขอโทษนะคะ ดิฉันรู้สึกว่าการคอนเสิร์ตการกุศลนี้ จะมีในวันอังคารหน้านั้นคะ
 2. เพราะดิฉันเห็นว่ามีคนยังทำงานในห้องอยู่คะ เลยไม่ได้ปิดไฟ
 3. โสภา ลองเช็คดูให้แน่ใจนะว่าการประชุมวันนี้ เพราะดิฉันรู้สึกว่าการประชุมที่พุงนี้มีในวันพุงนี้

4. กาแฟโบราณไม่ใช่ของฉัน
 5. คุณลองเช็คดูอีกทีดีกว่ามั๊ย ว่าสัปดาห์วันนี่แน่ๆ
 6. ขอโทษด้วยนะคะ ดิฉันไม่ได้เป็นคนเก็บเอกสารฉบับนี้ เพราะเมื่อวานดิฉันไปพบลูกค้าข้างนอก
 7. ไม่ใช่วันเสาร์หน้าหรือคะ
 8. คือว่า ฉันไม่ได้ทำแจกันหล่นฉันเห็นตั้งแต่ฉันเข้ามารับโทรศัพท์
- (72)
1. ขอโทษนะคะ คอนเสิร์ตการกุศลที่คุณโกสมจะไป มีวันอังคารหน้าไม่ใช่หรือคะ
 2. ดิฉันยังปิดไฟไม่ได้คะ เพราะว่ามิ้เจ้าหน้าที่บัญชี 2 คนนั่งทำงานอยู่พอดี ดิฉันกลับก่อนคะ
 3. เค้าประชุมกันพุงนี้ไม่ใช่หรือจ๊ะ
 4. เราไม่ได้ทำแตกนะ แล้วก็ไม่ใช่แก้วของเราด้วยแต่เราจะช่วยทำก็ได้
 5. จริงๆ แล้วคุณนัดสัปดาห์วันพุงนี้ไม่ใช่หรือคะ
 6. ตอนที่เก็บแฟ้มดิฉันไม่ได้เป็นคนเก็บนะคะ ตอนนั้นดิฉันกำลังถ่ายเอกสารอยู่
 7. ป้าจ๊ะ เค้าประชุมกันวันเสาร์หน้าไม่ใช่หรือ
 8. ดิฉันไม่ได้ทำนะคะ พอมาถึงก็เจอสภาพแบบนี้ยังตกใจอยู่เลยคะ
- (73)
1. ขอโทษนะคะ คือว่าคอนเสิร์ตนี้จะจัดขึ้นวันอังคารหน้าคะ
 2. เมื่อวานนี้หนูไม่ได้อยู่เป็นคนสุดท้ายคะ แต่ถ้าหนูอยู่เป็นคนสุดท้ายก็ปิดไปทุกครั้งนะคะ
 3. แต่เราได้ยินมาว่าประชุมวันพุงนี้นะ งั้นลองไปถามคนอื่นดูอีกทีละกัน
 4. ไม่ใช่กาแฟที่เราทำหก แต่เราตั้งใจช่วยเช็ด
 5. หัวหน้าคะการสัปดาห์มีในวันพุงนี้คะ
 6. เราไม่ได้เป็นคนเก็บเอกสารผิดนะเพราะช่วงนั้นเราไม่อยู่
 7. ป้าสมศรีจ๊ะ การประชุมมีในวันเสาร์หน้าจ๊ะ
 8. ป้าจ๊ะหนูไม่ได้เป็นคนทำนะ หนูเดินมารับโทรศัพท์ให้ แจกันนี้มันตกแตกก่อนหน้าหนูมาอีก
- (74)
1. เออ! ขอโทษนะคะคือว่าเท่าที่ดิฉันจำได้คุณเคยบอกว่าวันอังคารที่ 10 กุมภาพันธ์ ซึ่งเป็นวันอังคารหน้านะคะ ยังไม่ใช่วันนี้นะคะ คุณโกสมคงจำผิดวันแล้วละคะ
 2. คือเมื่อวานนี้บังเอิญดิฉันมีธุระคะ จึงกลับไปก่อนมีคนอื่นอยู่อีกหลายคนคะ ดิฉันจึงยังไม่ได้ปิดนะคะ
 3. ไม่ใช่คะน้อง พี่จำได้ว่าประชุมนอกเวลามีวันพุงนี้นะคะน้องคงจำผิดแล้วละคะ วันนั้นก็กลับเร็วได้พุงนี้ต่างหากที่น้องต้องอยู่เย็นนะคะ
 4. เออ! คือว่าพี่ไม่ได้ทานนะคะ พี่เพิ่งไปเข้าห้องน้ำมา แล้วถ้วยลายหมีพุงนี้ก็ไม่ใช่ของพี่นะคะแต่เดี๋ยวก่อน พี่ช่วยทำก็ได้คะ
 5. คุณธารินีคะคือว่า วันนัดสัปดาห์คือพุงนี้คะคุณคงจำผิดวันแล้วนะคะ วันนี้ไม่ต้องรอรอกคะเขาจะมาพุงนี้นะคะ
 6. แฟ้มนี้ดิฉันไม่ได้เก็บคะ คงเป็นคนอื่นคุณธารินีลองดูชื่อที่ลงบันทึกไว้ซิคะว่าใคร แต่ตอนนี้ดิฉันช่วยเก็บเรียงแฟ้มเองนะคะ
 7. ไม่ใช่คะ งานการกุศลจะมีวันเสาร์ที่ 6 มีนาคม คือวันเสาร์หน้าคะไม่ใช่พุงนี้นะคะ
 8. ก็คือว่า หนูไม่ได้ทำคะ ใครทำก็ไม่รู้หนูเพิ่งเดินผ่านมาเองคะกำลังจะรับโทรศัพท์แทนคะ แต่เดี๋ยวก่อนช่วยป้าเก็บนะคะ

- (75)
1. ขอประทานโทษค่ะ พี่โกสุม งานคอนเสิร์ตการกุศลนี้ จัดขึ้นในคืนวันอังคารหน้าค่ะวันนี้ก็เป็นวันอังคารเหมือนกันแต่มีไช้วันจัดงานค่ะ
 2. เมื่อวานนี้ดิฉันออกจากที่ทำงานเร็วกว่าปกติ และมีไช้คนสุดท้ายที่ออกเลยมีทราบเรื่องราว
 3. โสภาก็ วันนี้นั้นวันที่ 21 การประชุมคือวันที่ 22 เธอคงหลงวันแล้วละวันนั้นก็กลับบ้านปกติจะ
 4. ดูที่แก้วสิ ภายนี้มิใช่แก้วของฉัน นี่! เห็นไหมฉันกำลังดื่มกาแฟอยู่นี้จะ แก้วกาแฟของฉัน
 5. คุณนัดผู้สัมภาษณ์วันไหนคะ วันนี้มิใช่วันที่นัดสัมภาษณ์นะ
 6. ดิฉันมิใช่คนเก็บเอกสารนี้คะ ตามตารางงานช่วงเวลานั้น ดิฉันออกไปพบลูกค้าข้างนอก
 7. สมศรีจะ พุ่งนี้มิใช่วันที่มีประชุม ดูปฏิทินสิ ตั้งอาทิตย์หน้าโน้นสบายใจได้
 8. ดิฉันไม่ได้ทำนะ เดี่ยว Operator มาถามเขาได้ ดิฉันแค่มารับโทรศัพท์แทน
- (76)
1. ขอโทษนะคะ งานจัดในวันอังคารหน้ามิใช่หรือคะ
 2. ดิฉันไม่ได้ออกจากห้องคนสุดท้ายนี้คะ
 3. วันนี้คงไม่ต้องอยู่เย็นหรือคะ เพราะงานประชุมมีในวันพุ่งนี้นี้จะ
 4. แก้วกาแฟมิใช่ของฉันนี้คะ แต่จะช่วยเหลือให้คะ
 5. เขาจะมาสัมภาษณ์คุณวันนี้หรือคะ ดิฉันคิดว่าเป็นวันพุ่งนี้เสียอีก
 6. ดิฉันไม่ได้เก็บนี้คะ ตอนที่รับเอกสารดิฉันไม่ได้อยู่คะ
 7. การประชุมมีวันเสาร์หน้ามิใช่หรือคะ
 8. ฉันเปล่าทำนะ พี่เข้ามาเห็นเมื่อกี้เอง
- (77)
1. อ้าวงานมีวันนี้หรือคะ เห็นข่าวในหนังสือพิมพ์บอกว่าวันอังคารหน้า
 2. ตอนออกจากห้องเมื่อคืนนี้ ยังมีคนอยู่ต่อดิฉันยังไม่ปิดไฟคะ
 3. พุ่งนี้นั้นคะ มิใช่วันนี้คะ
 4. คะ ช่วยเช็คได้คะ แต่ว่ามิใช่แก้วของดิฉัน แล้วดิฉันก็ไม่ได้ทำห
 5. คุณนัดไว้พุ่งนี้คะ ลองตรวจสอบเวลานัดอีกทีซิคะ
 6. ขอโทษคะ เผลอว่าตอนที่เก็บเอกสารนั้นดิฉันไม่อยู่คนอื่นคงไม่ทราบว่าควรจะมีไช้ในแฟ้มนี้ แล้วดิฉันก็ไม่ทราบว่าคุณนำเอกสารมาให้เก็บ เลยไม่ได้ตรวจสอบคะ
 7. ขอโทษคะคุณป้า เข้าใจผิดหรือเปล่าคะ งานมีวันเสาร์หน้านะคะมิใช่พุ่งนี้
 8. คือว่าดิฉันก็เพิ่งเห็นนี่ละคะ ดิฉันกำลังจะเดินไปรับโทรศัพท์แทนให้ ดิฉันไม่ได้ทำแฉกกันล้มคะ
- (78)
1. หัวหน้าคะ คอนเสิร์ตของ... ไช้มีคะแต่หนูเห็นในโฆษณาบอกว่าวันอังคารหน้าคะหัวหน้าลองดูอีกทีดีไหมคะว่าไช้วันนี้หรือเปล่า
 2. เมื่อวานหนูออกไปเร็ววันคะ และก็ยังมีคนอื่นทำงานอยู่ หนูก็เลยไม่ได้ปิดไฟก่อนออกไปข้างมันเถอะนะคะมันผ่านไปแล้วต่อไปจะดูให้ดีกว่านี้คะ
 3. อ้าว! ประชุมมีวันพุ่งนี้นี้จะ วันนี้ไม่มีหรือจะกลับบ้านเร็วได้เลย
 4. มิใช่ถ้วยของพี่จะ แต่ไม่เป็นไรเดี๋ยวพี่ช่วยเก็บแล้วกันนะ
 5. คุณธราณี นัดไว้พุ่งนี้มิใช่หรือคะ ลองเช็คดูอีกทีมีคะว่าเป็นวันนี้หรือเปล่า
 6. ขอโทษทีคะ สงสัยตอนนั้นกำลังยุ่งๆ ใครคงใส่แฟ้มไว้ผิด เดี่ยวจะจัดเก็บให้ใหม่คะ
 7. มิใช่คะ งานนี้ประชุมอาทิตย์หน้าคะ เสาร์ที่ 13 คะ วันนี้เพิ่งวันที่ 6 เองคะ
 8. ขอโทษคะ ใครก็ไม่รู้ทำล้มไว้หนูก็เพิ่งเห็นเมื่อกี้เองหนูช่วยเก็บนะคะเบียดหมดเลย
- (79)
1. หัวหน้าจะไปคอนเสิร์ตการกุศลของที่ไหนคะ หัวหน้าใจบุญจึงไปทั้งวันนี้แล้วยังไปของวันอังคารหน้าอีก

2. เอ้ เมื่อวานตอนหนูกลับบ้าน ยังมีคนอยู่ณะคะ ก็เลยไม่ได้ปิด
3. ไม่ใช่วันนี้หรือจ๊ะ ฟุ้งนี้ต่างหากนะ
4. ฉันไม่ได้ทำหกนะจ๊ะ ไม่ไหวเลยนะคนทำแตกไม่เก็บเกิดคนอื่นมาเหยียบเข้าจะทำยังไง
5. ดิฉันว่าคุณลองตรวจสอบเวลาดูอีกทีไหมคะ หรือถ้ามีเบอร์โทรศัพท์ก็โทรไปถามดูก็ได้
6. ของวันไหนคะ ขอดิฉันดูก่อนได้ไหมคะ...คือถ้าเป็นเอกสารชุดนี้ดิฉันไม่ได้เก็บเข้าแฟ้มนะคะ
7. ป้าสมศรีคะ ประชุมพิเศษเสาร์หน้านะคะ ถ้าป้ามาฟุ้งนี้เสียเที่ยวแน่เลย
8. ป้าก็อย่าเพิ่งโทษหนูสิคะ หนูมารับโทรศัพท์แทนประชาสัมพันธ์เค้าเฉยๆ นะคะ หนูรับมารับโทรศัพท์นะกว่าวางก็ จะบอกป้าละคะ
- (80)
1. อ้อ งานกุศลนั้นหรือคะ เอ้! มีคืนนี้หรือทำไมเพื่อนดิฉันเค้าบอกว่าจะไปดูคืนฟุ้งนี้ละ
2. เมื่อวานนี้ดิฉันกลับออกไปก่อนคะเลยไม่ได้ดูว่าไปปิดหมดทุกด้วยยัง
3. เข้าใจผิดแล้วละการประชุมมีฟุ้งนี้จ๊ะ
4. ได้สิ แต่คุณเข้าใจผิดแล้วละฉันไม่ได้เป็นคนทำหกนะ
5. เค้านัดไว้วันนี้หรือคะ เอ้! แต่คุณบอกดิฉันไว้ว่าฟุ้งนี้รีเปล่า
6. เอกสารอะไรคะ ก็ฉันไม่ได้เป็นคนนำไปเก็บผิดนี่คะ
7. วันฟุ้งนี้หรือ เอ้! มันวันอาทิตย์ไม่ใช่หรือถ้าเข้าใจไม่ผิด
8. ไม่ได้เป็นคนทำหรือเพิ่งเข้ามาเมื่อคืนนี่เอง
- (81)
1. ขอโทษนะคะ คอนเสิร์ตมีคืนวันอังคารหน้าไม่ใช่หรือคะ
2. เออ...คือตอนที่หนูออกจากห้องไป ยังมีพี่ๆคนอื่นอยู่ในห้องนะคะถ้าหนูออกคนสุดท้ายหนูก็ปิดไปแล้ว
3. เอ๊ะ!.. ประชุมนอกเวลาที่เขาว่ามันวันฟุ้งนี้ไม่ใช่หรือ
4. ฉันไม่ได้ทำหกนะ แต่เดี๋ยวฉันช่วยละกัน
5. อ้อ!...ก็เห็นว่าเขาจะมาวันฟุ้งนี้คะ
6. ฉันเปล่าคะ เพราะตอนนั้นฉันไม่ได้อยู่ที่ทำงาน
7. พี่สมศรี มันวันเสาร์หน้านะคะที่เขาจะมีประชุมฯ
8. หนูเพิ่งมาเมื่อสักครู่นี้เองคะ แล้วหนูก็เพิ่งเห็นมันล้มนะคะ
- (82)
1. คุณโกสมุขคะ คือคอนเสิร์ตเป็นวันอังคารหน้าคะ
2. คือมีคนอยู่คนสุดท้ายซึ่งไม่ใช่ดิฉันคะ ดังนั้นดิฉันเลยไม่ได้ปิดไฟให้
3. คือ ได้ยินมาว่าวันประชุมเป็นวันฟุ้งนี้คะไม่ใช่วันนี้
4. คือจริงๆ แล้วไม่ได้เป็นคนทำหกคะแต่ก็ไม่ใช่ใครจะช่วยเหลือ
5. คุณธาริณีคะ คือวันสัมภาษณ์ไม่ใช่วันนี้คะ คือเป็นวันฟุ้งนี้
6. ดิฉันไม่ได้เป็นคนเก็บเอกสารนั้นคะ แต่เดี๋ยวดิฉันจะเก็บให้คะ
7. คุณพี่สมศรีคะนัดประชุมพิเศษไม่ใช่วันฟุ้งนี้คะแต่มันเป็นวันเสาร์หน้า
8. คือ ฉันไม่ได้เป็นคนทำมันล้มนะคะ เดินเข้ามาก็เห็นมันล้มนะคะแล้ว
- (83)
1. หัวหน้าคะคอนเสิร์ตการกุศลที่หัวหน้าหมายถึงใช่ "แด่น้องผู้ด้อยโอกาส"หรือเปล่านั้นดิฉันเห็นว่างานนี้ไม่มีคืนวันอังคาร ไม่ทราบว่าจะใช่งานเดียวกันไหม
2. ตอนดิฉันกลับบ้าน ก่อนออกจากที่ทำงานดิฉันก็สำรวจแล้วว่าปิดไฟทุกดวงเป็นไปได้อะไรไม่คะว่ามีผู้ที่เข้ามาใช้ทำงานต่อแล้วลี้มปิด
3. อิม...โสภาพประชุมนัดพิเศษนอกเวลางาน ไม่ใช่ฟุ้งนี้หรือจ๊ะ เพราะฉันก็ต้องเข้าร่วมประชุมเหมือนกันจำได้ว่ามีขึ้นในวันฟุ้งนี้

4. ช่วยเข็ดได้จ๊ะแต่ฉันไม่ได้เป็นคนทำกาแพทกะอย่าเข้าใจผิดสิจ๊ะ
 5. หัวหน้าคะตามตารางการทำงานของหัวหน้า จะมีผู้สื่อข่าวมาขอสัมภาษณ์ในวันพรุ่งนี้นะคะ สงสัยหัวหน้าจะจำผิดกะมัง
 6. เอกสารฉบับนี้ดิฉันไม่ได้เป็นผู้เก็บเข้าแฟ้มนะคะ คือช่วงเวลานั้นดิฉันออกไปติดต่องานนอกสถานที่อาจจะเป็นคนอื่นที่หวังดีเก็บให้หรือเปล่าอันนี้ก็ต้องขอโทษแทนเค้าด้วยนะคะ
 7. สมศรีจ๊ะ..ประชุมเดินการกุศลเพื่อหารายได้เพื่อเด็กที่ขาดโอกาสทางการศึกษาหรือเปล่า รู้สึกว่าจะมีในวันเสาร์หน้าะลองตรวจสอบวัน เวลาที่ถูกต้องอีกทีนะ
 8. ฉันก็เพิ่งจะเห็นเมื่อไม่กี่วันเอง ว่าจะหาผ้ามาเข็ดให้อยู่แต่ฉันไม่รู้ว่าจะใครทำหล่น
- (84)
1. พี่คะ งานคอนเสิร์ตมีวันอังคารหน้าคะไม่ใช่คืนนี้คะ
 2. เมื่อวานดิฉันออกจากที่ทำงานตั้งแต่ตอนเย็นแล้วคะ ไม่ได้กลับคนสุดท้าย
 3. ประชุมพรุ่งนี้ไม่ใช่หรือจ๊ะ จำผิดรีเปล่า ?
 4. ถ้วยใบนั้นไม่ใช่ของพี่คะ
 5. พรุ่งนี้ไม่ใช่หรือเธอจำผิดรีเปล่า ?
 6. เอกสารอะไรไม่ได้เก็บซักหน่อย
 7. ป้าคะ ประชุมเสาร์หน้าคะ ไม่ใช่พรุ่งนี้
 8. ไม่ใช่คะ มันตกอยู่ที่พื้นตั้งนานแล้วคะ
- (85)
1. งานนั้นไม่ใช่คืนนี้นะคะ เป็นวันอังคารหน้าคะ
 2. ยังมีคนอื่นอยู่ในห้องทำงานนะคะ
 3. ประชุมอะไรหรือ ถ้าประชุมเรื่อง....ละก็เป็นเย็นพรุ่งนี้นะ
 4. เข้าใจผิดแล้วคะ ดิฉันไม่เคยกินกาแฟและไม่ใช้คนทำกาแพทกแตก
 5. คุณธาริตะคะ ได้ยินว่าการนัดสัมภาษณ์จะมีพรุ่งนี้มีใช่หรือ คุณลองเช็คเวลาดูอีกทีหนึ่งดีกว่า
 6. ไหนขอดูหน่อยนะคะ อ้อ...เวลานั้นดิฉันไม่ได้มาทำงานนี้คะ ผิดตัวแล้วคะ
 7. เข้าใจผิดแล้วมัง การประชุมมีอาทิตย์หน้าะ
 8. พุดให้ดีสิคะ ฉันไม่ได้ทำตลกสักหน่อย แต่เป็นของคนอื่นทำและกำลังจะบอกให้คุณช่วยเข็ดอยู่แน่ละ
- (86)
1. หนูได้ข่าวว่าคอนเสิร์ตการกุศลจัดอังคารหน้าไม่ใช่หรือคะ
 2. พอดีว่ายังมีพนักงานคนอื่นทำงานอยู่ตอนหนูกลับบ้านคะ
 3. จำผิดรีเปล่า ประชุมมีพรุ่งนี้ต่างหาก
 4. ช่วยอะช่วยได้คะ แต่ฉันไม่ได้เป็นคนทำนะคะ
 5. คุณธาริตะคะ การนัดสัมภาษณ์มีวันพรุ่งนี้คะ
 6. คุณคงเข้าใจผิดนะคะ ดูจากเวลาแล้ว ไม่ใช่ดิฉันเป็นคนเก็บเอกสารคะ
 7. พี่คะ เค้าประชุมเดินการกุศลวันเสาร์หน้าะคะ
 8. พอดีเดินมารับโทรศัพท์ที่เพิ่งเสร็จ และแจกก็นกั้มอยู่แล้วละคะ
- (87)
1. ใช่คอนเสิร์ตการกุศลเดียวกันกับที่คุณคนนั้นพูดถึงหรือเปล่านั้น ดิฉันได้ยินมาว่าจัดคืนวันอังคารหน้าตกลงวันไหนกันแฟนหรือคะ ดิฉันฟังผิดหรือเปล่า
 2. อ้อ!...ตอนที่ดิฉันเดินออกมาดิฉันยังเห็นคุณ....นั่งทำงานอยู่เลยนะคะดิฉันก็ลืมบอกไปว่าดิฉันจะไม่กลับเข้ามาแล้วขอโทษด้วยนะคะ
 3. เข้าใจผิดแล้วละคะประชุมวันพรุ่งนี้ต่างหาก ยังไม่แก่สักหน่อยเรานี่อะไรกันไม่ไหวๆ

4. เข้าตาย ใครมาทำถ้วยกาแฟตกเลอะเทอะอย่างนี้มาๆ เดี่ยวดิฉันช่วยจัดการเองแฮ..ถ้วยนี้คุ้น ของหัวหน้ารีเปล่านี่
ต้องโทรไปถามหน่อยแล้วเดี๋ยวพุงนี้ไม่มีใช้แยะเลย
 5. ลองโทรกลับไปถามมัยยะ เชื่อว่าคุณหรือเธอจะจำวันผิด
 6. จริงหรือคะดิฉันไม่น่าจะสะเพร่าขนาดนั้น ถ้าเป็นเช่นนั้นจริงก็ต้องขอประทานโทษอย่างสูงคะ ที่หลังจะไม่ทำพลาด
อีก
 7. ป้าคะ ประชุมนัดจัดวันเสาร์หน้าคะ เพราะฉะนั้นพุงนั้นนอนดูทีวีให้สบายใจเถอะคะ เสาร์หน้าค่อยมาทำคะ
 8. คือขอโทษด้วยคะ ดิฉันเพิ่งผ่านมาตรงนี้ แล้วเห็นมันล้นมอยู่พอดี ไม่เป็นไรคะเดี๋ยวดิฉันช่วยเก็บ
- (88)
1. งานคอนเสิร์ตการกุศลของ...นะหรือคะ ถ้าจำไม่ผิดเค้าจัดวันอังคารหน้าไม่ใช่หรือคะ
 2. คงมีคนอื่นเข้ามาใช้ห้องนี้เพราะดิฉันรีบกลับไปทำธุระตั้งแต่ 6 โมงเย็นแล้วนะคะ
 3. โสภา เธอจำผิดแล้วละ เค้าประชุมกันพุงนี้ต่างหาก
 4. ถ้วยกาแฟนี้ไม่ใช่ของดิฉันนะแต่ช่วยเก็บให้ก็ได้
 5. ล้อเล่นรีเปล่า จะมาได้ไงละก็เค้าไม่ได้นัดวันนี้เค้านัดพุงนี้คุณจำผิดแล้วละ
 6. ขออภัยนะคะ เวลาที่ระบุไว้ดิฉันไม่ได้อยู่ทำงานนะคะคงเป็นคนอื่นละคะ
 7. ป้าคะ เค้าจัดประชุมวันเสาร์หน้าคะไม่ใช่พุงนี้
 8. หนูก็ไม่ทราบเหมือนกันคะ เดินมาถึงก็เห็นตกแตกอยู่แล้ว
- (89)
1. ขอโทษนะคะ Concert ไม่ได้มีวันอังคารหน้าหรือคะ ?
 2. ขอโทษนะ แต่เมื่อวานฉันกลับไปก่อนนะ
 3. ขอโทษนะคะ รู้สึกว่าจะประชุมพุงนี้ไม่ใช่หรือคะ ?
 4. ขอโทษนะคะ จะเช็คให้เดี๋ยวนี้เลย แต่ฉันไม่ได้ทำนะ
 5. สัมภาษณ์วันนี้หรือคะ ? ไม่ใช่พุงนี้หรือ?
 6. ขอโทษคะ แต่ฉันไม่ได้เป็นคนเก็บ
 7. การประชุมมีวันเสาร์หน้ารีเปล่าคะ ?
 8. ขอโทษด้วยนะคะ แต่ฉันไม่ได้ทำล้นแล้วก็เพิ่งมาทำงานแทนเมื่อกี้เอง
- (90)
1. งานมีคืนอังคารหน้าไม่ใช่หรือคะ ?
 2. เมื่อวานตอนที่ออกจากห้องยังมีคนนั่งทำงานอยู่คะ
 3. ประชุมอะไร ? มีวันพุงนี้ไม่ใช่หรือ ?
 4. ฉันไม่ได้ทำหก แต่จะช่วยเช็คให้หะ
 5. นักข่าวนัดวันนี้หรือคะ ไม่ใช่พุงนี้หรือคะ ?
 6. เอกสารอะไรคะ ? ดิฉันลาป่วยวันนั้นพอดีคะ
 7. งานมีวันเสาร์หน้าไม่ใช่หรือคะ ?
 8. เพิ่งเดินมาก็เห็นมันแตกอยู่แล้วคะ
- (91)
1. คุณโกสมุคะ งานคอนเสิร์ตการกุศลไม่ได้มีในคืนวันอังคารหน้าหรือ
 2. ตอนกลับบ้าน ดิฉันเห็นว่ายังมีคนนั่งทำงานอยู่ จึงไม่ได้ปิดไฟ
 3. อ้าวคุณโสภาการประชุมมีพุงนี้นะ คุณลองเช็คดูอีกทีสิ
 4. ขอโทษนะคะ คุณคงเข้าใจผิดฉันไม่ได้ทำกาแฟหกนะ
 5. คุณนัดเขาพุงนี้ไม่ใช่วันนี้คะ
 6. ดิฉันไม่ได้เป็นคนเก็บนะคะ คุณลองถามคนอื่นดูสิ
 7. คุณลองไปเช็คดูอีกทีสิว่ามีนัดประชุมเมื่อไหร่ ฉันว่าเป็นวันเสาร์หน้านะ

8. ฉันไม่ได้ทำล้ม ฉันเห็นมันล้มก่อนที่ฉันจะมาซะอีก
- (92)
1. โหนพิ์หนูขอคุบัตร์คอนเสิร์ทหน่อยซิ หนูจำได้กลางๆ ว่ามันเป็นอังคารหน้าไม่ใช่หรอ
 2. เมื่อวานตอนกลับบ้าน เห็น.....ยังทำงานอยู่เลยยังไม่ปิดนะซิ
 3. อ้าว ! ไม่ใช่พุงนี้หรือหรอ ใครบอกเธอว่าเป็นวันนี้หรอมีการย้ายมาเป็นวันนี้แล้วจ้ะหรือ
 4. ไม่ใช่แก้วเรานะ ไม่รู้ใครทำหกไว้ มาช่วยกันเก็บก็แล้วกัน
 5. คุณโทรไป Confirm กับคนที่จะมาสัมภาษณ์แล้วหรือยังคะ
 6. เอกสารอะไรหรอคะ ของวันที่เท่าไร อ้อ ถ้าเป็นวันนั้น ดิฉันไม่ได้อยู่ที่ออฟฟิศคะ
 7. ป้า เขาเดินกันอาทิตย์หน้าป้า เสาวันนี้ไม่ต้องมาละ
 8. เพิ่งเห็นเหมือนกันคะป้า จะให้บอกตอนไหนละ เวิร์บเซ็ดดีกว่า มันไหลไปใหญ่แล้ว
- (93)
1. ไม่ใช่คืนนี้นะคะ รู้สึกรู้สึกว่าจะเป็นวันอังคารหน้าคะ
 2. ไม่ใช่ดิฉันชะหน่อย ก่อนออกจากห้องเมื่อวานดิฉันแน่ใจว่าปิดไฟเรียบร้อยแล้ว
 3. ถ้าจำไม่ผิด คิดว่าประชุมนอกเวลามีพุงนี้นะ
 4. ใครทำหก ฉันไม่ใช่เป็นคนทำหก
 5. นักข่าวที่จะมาสัมภาษณ์คุณมาพุงนี้นะคะไม่ใช่วันนี้
 6. คนที่เก็บเอกสารผิดเพี้ยนไม่ใช่ดิฉัน เป็นคนอื่นเพราะว่าช่วงเวลาที่ต้องเก็บเพิ่มดิฉันไม่ได้อยู่ที่ทำงานคะ
 7. ทำไม่ต้องมาคะ การประชุมเป็นการกุศลมีวันเสาร์หน้านะคะ สงสัยจะจำผิดแล้วละคะ
 8. หนูไม่ได้เป็นคนทำหกคะ พอหนูมาถึงแจกันก็ตกอย่างนี้แล้ว
- (94)
1. คุณอาคะ เมื่อเช้าหนูเพิ่งอ่านหนังสือพิมพ์ว่ามีงานการกุศลอาทิตย์หน้าไม่ทราบว่าคุณอาจะผิดหรือเปล่าคะ
 2. ขอโทษคะ แต่เมื่อวานดิฉันออกจากที่ทำงานเป็นคนแรกๆ เพราะนัดกับแพทย์ที่โรงพยาบาลไว้
 3. โสกา ประชุมมีพุงนี้วันนี้กลับบ้านได้แล้ว
 4. ฉันไม่ทานกาแฟคะ กาแฟด้วยนี้ไม่ใช่ของฉันด้วย
 5. จำวันผิดแล้วมังคะ ดิฉันได้ยินคนด้านนอกพูดกันว่าสัมภาษณ์พุงนี้ไม่ใช่หรอคะ
 6. ขอโทษคะแต่คงไม่ใช่ดิฉันแน่ๆ เพราะช่วงที่ทำเพิ่มนี้ดิฉันไปอบรมที่ต่างจังหวัดคะ
 7. อาทิตย์หน้าคะพี่สมศรี จำผิดหรือเปล่า ลองไปดูที่บอร์ดปฏิทินซิคะ
 9. ดิฉันไม่ได้ทำล้มคะ ดิฉันเดินมาก็เห็นมันตกอยู่แล้ว
- (95)
1. งานคอนเสิร์ตการกุศลไม่ได้จัดคืนวันอังคารหน้าหรือหรอคะ
 2. ตอนที่ดิฉันออกไปยังมีคนอยู่คะดิฉันจึงยังไม่ได้ปิดไฟ
 3. ประชุมนัดพิเศษบอกเวลางานมีพุงนี้โสกา
 4. มาซิฉันช่วย แต่ฉันไม่ได้เป็นคนทำหก
 5. ฉันคิดว่าเขานัดสัมภาษณ์ในวันพุงนี้นะคะ
 6. ฉันไม่ได้เป็นคนเก็บเอกสารนั้น เพราะตอนนั้นฉันไม่ได้อยู่ที่ทำงานนะ
 7. ป้าคะ การประชุมจะจัดวันเสาร์หน้านะคะ ไม่ใช่วันพุงนี้
 8. หนูไม่ได้ทำคะป้า พอเดินเข้ามาก็เห็นมันหกลอยู่แล้ว
- (96)
1. ขอโทษนะคะ คอนเสิร์ตการกุศล ไม่ใช่คืนนี้คะ เป็นวันอังคารหน้าคุณคงตั้งใจที่จะได้มีเวลาเตรียมตัวเพิ่มขึ้นตั้ง 7 วัน
 2. ดิฉันไม่ได้เป็นคนออกจากห้องคนสุดท้ายนะคะ ดิจที่บริษัทเรามีคนรอบคอบอย่างคุณอยู่ด้วย
 3. อืม ? ฉันว่าคุณคงจะตั้งใจที่รู้ว่าเค้าจะประชุมกันพุงนี้ใช่ไหมละ
 4. ฉันไม่ได้ทำหก แต่ก็เอาผ้ามาเส็ดยวฉันเซ็ดให้

5. คุณคงต้องรอจนถึงพุงนี้แหละละ ก็ค้ำนัดพุงนี้นี่คะ ว่า! แอ้จ้งเค้าอดเห็นคุณอยู่ในชุดสวยๆ เลยเนอะ
6. ขอโทษนะคะ ฉันไม่ได้ทำคะ แอ้จ้งคุณคงหงานปวดหัวเลย แล้วตอนนี้ยังมีปัญหาอะไรมั๊ยคะ ฉันช่วยอะไรคุณได้บ้าง
7. ประชุมเค้ามีกันวันเสาร์หน้าคะ คุณคงดีใจนะเพราะจะได้พัก เตรียมตัวตั้งอาทิตยนี้
8. อู๊ย! ฉันไม่ได้ทำคะ พอดีมารับโทรศัพท์ ว่า! ดอกไม้สวยๆ หล่นซะแล้วฉันช่วยเก็บนะคะ
- (97)
1. คุณอาคะ งานคอนเสิร์ตการกุศลมีในคืนวันอังคารหน้าไม่ใช่หรือคะ
 2. หนูปิดทุกครั้งนะคะ แต่เมื่อวานมีคนออกหลังหนูไม่ทราบว่าเป็นใครคะ
 3. พี่คิดว่าประชุมนอกเวลามีพุงนี้ไม่ใช่หรือจ๊ะ
 4. ได้จ๊ะ แต่ไม่รู้ว่ามีใครทำตกนะ แล้วใครก็ไม่ทราบ
 5. พี่คิดว่าวันนัดสัมภาษณ์คือพุงนี้นะคะ
 6. พี่ไม่ได้เป็นคนเก็บหรอกคะแต่เดี๋ยวจะจัดการให้คะ
 7. คุณอาคะ ประชุมเดินการกุศลมีวันเสาร์หน้าคะ
 8. หนูไม่ทราบว่าเป็นใครทำล้มคะ เนี่ยหนูก็เพิ่งเห็นเดี๋ยวหนูช่วยเช็คละกันนะคะ
- (98)
1. ตื่นเต้นอยากไปขนาดนั้นเชียว มั่นวันอังคารหน้าไม่ใช่หรือหน้า ??
 2. เมื่อวานไม่ได้กลับคนสุดท้ายคะ
 3. อ้าว ? ไม่ใช่พุงนี้หรือ เมื่อกี้ได้ยินพนักงานคนอื่นคุยว่าพุงนี้
 4. ฉันไม่ได้ทำนะ แต่จะเช็คดูจ๊ะ
 5. พี่ว่ามันสวันพุงนี้ไม่ใช่หรือจ๊ะที่เขานัดหนูนะ
 6. เพิ่มอะไร ตอนนั้นพี่ไม่อยู่ที่ทำงานนะ เดียวพี่เช็คคนอื่นให้แล้วกัน
 7. ใช่พุงนี้หรือคะ หนูว่ามันวันเสาร์หน้านะ พี่ไปเช็คดูดีสิอีกรอบ
 8. หนูก็เพิ่งเห็นนี่แหละคะ สงสัยมีคนเดินชนมั้งคะ มา หนูช่วยเก็บ
- (99)
1. เอ! งานไหนคะ พี่ ไซงานที่เล่าให้หนูฟังเมื่อวานรีบไล่คะ เหมือนหนูจะจำได้ว่าเป็นอังคารหน้านะคะ
 2. อ้อ เมื่อวานนี้หนูกลับเร็วคะ เลยไม่ได้ปิด ไม่รู้ว่าใครอยู่คนสุดท้าย เดียวหนูถามให้มั๊ยคะพี่
 3. เอ! พี่ดูตารางแล้วเป็นพุงนี้ไม่ใช่หรือจ๊ะ
 4. เออ คือฉันก็เพิ่งเห็นเนี่ยละจ๊ะ เมื่อกี้ไปห้องน้ำมา ถึงว่าได้ยินเสียงอะไรโครมคราม
 5. อืม ลองโทรเช็คดูสิคะ หรือเช็คตารางว่านัดไว้กี่โมง
 6. เอกสารชุดไหนคะ เดียวเรียงให้ใหม่คะ
 7. พี่คะ หนูจำได้ว่าเป็น เสาร์หน้านะคะ พี่ดูตารางอีกทีสิคะ
 8. ขอโทษคะ หนูเดินมารับโทรศัพท์ก็เห็นมันหล่นอยู่ก่อนแล้ว พี่รีบเก็บกวาดดีกว่านะเดี๋ยวหัวหน้ามาเห็น
- (100)
1. คีนี่หรือที่จัดคอนเสิร์ต แต่ดิฉันได้ยินมาเขาบอกว่าคืนวันอังคารหน้านะคะ แต่ดิฉันเองไม่ค่อยแน่ใจ คุณช่วยดูอีกทีแล้วกันนะคะ
 2. ขอโทษนะคะ ดิฉันไม่ได้เป็นคนสุดท้ายคะ ตอนออกไปยังมีคนอยู่ ไม่เชื่อก็ลองถามสมศรีดูสิคะ
 3. การประชุมมีวันนี้หรือคะ ฉันคิดว่ามันเป็นวันพุงนี้นะลองตรวจสอบดูอีกทีดีไหมคะ
 4. ได้สิคะ แต่ฉันไม่ได้เป็นคนทำหนะ
 5. ก็ค้ำนัดคุณวันพุงนี้นะคะไม่ใช่วันนี้
 6. ขอโทษนะคะ ดิฉันไม่ใช่คนเก็บเอกสารเข้าแฟ้มนะคะ
 7. ไม่ใช่วันเสาร์นี้คะ เสาร์หน้ามากกว่า ช่วยเช็คอีกทีดีกว่า
 8. ฉันไม่ได้ทำนะ

APPENDIX H
DATA FROM CORRECTION MAKING
AMONG THAI LEARNERS OF ENGLISH

Thai Learners of English as a Second Language with Long Length of Stay in the USA

(1) Age: 24 Length of Stay: 11 yrs. 4 ms.

1. Is it tonight? I thought it supposes to be on next Tuesday night. Let me check.
2. I already turned it off. But I turn it on again this morning because I came here very early.
3. Oh really. Is the meeting moved to today?
4. I'm sorry, but I didn't break the coffee cup nor spill the coffee on the floor. But I will help you clean up.
5. Let me call them and check for you.
6. I'm sorry. What document are you talking about? I haven't work on any documents yet.
7. Oh! Is the charity walk meeting going to be held tomorrow and next Saturday too?
8. The flower vase was fail before I came. I am just try to be helpful by help you clean up those mess.

(2) Age: 22 Length of Stay: 10 yrs.

1. I believe the charity fair is going to be held next Tuesday night, not tonight.
2. I left the office early yesterday, so somebody may have forgotten to turn off the lights.
3. I have good news for you! The meeting will actually be held tomorrow.
4. I'm sorry! It wasn't my coffee cup.
5. The appointment is actually tomorrow.
6. I'm sorry, I recall that I didn't file that document.
7. The meeting will be held next Saturday.

(3) Age: 25 Length of Stay: 10 yrs.

1. Isn't it next Tuesday night, not tonight?
2. There was other people still working when I left.
3. No, I believe the meeting will be tomorrow not today!
4. Sorry, I didn't do it.
5. I think you've been working too hard Jane, and forgot that the interview is tomorrow, not today. (smile)
6. I wasn't here on that day.
7. Yes, tomorrow is Sat, but the meeting is going to be held next Sat Barbara.
8. Wasn't me Mam, I just stepped in here.

(4) Age: 25 Length of Stay: 10 yrs.

1. I'm sorry but isn't the fair Tuesday night.

2. Oh! It was not me. Somebody else must have left the office after me.
3. I think the meeting is tomorrow.
4. It wasn't me who spilled the coffee.
5. He isn't suppose to arrive today, it's tomorrow.
6. I didn't do it.
7. The charity meeting is Saturday, not tomorrow.
8. Sorry, it wasn't me who knocked the flowers over.

(5) Age: 19 Length of Stay: 9 yrs.

1. Which charity fair are you attending? I overheard that there's a charity fair holding on next Tuesday. You should call the fair's supervision to confirm the correct date and time.
2. I'm sorry. I wasn't the last one to leave the office. There was someone else still working when I was leaving. I'll make sure to tell that person to turn all the lights off next time.
3. Oh! Lucy, the committee meeting is actually tomorrow. So, you do have to stay late tonight also? (--, Can you please make sure that all the lights are off if you're the last one to leave. Thanks—cut Out).
4. Excuse me. I think there's a misunderstanding. I wasn't the one that made up that mess. Well, let's not argue here. How about I'll help you clean this up?
5. Hey Jane, I have a feeling that the interview is tomorrow, but I'm not quite sure. I think you should call the reporter to check on the appointment date.
6. I'm sorry that the document was filled in the wrong place. I wasn't the one who did the filing on the day that it arrived. I'll make sure that the documents are filed correctly from now on.
7. Barbara, the meeting is actually on next Saturday. Let me know if you need a hand, I'll be willing to help you.
8. I'm so sorry. It was an accident. I was in a rush of answering the phone. Here, let me help you clean this up.

(6) Age: 20 Length of Stay: 8 yrs. 2 ms.

1. Oh really! I thought the charity was not until next Tuesday night. Did they change the day?
2. I think you misunderstand something because when I left the office last night somebody else was still have. I wasn't the last one to leave the office.
3. Lucy, the overtime meeting is tomorrow not today, unless they changed it without my knowing.
4. It is not my mess. That coffee cup doesn't belong to me. I think somebody else did it.
5. Isn't the interview tomorrow? Did they move it to today?
6. What document? I didn't file any document. I don't think it was me. Perhaps, it was done by somebody else.
7. Barbara honey, the meeting is going to be held next Saturday, not this Saturday.
8. Oh! I didn't knock them over, Barbara. It was already like that when I get here.

(7) Age: 23 Length of Stay: 8 yrs.

1. Actually, the charity fair is next Tuesday, not tonight. I'm pretty sure.
2. I wasn't the last person to leave the office yesterday. There were some other people here when I left.
3. Lucy, the overtime meeting is tomorrow, not today. I'm pretty sure.
4. Lucy, I didn't make that mess. I don't know who did that, but I'll help you clean it up.
5. Jane, Have you check your appointment book? I think the magazine reporter is coming tomorrow, not today.
6. Jane, Actually I didn't file that document. Have you check with the others?
7. Mrs. White, the special meeting is actually next Saturday, not tomorrow.
8. Mrs. White, I didn't knock the vase over. It was already like this when I came in.

(8) Age: 25 Length of Stay: 8 yrs.

1. Wouldn't it be held on next Tue. Night?
2. Someone was still in the office when I left. Or I wasn't the last person to leave the office.
3. I think the meeting is not until tomorrow.
4. I didn't do it. It was like this since I arrived.
5. I believed the interview is tomorrow, not today.
6. I didn't do that. The document was already misplaced when I arrived.
7. You don't have to come tomorrow. The meeting is next Saturday.
8. It wasn't me. It was like this since I arrived.

(9) Age: 22 Length of Stay: 7 yrs.

1. You mean, tonight or Tuesday night?
2. Well, because yesterday I left early. There were people in the office still.
3. I think the meeting is tomorrow night, isn't it?
4. I didn't make that mess, but I don't mind cleaning it.
5. I think the reporter schedules for tomorrow no today.
6. I was not here when the document was arrived so I'm not sure who filed it.
7. I thought that the meeting is going to happen next Saturday.
8. I don't know who knocked it down because I just got here.

(10) Age: 25 Length of Stay: 7 yrs.

1. Please correct me if I'm wrong, but I believe the charity fair will be held next week not tonight.
2. Oh! I believe I was not the last one who left the office yesterday.
3. Lucy, I think the meeting will be held next week, not today.
4. Sorry to hear that but this is not my mess.
5. Hmm! Are you sure it is today? I think (if I remember right) it will be next week not today.
6. I don't know. Could you please check that with others?
7. Oh! Barbara, I believe it will be held next Saturday.
8. Hmm! Because I wasn't the one who broke them. Sorry to hear that though.

(11) Age: 25 Length of Stay: 7 yrs.

1. I think it'll be held next Tuesday.
2. I wasn't the last one here last night actually.
3. The meeting will be held tomorrow.
4. That isn't mine. I have no idea who did this.
5. The interview is actually tomorrow, isn't it?
6. I didn't do that. I wasn't here when the document arrived.
7. I'm pretty sure the meeting is going to be held on Saturday of next week, not this coming one.
8. I didn't do it. The vase already fell down when I first got here

(12) Age: 24 Length of Stay: 7 yrs.

1. It sound great, but I thought it is going to be held next Tuesday.
2. I'm sorry, but I wasn't the last person last night.
3. I don't think so. The committee meeting will be tomorrow not today.
4. I'm sorry. It's not my coffee cup.
5. I think a magazine reporter will come tomorrow, but please correct me if I'm wrong.
6. I'm sorry, but I'm actually not the person who filed the document.
7. No, the charity walk meeting will be held next Saturday, so you don't have to work overtime tomorrow.
8. I'm not doing this. It falls down by itself.

(13) Age: 23 Length of Stay: 6 yrs. 8 ms.

1. Excuse me, Ms. Carol. The charity fair will be next Tuesday night, not tonight.
2. No, I wasn't the last person who left the office yesterday because I finished my job early.
3. Would you mind to check the schedule again? One of my friends, who has to attend this committee meeting, told me that he will have an overtime committee meeting tomorrow, not today.
4. Sorry, It wasn't me making a mess. However, if you want me to clean that up for you, I would be glad to do so.
5. Jane, the appointment day is tomorrow, not today. You'd better check your schedule again.
6. No, the document had arrived at the time when I wasn't work at the office.
7. The meeting is going to be held next Saturday, not tomorrow. Then you don't have to come to work this Saturday.
8. Excuse me, Ms. Barbara. I didn't knock them over. It happened before I came and picked up the phone for a receptionist.

(14) Age: 23 Length of Stay: 6 yrs. 6 ms.

1. What charity? Oh! I thought it next week may be you should check that again.
2. No, It wasn't me. I left early yesterday.
3. No, the meeting is for tomorrow not today.
4. Oh! It wasn't me. But I'm sure I can help you with that.
5. Really let me check that for you. Oh! The appointment is for tomorrow.
6. What document? I wasn't here that day may be it's someone else.
7. No, Barbara the meeting is gonna to be held to next week.
8. I'm sorry Barbara but it isn't me who did that.

(15) Age: 23 Length of Stay: 6 yrs.

1. I think it's next Tuesday. (and smile)
2. I wasn't the last one here. I'm pretty sure Susan stayed longer.
3. If I'm not mistaken, the meeting is tomorrow.
4. Sorry, I didn't spill it. I'd love to help you clean up but I'm in the middle of something.
5. The appointment is tomorrow.
6. I wasn't even here when it came in. so obviously I wasn't the one who did it.
7. Congratulation! The meeting is next week. Have a good weekend.
8. No, I didn't.

(16) Age: 25 Length of Stay: 6 yrs.

1. Do you mean "the" charity fair, I think it be held next Tuesday night.
2. I was not the last person working here yesterday.
3. I've heard that the overtime meeting will be tomorrow, though.
4. I would clean up if it were my mess!
5. Maybe it's tomorrow. Why don't you check again?
6. I didn't. When the document came, I wasn't here.
7. No, you don't have to go. I think the charity work is next Saturday.
8. Well, I didn't. I was just passing by heard the noise.

(17) Age: 22 Length of Stay: 5 yrs. 8 ms.

1. Isn't that next week?
2. Because I wasn't the last one who left the office yesterday.
3. It's tomorrow not today.
4. Oh! That's not my cup and I also didn't break it.
5. I thought you inference is tomorrow.
6. I didn't do that filing.
7. I think the charity walk meeting is tomorrow.
8. It was already on the floor when I got here.

(18) Age: 24 Length of Stay: 5 yrs.

1. I'm sorry. The fair is next Tuesday night, not tonight.
2. I wasn't the last person who left the room yesterday.
3. Oh! The meeting is tomorrow. May be you should check to make sure.
4. Why would I? I didn't do anything yet. Beside that, it is not my coffee.
5. They will come tomorrow not today. I think you have been working too hard. May be you should take some rest!
6. I wasn't even here when the document arrived. How could I be the one who file it in the wrong place.
7. I don't think you have to come because the meeting won't be held until next Saturday.
8. I didn't knock them over. Somebody did! Not me.

(19) Age: 27 Length of Stay: 4 yrs. 7 ms.

1. I think it will be on next Tuesday.

2. Oh! I took off early yesterday and at that time there were couple people in the office.
3. I think it will be tomorrow not tonight.
4. I'm sorry Lucy but I didn't do that and that isn't mine. Anyway I'll help you out.
5. I think it'll be tomorrow. Why don't you call check with them again?
6. I'm sorry I'll fix it, but I wasn't here when it arrived. I don't know who did it.
7. That meeting will be next Saturday not tomorrow.
8. Sorry it wasn't me. It was already on the floor when I saw it.

(20) Age: 21 Length of Stay: 4 yrs. 4 ms. Education: 4 yrs.

1. Really? I thought the charity fair is going to be tomorrow night. I might be wrong, but would you like to check it anyway.
2. I wasn't the last person who leaves the office yesterday.
3. I've heard it's going to be tomorrow, you might want to check the time again.
4. Oh! Lucy, it must be a misunderstanding here. It wasn't me, I hadn't have a cup of coffee today.
5. Are you sure it is today? Would you like to check the date again?
6. It wasn't me who filed it in a wrong place, because I wasn't here when the document arrived.
7. Barbara, It's actually next Saturday not tomorrow.
8. Oh! Barbara, I'm sorry it happened but it wasn't me who did it, I just came here to answer the phone and it was already there.

(21) Age: 29 Length of Stay: 4 yrs.

1. It will be held next Tuesday night.
2. I'm certain that Wilma was still in the room, that's why I didn't turn it off.
3. I'm not quite sure if that the same committee meeting. As I know of, there's a meeting tomorrow, not today. I'm very positive about that. I'd recommend checking this once again.
4. I'm sorry, but I think you misunderstand this. I didn't do it. (smile)
5. Is it tomorrow?
6. I'm not quite familiar seeing this document, and pretty certain that I didn't file it, but I'll be appreciated to file this document for you.
7. I'm not quite sure if it's this Sat. or next Sat. Are you sure?
8. Sorry, but I think you misunderstand that I didn't do it, but I'm happy to help you out with cleaning up.

(22) Age: 32 Length of Stay: 4 yrs.

1. Oh! I thought that it was going to be held next Tuesday night.
2. Someone was still in the office when I left.
3. The meeting will be tomorrow, not today.
4. Sorry. I didn't make any mess.
5. Isn't the interview going to be tomorrow?
6. Let me see. Oh! I don't think that I filed this document.

7. It's so nice of you to work overtime. But I think the meeting will be next Saturday, not tomorrow.
8. Oh, No. It's not me. It was already in this mess when I came.

(23) Age: 22 Length of Stay: 3 yrs. 9 ms.

1. I believe the charity fair is next Tuesday and not tonight.
2. I wasn't the last person to leave yesterday.
3. The overtime meeting is tomorrow not today so you don't have to stay late this evening.
4. I didn't make that mess. That's not my coffee cup.
5. The interview is supposed to be tomorrow so that why the reporter is not here yet.
6. I didn't fix that document. I wasn't here when the document arrived.
7. The charity walk meeting is next Saturday, so you don't have to work overtime tomorrow.
8. I didn't know them over.

(24) Age: 22 Length of Stay: 3 yrs. 8 ms.

1. Is it Tuesday already?
2. Oh! There were still people working when I left last night.
3. Isn't the meeting tomorrow?
4. Oh! I'm sorry, but that's not my coffee.
5. Didn't you say they were coming tomorrow?
6. I haven't seen that file before. I don't think I'm the one who filed it.
7. You should check again because I think it's next week.
8. No, it was already knocked over when I came to pick up the phone.

(25) Age: 28 Length of Stay: 3 yrs. 7 ms.

1. I think, this charity is going to have on the next Tuesday night, not tonight.
2. Actually, I wasn't the last person who left the office last night.
3. No, I don't think so, the meeting will be tomorrow, not today.
4. Actually I didn't do that and that coffee cup is not mine too. But that all right, I'm going to help you.
5. Excuse me, I think the appointment day is tomorrow, not today.
6. I didn't file that document because when this file come here, I was not working at the office.
7. The charity meeting is going to be next Saturday, not tomorrow.
8. Sorry, I did not knock them over, because when I came here, the vase was falling down.

(26) Age: 23 Length of Stay: 3 yrs. 6 ms.

1. It's not tonight! It will be on next Tuesday.
2. It was not me. It might be somebody else because there were someone left behind me.
3. I'm afraid you may misunderstand because I've heard that we will have the meeting tomorrow.

4. Sure! But it wasn't me who did that though.
5. It's not today. It should be tomorrow.
6. It was not me who did that. Please check it might be kept in the wrong place.
7. I'm afraid it's not this Saturday. Could you please check to make sure about this again? Would be next Saturday, I think.
8. It just happened! I just wanted to help you answer the phone.

(27) Age: 19 Length of Stay: 3 yrs. 4 ms.

1. If I'm not misunderstanding, is it for next Tuesday night?
2. Well, because I was not the last one who left the office. But, if I was I would do it.
3. Are you sure that you have the overtime meeting tonight? Isn't it tomorrow night?
4. Oh No! It's not my mess. I didn't do it.
5. Don't worry the magazine reporter will be here tomorrow.
6. No. I didn't file your document because I didn't work that day.
7. It's for next Saturday Ma'am I remember that.
8. Because it just happened while I was picking the phone for you also, I didn't knock them down.

(28) Age: 24 Length of Stay: 3 yrs.

1. Are you sure the charity fair is tonight. I thought it's next week.
2. Oh! Last night I went home before Tom. He was still working when I left.
3. Hey! It's next week. Isn't it? Let's check schedule together again.
4. Well! I didn't do it though.
5. Oh! I've heard that the magazine reporter to coming tomorrow, isn't it?
6. Which one? Let me see. Oh! I didn't filed out this one. This is not mine.
7. Hey! Tomorrow. You can go wherever you want, but next Saturday you have to work overtime.
8. Sorry, I didn't do it. I have no idea who did this.

(29) Age: 25 Length of Stay: 2 yrs. 10 ms.

1. Isn't it next Tuesday night?
2. Sorry, I'm not the last person working last night.
3. Don't worry. The meeting is going to be tomorrow, not today.
4. That's not mine.
5. The interview is appointed by tomorrow, not today.
6. I wasn't here at the time the document arrived, so I didn't file that document.
7. The charity walk meeting is going to be held next Saturday, not tomorrow.
8. It wasn't me but I'll help you clean up. Don't worry.

(30) Age: 27 Length of Stay: 2 yrs. 10 ms.

1. I thought it was next Tuesday night. You mentioned to me last time.
2. I am sorry, but I was not the last person working in the office yesterday.
3. But what I know is it is going to be on tomorrow, isn't it?

4. I think somebody else must have broken the coffee cup before I came in. Never mind I will clean it up for you.
5. You mentioned to me last time that it was tomorrow, not today, remember?
6. What document? I have never heard about any new document we have got recently.
7. I might be wrong, but you told me last time that it was going to be on next Saturday.
8. I am sorry, but it was out of control. I just happened to see it fell down while I was rushing to answer the phone.

(31) Age: 26 Length of Stay: 2 yrs. 8 ms.

1. Oh, is it tonight? I've heard that it will be held next Tuesday night.
2. Oh, I'm sorry. I kept them on for the last person because I thought he might have needed them.
3. That's too bad. Isn't the meeting going to be tomorrow?
4. I'm sorry, Lucy. I believe this is not my mess.
5. You know what, I don't think it's today. I think the appointment is tomorrow.
6. I wasn't here when the document arrived, but I'm sorry that I didn't check if it had been put in the right place.
7. Oh, don't come tomorrow, Barbara. I think it's scheduled for next Saturday.
8. No, Barbara, it wasn't me who knocked them over. It was already there when I came.

(32) Age: 26 Length of Stay: 2 yrs. 9 ms. Education: 2 yrs. 7 ms.

1. I'm afraid. You got the wrong information. My friend told me that the charity fair will be held next Tuesday night.
2. Because I'm not the last one who left on last night.
3. I don't think so. The meeting will be held tomorrow.
4. It's not my mess! I've just come here well, I can clean for you if you don't have time.
5. I'm sorry. I haven't tell you. As I know the appoint day for interview should be tomorrow/
6. I think you misunderstands I didn't file that document because I come here at office after the document had arrived.
7. I think the charity is supposed to be next Saturday. I recommend you to check schedule again.
8. I'm sorry. I'm afraid you misunderstand something. I've just see that thing the same time you come.

(33) Age: 25 Length of Stay: 7 yrs. Education: 2 yrs. 6 ms.

1. Really? There's one tonight, can you give me more information?
2. There were other people in the office when I left.
3. I don't think it is today but I could be wrong.
4. It is not my mess but I might help you clean it because I'm just nice.
5. Do you have their contact info.? Perhaps you should call there.
6. Sorry, I have no idea what you are talking about. You need to give me more details.

7. I only know of one charity walk meeting and it is held next week. You might want to double check it.
8. I only know about it about the save. Here you did.

(34) Age: 25 Length of Stay: 2 yrs. 8 ms. Education: 2 yrs. 6 ms.

1. Isn't it next Tuesday?
2. I'm sorry but I left a bit early yesterday. And there were still some people here by that time.
3. I think, you're better check it again s I remember that it's tomorrow.
4. I would love to do it for you if you are in a hurry.
5. Are you sure that it's today?
6. The document arrived at the time I didn't work at the office. I'm sorry but you better ask someone else.
7. Are you sure it's this Saturday? Isn't it next Saturday?
8. I'm so sorry but it had fallen down before I came here. Do you need any help?

(35) Age: 21 Length of Stay: 2 yrs. 6 ms.

1. From what I've been informed, it is actually held next week, isn't it?
2. I think you are mistaken. I was not the last one out.
3. Isn't it tomorrow?
4. I'm sorry, but it is not my mess.
5. Isn't it tomorrow?
6. I'm sorry. I think it was probably somebody else.
7. Isn't it next Sat?
8. I'm sorry. It was probably someone else.

(36) Age: 26 Length of Stay: 2 yrs. 6 ms.

1. Are you sure? I think the charity fair is held on next Tuesday night.
2. Sorry, maybe you misunderstand that, because I'm not the last person who left the office last night.
3. I think the meeting will be tomorrow, right.
4. Sorry, maybe you misunderstand that. It's not mine and I didn't break anything.
5. I think you remember the wrong day. The magazine reporter has an appointment with you tomorrow.
6. I didn't be the one who filed it because that document arrived when I am not at the office.
7. I think you remember the wrong day. I meeting will be held on next Saturday.
8. Sorry, I think you misunderstand that I didn't know it over. I just came here to answer the phone because the receptionist went to the restroom.

(37) Age: 22 Length of Stay: 1 yrs. 6 ms. (AFS student + always summer courses abroad = 2 yrs.6 ms.)

1. I think it is going to be on next Tuesday night, isn't it?
2. It must have been somebody else since I was not the last person who left the office last night.
3. I believe the meeting is going to be on tomorrow, not today, so I think you don't have to stay late for tonight.

4. I could clean the floor, but I am not the one who made this mess.
5. Isn't the interview going to be for tomorrow?
6. I'm sorry. It was not my mistake. It must have been someone else.
7. Hey! Barbara. I'm appreciate about the overtime, but the meeting isn't going to be tomorrow. It will be held next Saturday.
8. I was not me, but I'm sorry about that. Will held you clean up?

(38) Age: 29 Length of Stay: 2 yrs. 6 ms.

1. I'm afraid that the charity fair will be held next Tuesday night, not tonight.
2. I wasn't me who stayed up late last night. I have no idea who was the last person left form the office.
3. I don't think you would have to stay late the evening because the overtime meeting will be held tomorrow, not tonight.
4. Sorry, Lucy. I would clean up if all mess is belong to me.
5. I remember that the interview is tomorrow. Why don't you check with them again?
6. I would fix it right now, but I didn't file it actually.
7. Fortunately, the meeting is going to be held next Saturday. So you don't have to come here to work tomorrow. Lucky you.
8. Take it easy. Even I'm not the one who knocked them over, I would help you clean them up. Don't worry.

(39) Age: 24 Length of Stay: 2 yrs. 6 ms.

1. Excuse me. Mrs. Carol Wilson. I heard the charity fair is going to be held next Tuesday night.
2. Excuse me. Mrs. Carol Wilson. I'm afraid you may get something wrong. I wasn't the one who forgot the turn the light off.
3. Lucy, as my understanding. The meeting is tomorrow.
4. Excuse me, Lucy. I didn't do this mess. However, I'm willing to clean it because it is our job.
5. Why don't you check with the magazine reporter what happen.
6. Jane, this document is filed a (...day) and that day I didn't do to work, so it wasn't my fault.
7. Excuse me. As my understanding, the meeting is not tomorrow. But if you are not sure, please check the date with other.
8. Please don't get me wrong! Let me explain you first "It wasn't my fault."

(40) Age: 21 Length of Stay: 2 yrs. 5 ms.

1. Oh! Is it tonight? I thought it's next Tuesday night. May be we should check it again.
2. Because... who ever there before I left was here, still working.
3. No, I don't think it's tonight. It's tomorrow.
4. I could clear it, but it's not my mess. Would you help me clean this?
5. Oh! I don't think it's today.
6. No, I didn't do it.
7. No, it's not this Saturday, it's next Saturday.

8. No, I didn't do it.

(41) Age: 27 Length of Stay: 5 yrs. 4 ms. Education: 2 yr. 4 ms.

1. No, it's not tonight. It's next Tuesday night.
2. I'm not the last person whom left the office last night.
3. I think the meeting is tomorrow not tonight.
4. Sorry, it's not my mess. But I don't mind to help you clean this office.
5. I think you're mistaken. They will be here tomorrow, not today.
6. It wasn't me!
7. You better check the schedule again. The meeting will be held next Saturday not tomorrow.
8. It wasn't me. I'm trying to answer the phone while the receptionist's stepped out.

(42) Age: 31 Length of Stay: 6 yrs. 4 ms. Education: 2 yrs. 3 ms.

1. Are you sure it's going to be held tonight? I heard that it will be held on next Tuesday.
2. Sorry, but I was not the last person who left last night.
3. I think you might be misunderstood. The meeting is tomorrow not today.
4. Sorry, I didn't do that. Someone might do that by accident.
5. I think the appointment day is tomorrow not today.
6. I was not work here yet when this document was filed.
7. I don't think you need to come. That meeting will be on next Saturday.
8. Sorry, the vase has fallen down before I walk here.

(43) Age: 26 Length of Stay: 2 yrs. 3 ms.

1. The fair will be held next week, right?
2. I wasn't the last person using this room.
3. Why this evening. It should be tomorrow evening.
4. I didn't do anything. That cup isn't mine. I don't know who did that.
5. Because the appointment date is tomorrow, not today.
6. I didn't do that. I was not here when the document arrived.
7. The meeting will be held next week, not this week.
8. It was not me. When I first saw it, it has been look like this.

(44) Age: 29 Length of Stay: 5 yrs. Education: 2 yrs.

1. It'd be held next Tuesday night, not tonight.
2. Because I am not the last person to leave the office yesterday.
3. You should check the schedule again. I don't think there's meeting today.
4. Sorry, I didn't make that mess.
5. Because the appointment is for tomorrow, not today.
6. I didn't do it. The document moved when someone else is here, not me
7. You have a wrong date schedule. Please look into that.
8. Sorry, It's not my mistake. Someone else did it.

(45) Age: 25 Length of Stay: 3 yrs. Education: 2 yrs.

1. I thought it's going to be an next Tuesday night. You probably might check it again. I'm pretty done it will be on next Tuesday.
2. Oh! There was still somebody after I'd left. You might wanna ask someone else. I'm sorry.
3. Hey! I don't think you have to stay that late. You know what the meeting will be a tomorrow no today Lucy.
4. Lucy, I didn't do this.
5. Hey, I don't understand you mention, why you have to wait for him/her. You make an appointment tomorrow, didn't you.
6. This document's been here before my first day here, Jane.
7. You don't have to, Barbara. It will be on next Saturday.
8. You might wanna ask that receptionist. Sorry, Barbara I didn't do it.

(46) Age: 25 Length of Stay: 3 yrs. Education: 2 yrs.

1. Isn't it next week? I think you mentioned to me that the fair would be next week.
2. I'm sorry, but I think there were still someone in the office when I left yesterday.
3. Lucy, the meeting will be tomorrow, not today.
4. I am sorry, but this isn't mine!
5. Dear Jane, the interview is tomorrow, isn't it?
6. Sorry, but I wasn't there when this document arrived.
7. Barbara, I think the charity is next Saturday, isn't it?
8. I didn't do it. Why don't you ask someone else?

(47) Age: 27 Length of Stay: 2 yrs. 6 ms. Education: 2 yrs.

1. Really? But what I remembered is the charity will be held next Tuesday.
2. Oh! Yesterday. I was not the last person left the office. I guessed Miss B is the last person.
3. I might misunderstand. The meeting will be tomorrow.
4. I didn't do it.
5. From the schedule, it's on tomorrow.
6. I didn't file this document, though. You may have to ask others or someone else.
7. Excuse me Mam, it's tomorrow.
8. But I didn't do that.

(48) Age: 26 Length of Stay: 2 yrs. 6 ms. Education: 2 yrs.

1. Oh! I think it gonna be held next Tuesday.
2. I am sorry but I am not the last person working in the office yesterday.
3. Don't worry bout that because the meeting will be have tomorrow.
4. I don't think so because someone who split it should clean it.
5. Oh! I am sorry I think you know it already. The interview gonna be tomorrow.
6. I don't know. You should ask who take care of this job.
7. Don't worry, it gonna be next week.
8. Sorry, but I am not the one who did it.

(49) Age: 25 Length of Stay: 2 yrs. 3 ms. Education: 2 yrs.

1. Are you sure it's tonight? I thought it's next Tuesday.
2. I wasn't the last to leave yesterday.
3. It's tomorrow, Lucy.
4. I don't know, Lucy. I could help you clean, but I didn't break the cup.
5. Let me check the schedule for you. May be it's tomorrow.
6. I didn't. It is already where it's now when I came here.
7. You don't have to come tomorrow. The charity is next week.
8. Sorry Barbara, but I didn't break it.

(50) Age: 29 Length of Stay: 2 yrs. 3 ms. Education: 2 yrs.

1. The charity fair is on next Tuesday night, not tonight.
2. When I left the office yesterday, someone was still working in the office.
3. The meeting is gonna be tomorrow, not today.
4. Sorry, it's not mine and I did not break anything.
5. I think the appointment may be tomorrow, not today.
6. I was not in the office yesterday.
7. The charity walk meeting is held next Saturday, not tomorrow.
8. I'm sorry, and I would let you know I didn't do it.

Thai Learners of English as a Second Language with Short Length of Stay in the USA

(1) Age: 27 Length of Stay: 2 yrs.

1. I think it will be held next Tuesday night.
2. I use to do that, but I was not the last one in the office last night.
3. I stay late because the other things. The meeting will be tomorrow.
4. Excuse me, It's not my coffee, my cup is on my table
5. Let me check the schedule for you, but I think they will come here tomorrow.
6. That one I didn't do it. It might be someone else.
7. The meeting will due next Saturday not tomorrow.
8. I saw it like this just a moment ago. I wonder also who did it?

(2) Age: 27 Length of Stay: 2 yrs.

1. But the charity will be held next Tuesday night, won't it?
2. I am not the last person working in the office yesterday.
3. But overtime meeting will be tomorrow.
4. Sorry, I did not do that.
5. Why don't you check your time in appointment book again.
6. It's not my responsibility to do that job.
7. There is no meeting tomorrow.
8. I'm sorry, but I'm afraid I did not do that.

(3) Age: 22 Length of Stay: 2 yrs.

1. Are you sure that a charity fair is tonight?

2. I wasn't me because I left early on yesterday. I think that was the person who left the last.
3. I think the meeting is not today because I just talked to my boss.
4. I wasn't mine because I haven't had coffee since this morning.
5. It's not today. It should be tomorrow.
6. It's not my fault because I didn't file that document.
7. Excuse me, I think you have misunderstanding because it's not tomorrow that you have to work overtime. It should be next Sat.
8. I didn't do that. It has been fallen when I picked up the phone.

(4) Age: 28 Length of Stay: 2 yrs.

1. Um, Well Carol! I think you might be misunderstand with the charity fair schedule. It will be next Tuesday night.
2. Excuse me, I wasn't the last person working in the office last night. There were some people left when I was going back home.
3. I thought you would stay late tomorrow. You might be wrong.
4. I'm sorry. I think it wasn't mine so I didn't think that I should clean up this mess.
5. I thought it would be tomorrow, right?
6. I wasn't the one who put that document away.
7. As I know about the charity walk meeting schedule. It will be held next Saturday.
8. No, I didn't do that. I just left from the restroom.

(5) Age: 29 Length of Stay: 2 yrs.

1. Oh! I thought it's gonna be next Tuesday night.
2. I did. I'm pretty sure I did. Someone might come back to the office and turned it on.
3. Oh! I think it's gonna be tomorrow I think you'd better check to make sure.
4. I don't mind cleaning it up. Unfortunately, it's not my cup. If it's mine, absolutely I will.
5. Did you change it to today? Cause I think it's tomorrow
6. Let me see. I have no idea about this I didn't see this one before but let me check. Someone else might accidentally put it on that file.
7. Oh! I think it's next Saturday, isn't it?
8. I didn't I just came to pick up the phone and I just notice this just before you came too.

(6) Age: 25 Length of Stay: 2 yrs.

1. Really? But I have heard from the accounting manager that she will go to the charity fair the next Tuesday night, isn't it?
2. I'm sorry, but I am not the last person who left the office.
3. Will the meeting start tomorrow?
4. Oh, I'm sorry but I didn't do that.
5. Actually the appointment day is tomorrow.
6. I didn't file that document. I had gone to the meeting all day yesterday.

7. The charity walk meeting will be held on the next Saturday, so you don't have to work tomorrow.
8. No, I didn't do that. Sorry for what's happened to you.

(7) Age: 25 Length of Stay: 1 yr. 11 ms.

1. I'm sorry, but I thought the charity fair will be held next Tuesday night.
2. I think yesterday, I was not the last person who left the office.
3. I think the overtime meeting will be tomorrow, won't it?
4. I'm sorry. It's your responsibility to clean up the floor, even though I didn't mean to spill coffee on the floor.
5. Do you want to check the time for the interview appointment again?
6. I think I didn't file it. I never see that document before.
7. I think you have to come to work overtime for the special meeting next Saturday.
8. I didn't do it.

(8) Age: 24 Length of Stay: 1 yr. 11 ms.

1. The charity fair is on Tuesday night, not to night.
2. I wasn't the last one who left the office last night. There are someone working in the office when I left. So, for last night, it wasn't me. And I always turn off the light when I leave.
3. The meeting will be tomorrow, not today.
4. Oh, This is not my cup, someone might have done it. But I will clear it up for you.
5. Oh! Actually the interview is tomorrow, not today.
6. Hm! I wasn't there when the document arrive. Someone might have put it in the wrong place.
7. I think the special meeting is going to be held next Saturday, not tomorrow.
8. Oh! It wasn't me. But sorry for that. Could you please arrange, it again please I was really beautiful.

(9) Age: 24 Length of Stay: 1 yr. 11 ms.

1. I heard that it will be held next Tuesday night. Do you want time to check it out?
2. Well, there were still some people in the office when I left.
3. Come on. The overtime meeting is tomorrow not today.
4. I didn't do it but I don't mind to clean it up.
5. You have appointment with be tomorrow, don't you?
6. What document? I didn't file it. I was absent that day.
7. Then tomorrow you are fine. The meeting will be held next Saturday, not this Sat.
8. I'll tell you right away if I did. But I just saw it was knock over at the time you come.

(10) Age: 25 Length of Stay: 1 yr. 10 ms.

1. Sorry sir, I am afraid it's due on next Tuesday.

2. I am afraid that you misunderstood something. I never do thing like that, sir.
3. Oh! I think it's not today. Must make sure before you do something.
4. Hold on, that's not mine.
5. Let me tell you something Jane. Actually, the interview appointment is tomorrow.
6. I am afraid that I didn't file that document myself. Maybe someone put it in the wrong place.
7. Good luck for you. Actually it is on next Saturday. So, don't worry about it.
8. Oh No, don't get it wrong. I didn't do it.

(11) Age: 24 Length of Stay: 1 yr. 9 ms.

1. Oh! I thought it's next Tuesday night, isn't it?
2. Some people were still in the office when I left.
3. Actually, the meeting will be held tomorrow, not today.
4. I didn't do it and this is not my coffee cup.
5. I think you asked her/him to come tomorrow.
6. I wasn't here when that document arrived, so I didn't file it.
7. I have heard that it will be held next Saturday. You probably wanna check the schedule again.
8. On! I didn't do it. I just come here to pick up the phone. It has been already on the floor when I come.

(12) Age: 24 Length of Stay: 1 yr. 9 ms.

1. It's next Tuesday, isn't it?
2. I wasn't the last person who left last night.
3. The meeting is tomorrow.
4. Sorry, I don't.
5. I think it's tomorrow.
6. I didn't file that document, sorry.
7. I think the meeting is next Saturday, isn't it?
8. Sorry, but I didn't.

(13) Age: 23 Length of Stay: 1 yr. 9 ms.

1. Isn't it held on next Tuesday? I think it's not today, should I check that out for you?
2. It's not that I forgot to turn the lights off but I wasn't the last person leaving the office. I assume people who left after me might have forgotten.
3. Isn't it gonna be tomorrow? Why would you make sure with your boss, otherwise you're gonna have to get stuck here for nothing.
4. Sorry, Lucy. I think you misunderstood. I didn't do that. But anyway, do you need me to help?
5. I'm afraid the reporter is coming tomorrow, not today.
6. Umm, I think that document came after I arrived. I have no idea how that document been misfiled. Let me change that then.
7. I think that meeting is the following Saturday, not tomorrow. Why would you make sure about that with others first?

8. No, I didn't. I just rushed here to answer the phone cause the receptionist is out to the restroom. Let me help you with that then.

(14) Age: 25 Length of Stay: 1 yr. 9 ms.

1. Isn't the fair on tomorrow night?
2. I wasn't the last one who leave the office.
3. Lucy the meeting will be held tomorrow, not today.
4. Sorry, this is not my mess! I didn't spilt the coffee.
5. I thought that they will come tomorrow.
6. I wasn't here when the document arrived.
7. Barbara, the charity walk meeting will be held on next Saturday, not tomorrow.
8. I don't know. It was like this when I first saw it.

(15) Age: 24 Length of Stay: 1 yr. 8 ms.

1. Excuse me, I think that the charity fair is actually on next Tuesday.
2. I didn't turn the light off because I was not the last one who left the office.
3. I don't think you have to stay late this evening because the overtime meeting is gonna be held tomorrow.
4. I didn't mess it up. Somebody else did it.
5. Actually, you have the appointment with them tomorrow.
6. Somebody else received and filed that document. I was not in the office at the time it was delivered.
7. The meeting is on next Saturday not on tomorrow.
8. I didn't do that. Somebody else might knock them over.

(16) Age: 27 Length of Stay: 1 yr. 6 ms.

1. I've heard about it too. But I think it will be held next Tuesday, isn't it?
2. I am terribly sorry that the light was on the whole night. Next time I will tell every not to forget to turn it off when I have to leave the office before them.
3. Excuse me Lucy, did you say there will be a meeting tonight? You might mix up the date, because the meeting will be tomorrow.
4. I'm sorry Lucy but that's not my cup and I did not break it too.
5. I think you should check the appointment again because I think that the interview is tomorrow not today.
6. I'm sorry Jane, but I don't know who file that document because I wasn't in the office at that time.
7. Brabara, I remember that the meeting will be held next Saturday not tomorrow.
8. I'm sorry Barbara, but it wasn't me who knocked them over.

(17) Age: 25 Length of Stay: 1 yr. 6 ms.

1. Oh! I thought it was next Tuesday night.
2. Actually, I wasn't the last person here last night.
3. Actually, the meeting is held tomorrow, not today.
4. I didn't do that!

5. You told me that they would come tomorrow.
6. I didn't do it. Probably somebody did it because I wasn't in the office on the day it arrived.
7. I think you misunderstood the date. The charity walk is to be held next Saturday.
8. Wait.. wait.. wait! I've just arrived and it is already like that. I didn't do it.

(18) Age: 25 Length of Stay: 1 yr. 4 ms.

1. I think it is going to be held next Tuesday night. But you can check it.
2. Yesterday, I was not the last person working in the office. Maybe someone else.
3. But I think it will be tomorrow.
4. OK. I will do it. But it was not my coffee cup.
5. I think the appointment day is tomorrow.
6. I didn't file that document because when it arrived, I didn't work.
7. But the meeting will be next Saturday not tomorrow.
8. I did not do that, Madam.

(19) Age: 21 Length of Stay: 1 yr. 4 ms.

1. I think the charity fair will be held next Tuesday.
2. Because I was not the last person left the office yesterday.
3. The overtime meeting will be held tomorrow not today.
4. Actually, I didn't do it.
5. I know it's because the interview is tomorrow, not today.
6. I didn't do that. I was not in the office when the document arrived.
7. The charity walk meeting is next Saturday.
8. I'm sorry but I didn't do it.

(20) Age: 24 Length of Stay: 1 yr. 4 ms.

1. Isn't the charity fair held next Tuesday?
2. When I left last night, someone was still in the office.
3. Do you have to stay 2 days in advance? Isn't that tomorrow?
4. It's not my mess, but I could help you clean it if you want.
5. Isn't your appointment tomorrow?
6. I wasn't the one who filed that document. remember? I wasn't here at the time it arrived.
7. Charity walk meeting is held next Saturday, isn't it? Do you need to work 2 weeks in advance?
8. Because I didn't. It was knocked before I got here.

(21) Age: 26 Length of Stay: 1 yr. 4 ms.

1. I heard that the fair will be held next Tuesday night, not tonight.
2. Somebody was working when I left the office last night.
3. Today, you can go home early because the meeting will be arranged tomorrow.
4. Sorry. It's not mine.

5. The magazine reporter will come tomorrow actually.
6. I didn't do that. I didn't work when the document arrived.
7. The meeting will be held next Saturday, not tomorrow.
8. I didn't do that.

(22) Age: 25 Length of Stay: 1 yr. 4 ms.

1. I think that the charity fair is going to be held next Tuesday night. Let me check the time for you.
2. Sorry, I was not the last one working in the office yesterday.
3. I think the overtime committee meeting will be held tomorrow.
4. I did not do that but I can help you clean it up.
5. I think the appointment day is tomorrow. Let me check the time for you again.
6. Sorry, I did not file it. I will file it in the right place for you.
7. I think you don't have to come tomorrow because the meeting is going to be held next Saturday.
8. I'm sorry. I didn't knock them. Let me help you clean it up.

(23) Age: 24 Length of Stay: 1 yr. 3 ms.

1. Oh! Is it held tonight? I think it'll be on Tuesday night. Maybe I'm wrong, so let me check again.
2. I'm sorry because I saw someone was still there.
3. Is the meeting held today? I'm not sure but I think it'll be tomorrow. Maybe you should check it again.
4. What mess? Oh! That's not mine. I didn't drink coffee today, so maybe someone did it.
5. I think the appointment will be tomorrow. You should call him to ensure.
6. I think I didn't do this doc. Because I didn't work on that day.
7. I think you don't have to because the meeting will be on next Saturday.
8. No, I didn't do anything. I just saw it felled down when I walked by.

(24) Age: 24 Length of Stay: 1 yr.

1. I think the charity fair is going to be held next Tuesday night, not tonight.
2. Sorry, sir. I was sure I am not the last person who left this room last night.
3. I think you're misunderstood. The overtime committee meeting will be held tomorrow.
4. I don't think it's my fault. Let ask others.
5. Are you sure that the magazine reporter are going to come here today? Let check the time and date again.
6. Why do I have to do the wrong things? You know I am a good employee that has never done the wrong things.
7. If you're going to attend this meeting tomorrow. You'll not see anyone.
8. If I did it, I would tell you surely.

(25) Age: 29 Length of Stay: 1 yr.

1. The charity fair is going to be held on next Tuesday night.
2. I wasn't the last person working in the office last night.

3. The overtime committee meeting is going to have tomorrow.
4. I didn't break this cup and it wasn't mine.
5. The magazine reporter will come for and interview tomorrow.
6. I didn't file that document.
7. The special meeting is going to be held on next Saturday.
8. This vase was fallen down before I came.

(26) Age: 25 Length of Stay: 1 yr.

1. Isn't it on Tuesday night?
2. I left early yesterday.
3. Isn't it tomorrow night?
4. It wasn't me.
5. I believe it's tomorrow.
6. Because I didn't go there yesterday.
7. It will be next Saturday.
8. I'm so sorry, but I didn't break your vase.

(27) Age: 23 Length of Stay: 1 yr.

1. Will you do it today? I thought that it will be held on Tuesday or I misunderstood.
2. I didn't turn it off because some people were still working here when I left.
3. Oh! You have two meetings consequently, today and tomorrow also. How poor you are, gal?
4. Who did that? Why she didn't clean it up when it happened? Anyway, can use give me the towel and a bag?
5. What time does she suppose to come?
6. Hey! Is this document already come? I'm waiting for it so long.
7. Really, what's topic for this week meeting? We are gonna talk about financial of the charity next week, aren't we?
8. I didn't do that. I just saw it only a few minutes before you arrive also. I'm also curious about that.

(28) Age: 25 Length of Stay: 1 yr.

1. I might be wrong but I heard that the charity will be held on the next Tuesday night.
2. Because I saw another person was still working during the time I left. Should I turn off that light?
3. I think you don't have to. The meeting should be start tomorrow, not today.
4. I would be willing to do that if it was my fault.
5. I afraid the appointment for interviewing should be tomorrow.
6. That's not my fault! I wasn't the one who filed that document.
7. That charity meeting is going to be held next Saturday, isn't it?
8. I don't know either what's going on here. But believe me I didn't even touch a make that vase falling down.

(29) Age: 25 Length of Stay: 1 yr.

1. I heard someone say tomorrow night.
2. I don't know. I didn't do it.
3. Are you sure?
4. Sorry.
5. I don't think today's appointment day.
6. Sorry. I don't know.
7. Sorry. I'm not sure.
8. Sorry. I don't know.

(30) Age: 25 Length of Stay: 1 yr.

1. For the charity fair, I think it might be next Tuesday.
2. I'm not the last person who stay here yesterday.
3. Don't worry. I think the meeting is tomorrow.
4. I didn't do it but I'll clean up for you.
5. I think that appointment will be tomorrow.
6. Sorry. I don't know about that document.
7. I'm not sure. May be you check it again. I think it will be next Saturday.
8. Excuse me. I didn't do that.

(31) Age: 25 Length of Stay: 1 yr.

1. Sorry, we have a party on next Tuesday.
2. Sorry, I'm not the last one working yesterday.
3. Are you sure? I think the meeting will be tomorrow.
4. Sorry, I didn't break the cub.
5. The appointment isn't today.
6. Sorry, I didn't work on that day.
7. I think the meeting will be on next Saturday.
8. It's not my fault. I didn't touch the flower vase.

(32) Age: 25 Length of Stay: 10 ms.

1. Oh! Really? As I remembered you told me that the fair is going to be held next Tuesday night, or I misunderstood.
2. I weren't the last person that left the office yesterday.
3. You will not have to stay late this evening, but tomorrow.
4. OK. I help you, but I did not break it up.
5. I think may be you forget. The day for appointment is tomorrow.
6. I don't know. I did not work when the document arrived.
7. No, the meeting date is next Saturday. You don't have to stay late tomorrow.
8. You misunderstood. I already saw it fall down on the floor.

(33) Age: 24 Length of Stay: 10 ms.

1. I think the charity fair will be held next Tuesday night, won't it?
2. But last night, I was not the last person to leave the office. I turn them off every time I work late.
3. Oh! The meeting is not today, it's tomorrow.

4. I didn't do it.
5. The interview is tomorrow, isn't it?
6. Which document? Ah, I haven't seen the document before. It might be someone else who did.
7. It is not tomorrow. It's next Saturday.
8. I don't know. I didn't knock them down.

(34) Age: 21 Length of Stay: 9 ms.

1. Actually I think that it's next Tuesday night, not tonight.
2. I'm not the one who were the last person here last night.
3. They will have the committee meeting tomorrow night. You might misunderstand something.
4. I didn't do that.
5. I think it's tomorrow. You're better check with them.
6. I'm not the person who file it.
7. I'm quite sure that it's on next week.
8. I didn't do it.

(35) Age: 28 Length of Stay: 9 ms.

1. Excuse me, I heard that the charity fair will be held on the Thursday, won't it?
2. Um! Yesterday, I wasn't the last one who leave here. Somebody way was still here when I was leaving.
3. No, You don't have to because that meeting will be tomorrow. Not today.
4. Oh! I didn't do it. Maybe someone did, but I can help you to dean?
5. As far as I know, the interview appointment is tomorrow. I think you would double-check again.
6. Which one? Ah! This me. It was field on my day-off. It's not my fault. It's impossible to be me.
7. Oh! No, You don't need to be heart. That special meting will be held on next Saturday, not tomorrow.
8. No! It is not me. It had fallen down when I am coming.

(36) Age: 23 Length of Stay: 8 ms.

1. Excuse me. I know that it will be held next Tuesday night, not tonight.
2. Oh! Sorry, I were not the last person working in the office yesterday.
3. Why don't you check the meeting time again? I think it will be tomorrow, not today.
4. Oh! I did not break anything. But I will help you to clean up.
5. I know that the appointment day is tomorrow, not today. Why don't you check your schedule again?
6. I think someone filed that document, not me because the day that the document arrived I did not work.
7. I don't think that it will be held Saturday. I think it will be held next Saturday.
8. Oh! I didn't do that.

(37) Age: 23 Length of Stay: 9 ms.

1. Maybe you misunderstand, I remember that the party will be held on next Tuesday.
2. I am not the last person who leave office last night.
3. I think the meeting is next 2 days, not tomorrow.
4. I can clean it up for you but just want to let you know that I didn't do it.
5. Hey! Do you forget something? The interview is tomorrow, not today.
6. I didn't file it.
7. I think you confuse about the date. The charity walk meeting is next Saturday.
8. Hey! Don't blame me. I didn't do it. I just pass by and see it fall down.

(38) Age: 22 Length of Stay: 9 ms.

1. I'm sorry to tell you this but I think the fair is held next Tuesday.
2. I wasn't the last person working yesterday. Maybe it was someone else.
3. I've heard that it will be held tomorrow not today. What a good new for you?
4. Sorry. I didn't make that mess. You'd better ask someone else.
5. Well, probably that's because the appointment is tomorrow not today.
6. Sorry, It wasn't me. I wasn't at the office by the time it arrived anyway.
7. I don't think so, my friend. The meeting is next Saturday.
8. I didn't tell you so because I didn't do so.

(39) Age: 19 Length of Stay: 7 ms.

1. Oh! I thought it's supposed to be on next Tuesday night.
2. Actually, I wasn't the last person to leave the office.
3. I was told that the meeting is tomorrow morning.
4. Sure, I will help clean it up. But I want you to know that it's actually done someone else's cup though.
5. Why don't you check your day planned again? It may be tomorrow, not today.
6. I'm not.....
7. I heard that it's going to be held next Saturday though.
8. I just got here, so it must have been someone else who did it. I can help you clean it up though.

(40) Age: 25 Length of Stay: 7 ms.

1. Well, I think you make some mistakes. The charity fair is going to held next Tuesday.
2. Well, I'm afraid I was not the last person working in the office yesterday.
3. Oh! You might be wrong because the meeting will be on tomorrow, not today.
4. I'm sorry. Somebody did it. It was not my coffee cup.
5. I think the appointment for interview is tomorrow.
6. Well, I have no idea about it. I didn't file that document.
7. You might be wrong. The charity is on next Saturday.
8. Well, it's not my fault. Somebody knocked it. I just come here either.

(41) Age: 22 Length of Stay: 6 ms.

1. Isn't it held on Tuesday?

2. Well, I am not the last one at office last night.
3. Lucy, I think we have meeting tomorrow not today.
4. Well Lucy, it's not my cup.
5. Jane, you told me that you have appointment with reporter tomorrow, didn't you?
6. Jane, I didn't do that.
7. I think it'll be on next Saturday, not this Saturday.
8. Oh! I found it's already broken when I come here.

(42) Age: 24 Length of Stay: 4 ms.

1. You might be wrong. The charity will be held next Tuesday.
2. I wasn't the last person to work in the office last night.
3. You might leave early today because the committee meeting will be tomorrow.
4. It wasn't me who spilt coffee all over the floor.
5. I'm afraid that the magazine reporter might not come today because the appointment day is tomorrow.
6. Excuse me. It wasn't me who filed that document.
7. Excuse me. You might be wrong. The special meeting will be held next Saturday.
8. Excuse me. It wasn't me to break the vase.

(43) Age: 24 Length of Stay: 4 ms.

1. Don't you mean next Tuesday night?
2. I wasn't the last person to leave the office last night.
3. I think the meeting I be held tomorrow, not today.
4. It's not my mess. I didn't break anything, that's not my cup.
5. Excuse me Ms. Miller, but I think that the reporter is scheduled to come tomorrow.
6. I'm sorry Ms. Miller it will never happen again. (You have to accept it because she's a boss and it's not a big deal.)
7. I think the charity walk is on next Saturday, not this coming one.
8. The vase was already on the floor when I got here.

(44) Age: 38 Length of Stay: 4 ms.

1. No, I think the charity is going to be held next Tuesday night, not tonight.
2. I am not the last person working in the office yesterday.
3. Oh! No Lucy, the meeting will be tomorrow, not today.
4. It was not my coffee cup and I did not break anything. No, I can not clean up it.
5. Jane, I know that interview is tomorrow, not today.
6. I did not filed that document and the document arrived at the time I did not work at the office.
7. OK. I have to come to work overtime but I know that the special meeting is going to be held next Saturday.

8. Oh! I just see that the vase has fallen down when I was rushing to answer the phone.

(45) Age: 24 Length of Stay: 4 ms.

1. I think that the party will be on next Tuesday.
2. I'm not the last person who left the office.
3. I think you misunderstand about the overtime meeting. It will be tomorrow.
4. I didn't do it. I don't know who did it, either.
5. May be it's not today. You should check the appointment day.
6. I didn't do that.
7. Dear Barbara, the meeting will be on next Saturday.
8. I didn't do it.

(46) Age: 24 Length of Stay: 3 ms.

1. Excuse me madam, I am afraid that the charity fair is going to held next Tuesday night not tonight.
2. I was not the last person working in the office yesterday.
3. I don't think so because the overtime meeting will be tomorrow, not today.
4. Excuse me, it's not my coffee cup and I do not break anything. You might get the wrong one.
5. Your interview appointment is tomorrow, not today.
6. Oh! Sorry the document arrived at the time I did not work at the office and it was not me who filed that document.
7. The special meeting you mentioned is going to be held next Saturday, not tomorrow.
8. It's not me who knocked them over I just be here at the time the vase is running down from the counter.

(47) Age: 19 Length of Stay: 2 ms.

1. Is it tonight? I thought the party will be held on Tuesday night.
2. There were still people by the time I left.
3. The meeting is tomorrow, not today.
4. I think you misunderstand something. Actually, I am not the person who did that.
5. I am sorry to tell you this. The reporter won't come today because the appointment day is tomorrow.
6. I am sorry but I don't understand what are you talking about.
7. Hey, it is on Saturday not tomorrow.
8. I didn't do that. It had already fallen down by the time I came in.

(48) Age: 20 Length of Stay: 2 ms.

1. I believe the charity fair is tomorrow not today.
2. Not me, I wasn't the last one who left last night?
3. I think the overtime meeting is tomorrow not today.
4. I didn't make that mess.

5. The interview is supposed to be tomorrow so that/s why the reporter isn't here yet.
6. I didn't file that document. I wasn't here when the document arrived.
7. The charity walk meeting is on next Saturday so you didn't have to come to work overtime.
8. I didn't knock them over.

(49) Age: 19 Length of Stay: 1 m.

1. I'm not sure but think that your charity fair is not going to be held tonight. I suggest you check it again.
2. Actually, I'm not the last one who left the office yesterday. Well, if next time I'm the last me, I'll surely turn off the light.
3. Are you sure that the party is today not tomorrow? It's better you check before having to stay late.
4. All right, even though I haven't done it.
5. Do you have his number or any info. To contact him? I suggest You check if it's today or tomorrow.
6. Sorry, I really have no idea because I wasn't there at that time.
7. I'm so pleased to work overtime for you, but I heard that it's going to be held next Saturday. If you've checked the certain date, I would be ready to work on behalf of you.
8. Because it's not me who did that. Anyway, I'd be so happy to help you clean up and wage them this time.

(50) Age: 20 Length of Stay: 1 m.

1. Excuse me, Wilson. I think you probable remember the wrong day. However, I must go to my friend's party. Would you like to join with us?
2. I am sorry about this, but I surely think that I'm not the last person going out the office.
3. The meeting you mentioned is not today. I think you should to check your appointment again.
4. It isn't me, but I will help you to clean up this broken coffee cup.
5. May be you should check the time schedule again. I think it would be happened tomorrow.
6. I'm not!
7. Sorry! I expect that the meeting will be held Saturday tomorrow.
8. Sorry! But it is not me. But I will help you to clean it.

Thai Learners of English as a Foreign Language Studying in Thailand with High Exposure to English Language

147.5 - 63.5 marks

(1)

1. Really, I thought it won't be held until next Tuesday night.

2. Because I left the office quite early yesterday so some people still stayed after me.
 3. Oh my dear, I think you may misunderstand. It'll be on tomorrow night.
 4. Well, the cup is not mine. But I'll help you clean up.
 5. Well, the reporter booked the appointment with you tomorrow.
 6. I'm so sorry but when it arrived, I was in the meeting.
 7. Barbara, I've got a good news for you, the meeting actually on next Saturday so you can take a rest first.
 8. I just saw it on the floor too. Sorry I didn't see who did it.
- (2)
1. I don't think it's going to be held tonight. It's going to be held next Tuesday.
 2. I wasn't the last person who left the office last night.
 3. You mean the meeting tomorrow? It's not today.
 4. This isn't my coffee cup. I think it's someone else's.
 5. The interview isn't today. It's on tomorrow.
 6. I didn't file it because I wasn't at the office on the day it arrived.
 7. I guess you mean next Saturday. The meeting isn't today.
 8. I just arrived and saw that the vase was already knocked over.
- (3)
1. I guess you may misunderstand, it is going to be held next Tuesday night, not tonight.
 2. I am sorry but I was not the last person here yesterday.
 3. No, you don't have to. The meeting will be tomorrow, not today. Congratulations!
 4. Sure, I can help you, but anyway, this is not my coffee cup. Mine is the one with 2 teddy bears on it. You forget it?
 5. Dear, she shouldn't come yet. The interview is tomorrow, not today.
 6. It arrived at the time I wasn't here so I'm not sure who did that but anyway I'll tell them to be more careful.
 7. Be happy, the meeting will be on next Saturday. So you can have the whole day to rest tomorrow.
 8. I just come here to answer the phone so I don't know who did it. Let me help you.
- (4)
1. I'm afraid that it might be held on next Tuesday night. I'm not sure. Would you like me to check it?
 2. I'm sorry. But I *didn't* the last person leaving yesterday. But I'll inform my colleagues to turn the lights off if they are the last person working in the office.
 3. Oh, my dear Lucy. The meeting will be held tomorrow. So, today you go home on time. Have a nice day!
 4. Oh, I don't do that mess. I'll find another one to clean up.
 5. Jane, I think that *in* your appointment book said that you have an interview tomorrow.
 6. I don't know either. Last time when I saw it, it still was in its place.
 7. Mrs. White, the meeting will be held next Saturday not tomorrow. So, have a nice weekend.
 8. Oh! I don't do that. As I come in this room, I see it's already scattered. Sorry about that. I'll find someone to help you clean this up.
- (5)

1. Well, I heard that Jim's saying that he's going there next Tuesday night, maybe it is the same one as yours.
2. Yesterday I left the office earlier than usual so I wasn't the last one who left the office.
3. Isn't it tomorrow?
4. I'd love to but unfortunately this mess isn't me doing it. Sorry.
5. Probably he's coming tomorrow not today.
6. I have no idea what you're talking about. I wasn't in charge of that.
7. Really? I thought that it's tomorrow, isn't it?
8. Actually, it's broken before I ever got here.

(6)

1. In my timetable it said next Tuesday. You had better check the date. But I'm quite sure it's on next Tuesday.
2. Oh! I had business yesterday so I went out early. Someone might probably forget to turn those lights before he left last night?
3. Let me see. Congratulations! You won't have to stay late tonight because the meeting will be held tomorrow.
4. Well, I didn't do it. Someone else had made it but I can help you clean it up.
5. I think you should check up the appointment *that* if it is really today because he should be here if it's *for* today.
6. Oh. It must have been mistake. You must misunderstand. I'm not the one who filed that document.
7. You can be happy now. The meeting is held next Saturday.
8. It's not my fault. Someone did it not me. Don't be upset, I'll help you.

(7)

1. I don't think it's tonight. It's going to be held next Tuesday night.
2. I wasn't the last one who left the office last night.
3. You don't have to because the meeting is tomorrow. So you can go home and get some rest for tomorrow.
4. Well, it's not my coffee cup and I didn't leave this mess on the floor but I don't mind helping you cleaning it up.
5. I'm afraid that you misunderstood. I think the appointment day for the interview is tomorrow.
6. I didn't file it because I wasn't here when the document arrived.
7. You mean next Saturday right? The meeting isn't tomorrow.
8. I'm sorry about the vase but I didn't do it. It was broken already when I came here.

(8)

1. Oh! I think the charity is on Tuesday night. Have you checked the invitation card yet?
2. When I left, Jane was still working. So, I wasn't the last one working in the office yesterday.
3. Really? I think the meeting will be tomorrow.
4. Calm down, Lucy. I didn't do that. The cup was broken before I came.
5. You misunderstand. Your schedule book says the interview will be tomorrow.
6. I'm sorry but the document arrived when I wasn't at the office. I'll put it in the right place, then.
7. Oh! You may misunderstand. The meeting is held on next Saturday, not tomorrow.
8. I didn't do that. The vase was broken before I came in.

(9)

1. I believe it's next Tuesday night. Shall I check it for you again?
2. I didn't. I wasn't the last who left.
3. I think today you can go home early, coz it's tomorrow that you will have to stay real late.
4. Yes, I would. But for sure it's not my mess!
5. I think it's tomorrow. Wouldn't you check again?
6. I didn't. I wasn't here when it arrived. But I can move and re-file it for you.
7. Tomorrow you can stay home, but we will need you next Sat. to help with the meeting. Could you please?
8. I didn't knock it over. Now let me help you arranging them in the new vase.

(10)

1. I don't think it's tonight. It's going to be held next Tuesday night.
2. I thought Mr. Simpson would turn them off because I left the office before him.
3. Lucy, the meeting will be held tomorrow.
4. It's not my mess!
5. I'm afraid that he will come tomorrow because the appointment day is tomorrow.
6. It's not me who file this document.
7. Don't be that sad. It's next Saturday.
8. Sorry for not telling you but I did not knock them over.

(11)

1. Excuse me. I could remember that the charity fair would hold next Tuesday night.
2. No, it was not me. I was not the last person who *were* working in the office yesterday.
3. No, Lucy, the meeting will hold tomorrow, so you don't have to stay late this evening.
4. It was not my coffee cup and I didn't bread anything. You see, this is my coffee cup and it wasn't broken.
5. Jane, I can remember that the magazine will interview you tomorrow. Let's check your schedule.
6. No, it's not me. I thought this document came while I wasn't in the office.
7. Barbara, the special meeting will be held next Saturday, not tomorrow.
8. Sorry, but it's an accident, not my fault.

(12)

1. I'm afraid it will be held next week, but I'm not sure anyway. Could you check the date again?
2. Oh I wasn't the last at the office, but I don't remember who was the last yesterday.
3. But the meeting is going to be held tomorrow, I think.
4. No, it isn't mine. It must be someone else's. Let me help you with it anyway.
5. The schedule says that the reporter is coming tomorrow.
6. I didn't. It arrived when I wasn't at the office.
7. The good news is that you don't have to work tomorrow, but the bad news is you have to work overtime next Saturday instead because the schedule says it holds on next week.
8. I didn't. I just got in here to answer the call and found that the vase's already fallen down.

(13)

1. I'm afraid you misunderstand. The charity fair will be held next Tuesday night.
2. Yesterday I'm not the last person leaving the office.
3. The overtime meeting will be held on tomorrow not today.
4. I didn't do it but I will help you clean it.
5. I'm afraid you misunderstand something. The appointment will be tomorrow.
6. The file arrived when I'm not at the office. Someone placed it a wrong place.
7. I think the charity walk meeting will be held next Saturday.
8. I didn't do that. It had fallen down before I came to answer the phone in place of a receptionist. I think you should ask the receptionist who did it.

(14)

1. Hmm. I have heard that will be held on next Tuesday night.
2. Sorry. Yesterday I went out early to see a doctor.
3. Lucy, the meeting will be held tomorrow, not today.
4. Lucy, it's not my coffee cup. This is mine.
5. I have heard your secretary said that they will come tomorrow.
6. Jane, *at* that day I was not in the office. I had a meeting with Mr. Brown at his office.
7. Barbara, the charity walk is going to be held next Saturday, not tomorrow.
8. I'm not that clumsy guy.

(15)

1. Oh great I hope you'll have fun. Anyway, I thought it was gonna on next Tuesday.
2. Yesterday I left the office earlier than usual.
3. The meeting is tomorrow I think. Well, I'll check with the boss for you to make sure.
4. That wasn't me.
5. The appointment day is tomorrow from what I heard.
6. I didn't do that because it arrived when I did not work at the office.
7. You mean the charity walk meeting? It's actually on next Saturday.
8. It wasn't me.

(16)

1. Umm...I think it's held on next Tuesday night but I might be mistaken. Why don't you check about it again?
2. There were some people working here when I left. I think they forgot to turn them off.
3. Lucy, the meeting is tomorrow evening, not today.
4. It's not my cup over there but if you're in such a hurry, then I can clean it up.
5. Are you sure it's today? I thought it would be tomorrow.
6. That document? Oh, I did not work here when it arrived. I don't know who filed it.
7. Isn't it on next Saturday? Hang on, I'll check for you.
8. I'm sorry but it's already like that when I got here.

(17)

1. I'm afraid I heard that it was postponed to next Tuesday night, basically not tonight.
2. Really? The lights were still on last night? Leaving the lights on is really bad, isn't it? But the last person who left the office yesterday wasn't me.

3. Oh dear Lucy! Thank God you tell me right now about the meeting but don't you know that it was put off to tomorrow, not today?
4. I'm so sorry about the mess, Lucy even though I didn't drink any cups of coffee this morning, either break any cups.
5. Well, I think it's because the appointment day for this interview is tomorrow, not today!
6. That's a really bad thing, isn't it? But, it wasn't me who filed that document.
7. Oh I think you don't have to come tomorrow because the meeting is going to be held next Saturday, not tomorrow!
8. I'm so sorry, Barbara that you have to clean it up again but it wasn't me who knocked them over. It was already a mess when I got here.

(18)

1. I thought it would be held next Tuesday night.
2. Because... (the name of the last person working yesterday) was still working.
3. Isn't it supposed to be held tomorrow?
4. That is not my mess. It's not even my coffee cup.
5. I thought the interview was tomorrow.
6. It wasn't me.
7. I thought it's next Saturday. Are you sure?
8. I did not! It was already knocked over when I saw it.

(19)

1. Excuse me, Madam, I think you remember the wrong day. The charity fair will be held next Tuesday night.
2. Excuse me, Madam, I think you misunderstand something. I was not the last person *who* working in the office yesterday. It might be somebody else.
3. I think you might misunderstand the date. The meeting will be tomorrow, not today.
4. Oh, it's not mine. I haven't done that, I think somebody else did it and forgot to clean up.
5. Excuse me boss, I've checked in your organizer, and the appointment day for this interview is tomorrow.
6. Excuse me, Madam, I'm not the one that filed this document in a wrong place because it arrived at the time I didn't work at the office.
7. You don't have to because the special meeting is going to be held next Saturday, not tomorrow.
8. I'm sorry for making you more burden but it's not me who knocked them over. It just fell accidentally.

(20)

1. The charity fair will be held next Tuesday night, not tonight.
2. I left early yesterday so I wasn't the last person working.
3. The overtime meeting is tomorrow, not today.
4. I'm afraid it was somebody else who broke it, not me. I didn't do anything. I have been in the meeting room for 2 hours.
5. They will come tomorrow because the appointment is tomorrow, not today.
6. It wasn't me. I didn't file that document. I wasn't here when it arrived.
7. No, you don't have to because the meeting will be held next Saturday, not tomorrow.
8. I didn't knock them over. I was just hurried to answer the phone here but I didn't drop it.

(21)

1. No, the charity fair is going to be held next Tuesday night.
2. I saw John's using the computer and I told him to turn off the light before I left.
3. No, the overtime meeting is not today. It's tomorrow.
4. Today I didn't drink a cup of coffee yet. I'm sure it's not me.
5. I think you remember the wrong day. The magazine reporter will come tomorrow.
6. I already left when the document was sent here. I don't know who did it.
7. No, the charity walk meeting is going to be held next Saturday, not tomorrow.
8. No, it's not me. The flower vase has fallen down before I walked here.

(22)

1. I'm afraid you misunderstand something. The charity is held on next Tuesday night, not tonight.
2. Sorry but I'm not the last one who *leaves* the office last night.
3. But I heard that your overtime meeting is on tomorrow, isn't it?
4. I'm sorry but I did not do it. However, I'm willing to help you clean up the mess.
5. You may get wrong information. The interview is appointed on tomorrow, not today.
6. I'm not the one who files the document. It is...but I will arrange it for you.
7. Oh! I'm afraid you don't have to work tomorrow because the meeting is held next Saturday.
8. Sorry but I didn't do it. I just step in and find it already broken. You misunderstood.

(23)

1. I've heard from Mrs. Thompson that the charity will be held just next Tuesday night. But I'm not exactly sure. I think you better ask her, so that you must not waste your time tonight.
2. Oh, I'm afraid I was not the last one who left the office last night.
3. But I don't think there is a meeting this evening. Are you sure you want to go at that meeting?
4. Well, that is not my cup.
5. I think the interview must be tomorrow. Did you check your appointment?
6. I know I can't get the file in the wrong place because I didn't come when the document arrived. Sorry.
7. Sorry, but I think the meeting will be held next Saturday.
8. Well, I am not the one who knocks it of course. I just come to answer the phone when it is falling by accident.

(24)

1. Excuse me. I doubted that the charity fair will be held next Tuesday night. So please check the certain day before going first.
2. Yesterday, I have gone home since 4 o'clock after finishing work.
3. I think that you may misunderstand something because the meeting will be held tomorrow.
4. I would help you to clean it but I'd explain first that I didn't do that. It's a cat. It crashed the cup from Mr. Jai's table.
5. I think that it's because you may misunderstand or remember the wrong day. The reporter *have* made the appointment for tomorrow.
6. I didn't file that document because I was sick that day. I didn't come to work that day.

7. Let's see this schedule. The charity walk meeting will be held next Saturday.
8. So sorry but believe me I didn't do that.

(25)

1. The charity fair will be held next week, won't it? I think it's better to check again if possible.
2. I'm sorry, but I was not the last one who left here.
3. The meeting is actually not today. It's tomorrow. So you can leave at the same time today.
4. Sorry, but don't get me wrong. I didn't do that.
5. I think your appointment is tomorrow. Maybe you should check again.
6. I didn't file it. Actually, the document arrived when I was not here. Maybe you should go ask someone else.
7. Actually, the meeting will be held next Saturday, so you don't have to work overtime tomorrow.
8. I didn't do that. I just rushed here for the phone and found the same thing.

(26)

1. I'm afraid that you maybe misunderstood. I think that the charity fair is held next Tuesday.
2. Yesterday, I left the office on 5 o'clock in the evening. So, it's not me who is the last person in the office who didn't turn the lights off.
3. Take it easy. You *have not to* stay late tonight because the overtime meeting is tomorrow.
4. I'm sorry to tell you that it's not mine. You maybe misunderstand something.
5. I think you should check your organizer that it is today or not.
6. I'm afraid that you misunderstand something. I have not seen that document before.
7. I think the charity walk meeting held next Saturday so tomorrow you have a break.
8. It's not my fault! I have just gone here to answer the phone.

(27)

1. I remember that it is going to be held next Tuesday night, isn't it?
2. I really have no idea about it. I left early yesterday.
3. Oh, you must be mistaken. The meeting is held tomorrow.
4. I'm sorry about that, but I haven't had any cup of coffee today.
5. Dear, the interview is tomorrow according to the schedule you showed me yesterday.
6. I have no idea about the document at all. I think it arrived when I was not here.
7. You don't. The meeting is going to be next Saturday.
8. I've just seen it too. It laid like this when I got here.

(28)

1. Um...but I heard that it'll be held on Tuesday.
2. I'm sorry but I can't coz ...still worked.
3. The meeting will be held tomorrow, won't it?
4. I'm sorry, Lucy, but I didn't do it.
5. I think you may remember the wrong day. Why don't make sure?
6. Sorry. I was not the person who did it.
7. I think it's going to be held next Saturday. So you can be happy.
8. It wasn't me. When I come here, it's already broken.

(29)

1. Sorry, Madam. The charity fair will be held next Tuesday night.

2. I was not the last person working in the office yesterday. I'm sorry about that!!
3. You *have not* to stay late this evening, Lucy, because the overtime meeting will be tomorrow.
4. Oh. I'm sorry but I did not break anything.
5. Excuse me. The interview is not today. It is tomorrow.
6. Oh I'm sorry but the arrived when I didn't work at the office. So I'll file that for you.
7. Tomorrow you *have not to* come to work overtime because the charity walk meeting is going to be held next Saturday.
8. Sorry, but I didn't knocked them over. I just have temporarily stepped here. Would you please clean it?

(30)

1. I think the charity fair will be held tomorrow, isn't it?
2. Oh! Really? But I wasn't the last person in the office yesterday. I had an appointment with my friend so I left the office at 5.30 pm.
3. Lucy, I think you remember the wrong day. The overtime meeting is on tomorrow.
4. Sorry, Lucy. I can't clean up that mess because it's not mine. And this is my cup.
5. The appointment with the magazine reporter is tomorrow, isn't it?
6. I didn't file any documents yesterday because I went out for store auditing with sales manager.
7. No, it's not tomorrow. The meeting will be held next Saturday.
8. Why do I tell you, Barbara? I didn't do anything. I've just arrived here to answer the phone.

(31)

1. The charity fair that you mentioned will be held next Tuesday night, not tonight.
2. I wasn't the last one who left the office yesterday. There were some people working in the office when I left.
3. The meeting that you mentioned will be held tomorrow.
4. Oh! Well, actually, that is not my coffee cup and I don't mess up the floor.
5. The appointment day is tomorrow, not today.
6. I did not file that document. I have never seen it before.
7. The meeting will be held next Saturday, not tomorrow.
8. I didn't knock them over. I've just rushed to answer the phone and saw that the vase had fallen down.

(32)

1. Excuse me. But I think the charity fair will be held next Tuesday night, Ms. Wilson.
2. I wasn't the last person leaving the place yesterday. It must be someone else.
3. I've heard that the meeting is tomorrow, not today. Maybe you should check the date again.
4. I'm sorry. I didn't break the cup. But it's alright to do the cleaning. Just want you to know it wasn't me making the mess.
5. Maybe you should recheck the schedule or calling the magazine office because I remember that the interview is tomorrow.
6. Sorry. It wasn't me who filed the document.
7. I'm sorry. But I think the meeting is next Saturday.

8. I didn't *knocked* them over. It must be someone else. I've just arrived here a few minutes ago.

(33)

1. But I've heard that it will be held next Tuesday, not tonight.
2. I'm not the last person leaving yesterday.
3. I've heard that the meeting isn't today, but it's tomorrow.
4. It wasn't me. I didn't do it.
5. I've heard that the reporter isn't gonna come today. It will be tomorrow.
6. I didn't do it. I think it may be another.
7. It isn't today, but I've heard that it's next Saturday.
8. I didn't do that, it gonna be another.

(34)

1. That sounds great, but I've heard that it will be held next Tuesday night, won't it?
2. I'm sorry Madam, but it was John who was the last person working in the office yesterday.
3. I don't think you'll have to stay late this evening. That meeting will be held tomorrow.
4. I didn't do that. Don't you know that I don't drink coffee?
5. I think your appointment with the reporter is tomorrow. Would you like me to check for you?
6. I'm sorry but that document arrived when I went out for lunch. It might be someone else who did it.
7. I think it will be held next Saturday. Why don't you check again?
8. It's not my false. It has fallen down before I came here.

(35)

1. Tonight? I heard that the charity fair is going to be held next Tuesday night, isn't it?
2. Sorry, Madam. But yesterday I wasn't the last person working in the office.
3. I don't think so. I heard that the meeting will be tomorrow, not today.
4. I think you misunderstood. It was not my coffee cup and I didn't break anything. But I would clean it.
5. I think the appointment day for your interview is tomorrow, not today, isn't it?
6. Really? I think that time I didn't work at the office and it wasn't me who filed that document.
7. But I think the special meeting is going to be held next Saturday, not tomorrow.
8. I'm terribly sorry. But I didn't *knocked* them over.

(36)

1. Isn't it held next Tuesday?
2. But it wasn't me who left the last. It might be someone else.
3. You don't have to stay late today. The overtime meeting is tomorrow.
4. I didn't do that. I hadn't even have any coffee today.
5. I'm afraid the interview is tomorrow, not today.
6. Oh, I don't realize when the document arrived. Maybe it came when I'm not in the office time.
7. No, it will be held next Saturday, not tomorrow. You can have your time tomorrow but sorry for the next Saturday.
8. I've just come here. It wasn't my fault. But I can help you, if you would like.

(37)

1. I remember that the charity fair is going to be held *on* next Tuesday night, not tonight.
2. Oh! Yesterday I had to go home early. So, I was not the last one who left here last night.
3. I *afraid* that the meeting will be *on* tomorrow, not today.
4. That's not my cup and I didn't break anything. Maybe someone else broke it.
5. You might make a mistake. I remember that the interview is *on* tomorrow not today.
6. I'm not here when the document arrived.
7. I think the charity walk meeting is going to be held *on* next Saturday, not tomorrow.
8. I didn't do it. I just be here for 1 second to answer the phone.

(38)

1. I'm afraid it's held on the next Tuesday, isn't it? You should check the schedule again.
2. Yesterday, I'm not the last one who got out of the office. Pleas ask Peter. He was the last one.
3. You probably misunderstand about the day of the meeting. I have been told that it's actually tomorrow.
4. But I'm not the one who make this mess and I don't know who it is but I can help you if you want me to.
5. The appointment day is tomorrow, not today. You may misunderstand.
6. It wasn't me. I'm not here when the document is delivered. Please ask somebody else.
7. Then be happy because the meeting is going to be held next Saturday.
8. Because it wasn't me who knocked them over. When I come here, it's already broken. Maybe, somebody else accidentally drop it.

(39)

1. No, it will be next Tuesday night. I've just read the card.
2. Yesterday, I was not the last person leaving the office.
3. But I know that the meeting will be tomorrow. Maybe you can check *in* the timetable.
4. I can do it for you, but I didn't make it *happened*.
5. I think that she will come tomorrow because I see your appointment timetable.
6. I didn't work in the office at the time that document arrived. Sorry!
7. I know that it will be on the same day, but next week because I will join the meeting too.
8. Sorry! I have just seen it too. Maybe the receptionist knocked them over.

(40)

1. I think the charity fair is going to be on next Tuesday, isn't it?
2. Actually, I wasn't the last person who left the office yesterday.
3. Lucy! I think you're *confusing* now. That meeting is going to be tomorrow.
4. Umm...I don't think so. It is not my cup but I can help you clean it up though.
5. I think that interview is on tomorrow, not today. Let's go check it.
6. When did that document arrive? I don't think that I've ever seen it.
7. It's OK. You can do whatever you want tomorrow because that charity walk meeting is on next Saturday.
8. Calm down! I didn't do that. I just tried to help answer the phone.

(41)

1. Excuse me. I've heard that the charity will be held next Tuesday night, not tonight, *does* it?
2. I'm sorry but I'm not the last one leaving the office yesterday.
3. Oh...Lucy, today you haven't stay late because the meeting will be tomorrow not today.
4. I've just come to the office, Lucy. I think someone else broke it but it's not me.
5. Jane, I've heard that the interview will be tomorrow, not today.
6. Sorry Jane, but last Monday I didn't work at the office so I didn't receive the document by myself.
7. Barbara, the meeting will be held *on* next Saturday, not this Saturday!
8. I've just seen it, too and I've just come to answer the phone. I don't do it. I think the receptionist will go to fine someone to clean it.

(42)

1. Sorry, but I've heard that the charity fair is going to be held next Tuesday.
2. I'm sorry, but yesterday I left the office earlier than usual so I don't know who was the last person working in the office yesterday.
3. I've heard that the meeting will be tomorrow, not today.
4. Sorry, but I don't break the cup.
5. I think there's some misunderstanding, the appointment day for the interview is tomorrow.
6. Sorry, but I don't know who filed it because it arrived when I was not at the office.
7. So, be happy then because the charity walk meeting is next Saturday.
8. Sorry, but I didn't do that. I just came to answer the phone and saw them like this.

(43)

1. Are you sure the charity fair is tonight? I heard it is going to be held next Tuesday night.
2. I was not the last person leaving the office last night. When I left, there were still some people working.
3. The meeting is tomorrow, not today, so you don't have to stay late.
4. I didn't do it.
5. Well, the interview is tomorrow if I remember correctly.
6. I wasn't the one who file that document. I wasn't even there when the document arrived.
7. The meeting is held next Saturday so there's no need for you to come to work tomorrow.
8. I didn't do it. They were already knocked over when I arrived.

(44)

1. Excuse me. I heard that the charity fair is going to be held next Tuesday night.
2. I am sorry but I *were* not the last person working here last night.
3. You do not have to because the meeting will be held tomorrow.
4. Sorry to say but I did not break anything.
5. The reason why they haven't come yet is because the interview is tomorrow.
6. Sorry but I did not work at the office at the time that the document arrived.
7. No, you don't have to. The special meeting is going to be held next Saturday.
8. No, I didn't make it.

(45)

1. Excuse me but I've heard that the fair is going to be held next Tuesday night, isn't it?
2. I don't think I was the last one working in the office yesterday.
3. Are you sure? Because I think the overtime meeting is tomorrow, not today.
4. Excuse me Lucy that is not my coffee cup. I don't even have any coffee today.
5. Isn't the appointment day tomorrow? I think you told me so. Why don't you double check on that?
6. The document arrived here yesterday, my day off, so I don't think it's filed by me.
7. No, it's not this Saturday. It's next Saturday, Barbara.
8. It wasn't me. I've been here for only 5 seconds. Ask the woman in the restroom.

(46)

1. Oh! I think it will be held on Tuesday night. You should check again.
2. I don't know who is the last person working in the office yesterday but it's not me.
3. I think you misunderstood. The meeting will be held tomorrow. Just check it again.
4. It wasn't me who make the mess.
5. Are you sure the appointment is today? I think it's tomorrow.
6. I don't know that it was in the wrong place. It was there even before the time I work here. I will correct it anyway.
7. I think the charity would be held next Saturday. It's not tomorrow.
8. I don't know who did it. I just came to answer the phone a minute ago.

(47)

1. Sorry. The party should be on next Tuesday. I'll check it out.
2. I'm sorry. But I didn't know who left here the last. I'll inform the others to turn off the lights before leaving.
3. The overtime committee meeting will be tomorrow, not today. You can leave now.
4. What happened? Who dropped this coffee cup? I didn't know. Could you please clean it up? I'm in a hurry. Thanks.
5. You misunderstand. The appointment day is tomorrow.
6. Sorry. I didn't do that. But I'll see who filed that document. I'll find it for you.
7. Oh! It's going to be held next Saturday, not tomorrow.
8. Sorry. I didn't do it. I just rushed out to answer the phone. And I saw the vase has already fallen down.

(48)

1. But I've heard that this charity fair will be held next Tuesday night. You'd better check it again.
2. I'm sorry. When I left, there was another one in the room.
3. The overtime meeting tonight? Are you sure? I remember that this meeting will be held tomorrow.
4. I didn't do that. It must be someone else.
5. Maybe you remember wrong day. Why don't you check it again?
6. I don't know because I didn't file that document. You see, this document arrived at the time I didn't work at the office.
7. You misunderstand. This meeting is going to be held next Saturday.
8. Don't get me wrong. I didn't do that.

(49)

1. I have heard this fair will be held next week. Would you like to check again?
 2. I didn't turn the lights off because while I left the office, others were still working.
 3. Are you sure? I think the meeting will be tomorrow. Maybe you should check again.
 4. I'm sorry, but it wasn't me. I didn't drink any coffee.
 5. I think you should check your schedule again because they might not let you *waiting* so long.
 6. I didn't manage this file because yesterday is my day off. Do you want me to file it in the correct place?
 7. Really? I have heard that this special meeting is going to be held next Saturday. Do you want me to check it for you?
 8. No, I didn't. I just also saw this when I arrived here.
- (50)
1. I'm afraid that it's not tonight. Isn't it held next Tuesday night?
 2. Someone (or the name of the person) was still here when I left.
 3. Isn't the meeting held tomorrow?
 4. Yes. I can clean up the mess, but it is not my mess. I don't know who did it.
 5. I suppose the reporter has the appointment with you tomorrow, doesn't she?
 6. Oh...I didn't. The document was filed when I was out.
 7. Well, I'm afraid the charity walk meeting is not tomorrow, but it is on next Saturday.
 8. Oh...I'm sorry that the vase was knocked over, but I'm just answering the phone in place of the receptionist. It was in this condition when I arrived.

Thai Learners of English as a Foreign Language Studying in Thailand with Low Exposure to English Language

48.5-12.5 marks

- (1)
1. But I've heard that it'll be held next Tuesday night.
 2. Oh! No...I'm not the last one working in the office yesterday!!!
 3. But I've heard that the meeting will be tomorrow.
 4. Oh no! It's not my coffee cup and I didn't break it.
 5. You would misunderstand. The reporter will come tomorrow.
 6. Sorry. I was not the person who filed the document.
 7. I've heard that it'll be held to Saturday, not tomorrow.
 8. Oh! No. It's not me.
- (2)
1. Really, I don't sure that it is held next Tuesday night, doesn't it?
 2. Yesterday Suda was the last person working in the office. I was not.
 3. Your meeting is tomorrow, isn't it?
 4. I don't make it but I clean up for you.
 5. Why don't you call to them? I'm not sure that the appointment day is tomorrow.
 6. It's not my false.
 7. Special meeting is going to be held next Saturday, isn't it?
 8. I'm sorry. I don't do that.
- (3)
1. Carol. I think the charity fair is on next Tuesday. Isn't it?

2. You got it wrong!! It wasn't me who was the last person working in the office yesterday.
3. It's not today Lucy. It will be tomorrow.
4. It wasn't me!! Clear it yourself. It's your job!!
5. But I remember that the magazine reporter will come tomorrow. Don't you think?
6. It must be misunderstand. I have no idea what're you talking about.
7. Don't worry, Barbara. I think the charity walk meeting is on next Saturday. So tomorrow you can stay at home all night long.
8. It wasn't me!!

(4)

1. Sorry, madam. I think you misunderstood something. This charity fair will be held next Tuesday.
2. Sorry, madam but in fact I'm not the last person who leave the office. Anyway, I'm so sorry for that.
3. Oh! Girl. Maybe you misunderstand something. The overtime meeting will be held tomorrow.
4. Oh! Sorry girl. In fact I didn't do that. Anyway I'll clean up.
5. I will check your schedule again. Oh. It's tomorrow not today.
6. Sorry, madam. In fact I didn't do that but I will file it right away right now.
7. Lucky to you because special meeting will be held next Saturday not tomorrow.
8. Oh! I didn't do that but I will help you to clean it up OK?

(5)

1. Pardon. I think it has to have misunderstand about the charity time. Won't it be held next Tuesday?
2. I was not the last one who left the office yesterday.
3. There is something wrong. The meeting will be held tomorrow.
4. I don't do that. It is not my coffee cup because I don't like coffee.
5. Maybe, you remember the wrong date. I think it has to be tomorrow.
6. I was not in the office at that time so I didn't do it.
7. The charity walk meeting will be held next Saturday not tomorrow.
8. I don't do that. I'm sorry about that.

(6)

1. I hear that it to be held next Tuesday night.
2. Why you think me? I was not the last person left.
3. I know that it will be tomorrow.
4. Not me! Coz I not do it.
5. I think you must check it again. It's today sure?
6. Sorry, but Not Me!!
7. Not tomorrow night? It's next Saturday.
8. Sorry, but not me.

(7)

1. But I heard that it will take place on Tuesday night.
2. I went home quite early. That time, there were some people in the office also.
3. The meeting will take place tomorrow, won't it?
4. Sorry but it's not my stuff.
5. The appointment is not today. It's tomorrow.
6. I didn't file any document.

7. Don't you know, the meeting is going to be held next Saturday, not tomorrow?
8. I just came to answer the phone without touching anything but the telephone.

(8)

1. I'm afraid the charity fair isn't tonight. It's going to be held next Tuesday night.
2. No, I'm not last in the office yesterday.
3. The meeting will be tomorrow, won't it? You should check schedule again.
4. No, I didn't it. Look it isn't a coffee cup.
5. Because it isn't today. The magazine reporter will come tomorrow.
6. I'm afraid not me. Because I didn't work at the office yesterday.
7. I know that the charity walk meeting on next Saturday, not tomorrow.
8. No, I didn't it. I just see it.

(9)

1. Really, I have heard that it'd be held next Tuesday night.
2. I'm afraid that I was not the last person who was in the office yesterday.
3. Is it not tomorrow?
4. This broken cup is not mine. I'm afraid you have to ask for the real person!
5. I have heard that they'll come tomorrow.
6. I'm not the one who file the document.
7. I'm afraid it's tomorrow, not today.
8. I've just come in a moment before you.

(10)

1. Oh! Sorry Wilson. The charity fair is on next Tuesday at night. Don't miss it.
2. Me? I wanna say you are wrong because I were not the last person working in the office yesterday.
3. Tomorrow. Not today. Remember.
4. I don't think I do it. I don't know any more.
5. Miller, please check the time right now. I remember that your appointment is tomorrow.
6. Oh! really. I don't know anything.
7. Oh! I'm afraid that the special meeting is going to be held next Saturday.
8. Terribly sorry Mrs White. It's not me. I just arrives here.

(11)

1. No, Carol. The charity fair is going to be held next Tuesday, not tonight.
2. I were not the last person that left the office.
3. I think the overtime meeting may be tomorrow.
4. Sorry Lucy. It's not me.
5. I remember that he will interview you tomorrow, not today.
6. At that time I were not here.
7. The meeting is next Saturday. Not Saturday, Barbara.
8. It's not me, Barbara. I just walk in.

(12)

1. Pardon, I heared that the charity fair is going to be held next Tuesday night!
2. Because there were another person still worked when I left.
3. The overtime meeting will be tomorrow, won't it?
4. Sorry, I didn't do that, but you don't worry I shall help you to clean. See you tomorrow, Bye...bye.
5. I think the interview is tomorrow. Can you ask magazine reporter by tel.?
6. Sorry I didn't do that. I didn't work at time that document arrived.

7. Barbara! You miss the date. The special meeting is going to be held next Saturday.
8. Sorry I didn't do. The huge flower vase was been broken before I came here.

(13)

1. Carol, the charity fair is going to be held next Tuesday night.
2. No, I'm not the last person working in the office yesterday.
3. I know the meeting will be tomorrow.
4. No, it wasn't my coffee cup and I did not break anything.
5. I know that the appointment day for that interview is tomorrow.
6. No, the document arrived at the time I didn't work at the office, and so it wasn't me who filed that document.
7. The special meeting is going to be held next Saturday.
8. No, I wasn't knocked the vase over.

(14)

1. Excuse me, Madam. The charity fair is on next Tuesday, isn't it?
2. Sorry, Madam. Yesterday, I was not the last person working in the office. It may be someone else.
3. Lucy, the overtime meeting will be tomorrow, not today.
4. Oh dear! It's not mine and I didn't break anything. But I will help you clean it up if you want.
5. Excuse me, the appointment for the interview is tomorrow.
6. Sorry. I didn't file it. That document arrived when I didn't work at the office.
7. Excuse me, it will be held next Saturday, not tomorrow, isn't it?
8. Sorry, madam, but I've just arrived and see it. Maybe someone knocked it but I'll arrange it immediately.

(15)

1. I'm sorry, but I think the charity fair you mentioned is going to be held next Tuesday night, not tonight, isn't it?
2. I'm sorry, but it won't me who was the last person working in the office yesterday.
3. I think the meeting you mentioned is going to be held tomorrow not today, isn't it?
4. Sorry, Lucy. But it wasn't me who did it and it's not my coffee cup.
5. I'm sorry, but I think he's going to come tomorrow, not today, isn't it?
6. I'm sorry, but that document had been there before I got here.
7. I'm sorry, Barbara, but I think the special meeting is going to be held next Saturday, not tomorrow, isn't it?
8. I'm sorry, but it isn't really my fault. It happened before I got here.

(16)

1. I know that the charity fair to be held next Tuesday night, not tonight.
2. Yesterday I was not he last person working.
3. I know that the meeting not today, but will be tomorrow.
4. It was not my coffee cup and I did not break anything.
5. I know that the appointment day for that interview is tomorrow, not today.
6. However, the fact is that the document arrived at the time I did not work at the office.
7. I know that, in fact, the special meeting is going to be held next Saturday, not tomorrow.
8. No I don't.

(17)

1. Ms. Wilson, you are misunderstanding. A charity fair will be held next Tuesday night.
2. When I left, there were a few still worked at the office.
3. You are misunderstanding. Indeed, it will be tomorrow.
4. Are you crazy? I didn't break anything.
5. As I know, today is not an appointment day.
6. When the document arrived, I had gone out.
7. You are misunderstanding. Indeed, it will be next Saturday, not tomorrow.
8. I don't do anything.

(18)

1. Hu-hm, but I think the charity fair is going to be held next Tuesday night isn't it?
2. Because I didn't the last person who left the office.
3. Lucy. The overtime meeting will be held tomorrow not today.
4. No, I didn't do that. It was somebody else done.
5. Jane. The magazine reporter will come tomorrow not today.
6. I didn't do that because at that time the document arrived, I did not work at the office.
7. Barbara. The charity walk meeting will be held next Saturday, not tomorrow.
8. I didn't do that. I just arrived.

(19)

1. I heard that the charity fair is going to be held next tuesday.
2. I were not the last person working in the office yesterday.
3. There will be meeting tomorrow.
4. I do not drink coffee so it is not my cup.
5. The appointment day for interview is tomorrow, not today. Please check it again.
6. I did not filed a document. I did not work at the office when a document arrived.
7. The charity walk meeting will be held next Saturday.
8. I do not knocked the vase over.

(20)

1. Well. I think the charity fair is take place on next Tuesday. You should check before for sure.
2. Sorry, but I am not the last one leaving yesterday.
3. You don't have to stay due to the meeting take place tomorrow.
4. No, I would not. I will ask the person breaking the cup to clean the floor.
5. You misunderstand the reporter will come tomorrow.
6. Sorry. I don't file the document but I will correct them.
7. Barbara, the charity will held next Saturday not this Saturday.
8. You misunderstood. I don't do it.

(21)

1. I'm afraid you must go to next Tuesday night.
2. Yesterday I left the office with Tim. I'm not the last one.
3. Lucy, I think the meeting will be tomorrow.
4. This cup is not mine, and I didn't break it too.
5. Look, the appointment for that interview is tomorrow.
6. Jane, I didn't see it before. So I'm not the one that you think.
7. You don't come to work overtime tomorrow because the meeting is going to be held next Saturday.

8. Dear Barbara don't look at me. When I came here the vase has fallen down.
(22)
1. I think you may remember wrong day. It will be held next Tuesday, not tonight.
 2. Sorry. I am not the last person working in the office yesterday.
 3. I don't think so. Because it will be tomorrow, not today.
 4. Sorry, you are misunderstand. It was not my mess. I did not break it.
 5. She hasn't come yet because the appointment day is not today. It is tomorrow.
 6. It was filed before I work here. But I will put it in the right place now.
 7. It is not this Saturday. The meeting will be held next Saturday.
 8. I just came here and see it has fallen down.
- (23)
1. No, is n' it. The charity fair on Tuesday night.
 2. No, I'm not. I leave before anyone because I went to hospital.
 3. The meeting will be tomorrow, isn't it?
 4. It isn't my coffee cup and I didn't break anything.
 5. No, isn't it. The magazine reporter has come tomorrow.
 6. No, I'm not. The document arrived when I didn't work at the office and I don't know who filed that document.
 7. No, isn't it. The charity walk meeting on next Saturday, not tomorrow.
 8. Not me! I just came here when it was fall down.
- (24)
1. My friend just tells me that the charity fair is going to be held next Tuesday night.
 2. Oh! yesterday I were not the last person working in the office.
 3. The meeting you mention will be tomorrow, not today, Lucy.
 4. Lucy, it isn't my coffee cup and I didn't break it. Don't worry. I will help you clean up.
 5. Are you sure that magazine reporter has come today.
 6. While the document arrived, I did not work at the office.
 7. The charity walk meeting is going to be held next Saturday, not today.
 8. I'm sorry. I don't know who did. I just see it fallen down like you
- (25)
1. Excuse me. About attend the charity fair not tonight but to be next Tuesday night.
 2. Yesterday I not go to working in the office last person.
 3. Overtime meeting not evening that the meeting mentioned will be tomorrow.
 4. I'm sorry. I don't break anything coffee cup.
 5. Sorry. Magazine reporter tell an interview tomorrow.
 6. No, I don't because I did not work at the office but at home.
 7. No, not overtime for the charity walk meeting is Saturday.
 8. No. I didn't knocked the vase over.
- (26)
1. Ah, I have to go too. But it hold on next Tuesday. Isn't it?
 2. Yesterday I left before the others. So it's not me.
 3. I think...the meeting will be tomorrow. What's matter with you?
 4. You look. That's not mine and not me to done!!
 5. The appointment will be tomorrow, isn't it?
 6. When I came it to be done already.
 7. I think you wrong, that meeting will be next Saturday.

8. I have just come and it was there.
- (27)
1. Oh! I am afraid not, the charity fair at next Tuesday night not tonight.
 2. I were not the last person working in the office yesterday.
 3. I am afraid not, the meeting mentioned will be tomorrow, not today.
 4. It was not my coffee cup and I did not break anything.
 5. I think the appointment day for that interview is tomorrow, not today.
 6. The document arrived at the time I did not work at the office, and so it was not me filed that document.
 7. The special meeting is going to be held next Saturday not tomorrow.
 8. I do not know. I did not it.
- (28)
1. Charity fair had next Tuesday.
 2. Yesterday I am not got out the office the last person.
 3. The meeting will be tomorrow, not today, Lucy.
 4. I am not. I can clean up but I didn't do it.
 5. Oh! Boss! A magazine reporter will come to here tomorrow, not today.
 6. I didn't do it. I am not work at the office at that time.
 7. Charity walk meeting is going to be held next Saturday, not tomorrow. You don't to come to work tomorrow.
 8. Oh, no! Before I came here, I see flowers scattering and the water from the vase is running down from the counter. I didn't do it.
- (29)
1. The charity fair had next Tuesday night not tonight.
 2. Yesterday, I was not the last person worked in the office.
 3. Lucy, the meeting had be tomorrow, not today.
 4. No, I would not.
 5. The magazine had come tomorrow or not?
 6. That time I didn't worked at the office.
 7. Barbara the special meeting is going to be held next Saturday or not?
 8. No, I didn't.
- (30)
1. I'm sorry. I'm afraid the charity fair is going to be held next Tuesday.
 2. I'm sorry. I left the office early.
 3. I'm sorry. I think the meeting will be tomorrow.
 4. I'm sorry. I don't.
 5. I'm sorry. I'm afraid the appointment will be tomorrow.
 6. I'm sorry. It's not me.
 7. I'm sorry. I'm afraid the special meeting is going to be held next Saturday.
 8. I'm sorry. I don't know but I will help.
- (31)
1. Sorry Miss, there are not a charity fair tonight.
 2. I didn't come back the last person in the office.
 3. You misunderstand in meeting. It will occur in another day.
 4. I just came here, and don't do anything.
 5. You misunderstand in the coming of magazine reporter.
 6. Sorry miss, I didn't keep your document.
 7. Miss, there are meeting in next Saturday.
 8. I didn't do it. It was dropped before I came here.
- (32)

1. Sorry, tonight don't have a concert but the concert have the next Tuesday.
2. Yesterday, I'm not the last person in the office.
3. Lucy Smith, the meeting have tomorrow.
4. Lucy, this cup I do not it.
5. Sorry, the magazine reporter will come tomorrow.
6. I don't kept it and that time I'm not here.
7. Ms Barbara the charity walk have next Saturday.
8. I don't!

(33)

1. What? tonight? I don't think so it's next Tuesday night!
2. No! I went home hurry yesterday.
3. What? no it was tomorrow.
4. No I don't it's not my.
5. No! they'll come tomorrow.
6. What? no! I don't file it.
7. No! it's next Saturday.
8. No! I don't

(34)

1. I think you have the charity fair next tuesday.
2. I'm not last person who leave the office.
3. Tomorrow, have meeting, not today.
4. It is not my cup and I do not done.
5. You have appointment tomorrow, not today.
6. In that time, I'm not in office and I'm not person who keep the document.
7. The charity walk meeting will be organize on next Saturday.
8. Oh! not me. I just walked around there.

(35)

1. That charity fair not tonight. But next tuesday night.
2. I'm not last to leave.
3. Lucy meeting not today but tomorrow.
4. I am not!!
5. No Jane it tomorrow not today.
6. But that time I not work at the office.
7. Mm...the special meeting to next Saturday, not tomorrow.
8. I not do it I see it knocked already.

(36)

1. I'm know that the charity fair open in next Tuesday, not tonight.
2. No! I didn't forget to turn them off. Yesterday I'm not the last person working in the office.
3. The meeting will be tomorrow, not today.
4. No! it isn't coffee's cup and I didn't break anything.
5. That magazine reporter hasn't come today because that the appointment day for that interview is tomorrow not today.
6. No, not me. At the time I don't work at the office. I don't know who filed that document.
7. The charity walk meeting to be held next Saturday not tomorrow.
8. No, I wasn't knocked the vase over.

(37)

1. The charity fair is next Tuesday night, not tonight.
2. Sorry, I'm not left the office yesterday the last.

3. That the meeting will be tomorrow.
4. I didn't.
5. I understand that magazine reporter tomorrow.
6. Sorry, I didn't and so it was not work at the office.
7. The charity walk meeting will have to the next Saturday.
8. I didn't.

(38)

1. Boss, the charity fair is going to be held next Tuesday night, not tonight.
2. No, I am not the last person working in the office yesterday.
3. Lucy, I know the meeting will be tomorrow, not today.
4. No, it was not your coffee cup and you did not break anything.
5. Jane, I know that the appointment day for that interview is tomorrow, not today.
6. No, the document arrived at the time you did not work at the office, and so it was not you who filed that document.
7. Barbara, the special meeting is going to be held next Saturday, not tomorrow.
8. No, I wasn't knocked the vase over.

(39)

1. The charity fair is on next tuesday.
2. I don't left the office at the last.
3. The meeting will be tomorrow.
4. It was not my coffee cup and I did not break anything.
5. That interview is tomorrow, not today.
6. The document arrived at the time I did not work at the office, and so I was not filed that document.
7. The special meeting is going to be held next Saturday, not tomorrow.
8. I do not that.

(40)

1. No, Madam Carol. The charity fair not tonight! I know it going to the future on next Tuesday night.
2. Sorry, but not me.
3. Lucy, committee is tomorrow.
4. I'm sorry Lucy, but I didn't made.
5. Oh! Jane, the magazine reporter for interview is tomorrow.
6. Sorry Jane but not for my Because, I'm didn't work at the office.
7. Sorry Barbara, meeting not tomorrow, but to next week.
8. Oh, I'm very sorry, but I didn't it, So, I can you clean.

(41)

1. The charity fair is going to be held next Tuesday night, not tonight.
2. I wasn't the last person working in the office yesterday.
3. The overtime meeting will be tomorrow, not today.
4. It was not my cup and I didn't break anything.
5. The appointment day for interview is tomorrow, not today.
6. The document arrived at the time I didn't work at the office, and I was not filed that document.
7. The special meeting is going to be held next Saturday, not tomorrow.
8. It's not me who knocked the vase over.

(42)

1. Haven't the charity fair tonight but have tuesday at night.

2. I don't left the office.
3. No, you have not meeting today but it tomorrow.
4. It was not my coffee cup and I did not break anything.
5. You have the appointment day for that interview is tomorrow, not today.
6. The fact is that the document arrived at the time I did not work at the office and so it was not I who filed that document.
7. In fact, you have to come to work overtime for the charity walk meeting next Saturday not tomorrow.
8. It wasn't I who knocked the vase over.

(43)

1. Not tonight Charity fair has next Tuesday night.
2. Yesterday, I didn't left the last person.
3. Not meeting today.
4. Not me! You know.
5. The appointment day for that interview is tomorrow, not today.
6. I didn't filed that document.
7. Not tomorrow.
8. I didn't do that Understand?

(44)

1. Sorry, the charity fair is next on Tuesday.
2. Sorry, I was not the last working in the office.
3. Meeting tomorrow.
4. Sorry. I not coffee cup and not break.
5. Jane, the appointment day for that interview is tomorrow, not today.
6. I did not work at the office and filed that document.
7. Barbara, you not work overtime tomorrow because the special meeting is going to be held next Saturday.
8. Sorry. I don't.

(45)

1. Carol the charity fair will next Tuesday night, not tonight.
2. Yesterday, I did not left the last person working in the office.
3. Lucy the meeting will be tomorrow, not today.
4. Oh! Lucy I didn't broke coffee cup with the spilt coffee.
5. Um...Jane I know that the appointment day for that interview is tomorrow, not today.
6. Sorry, but I didn't file that document in a wrong place.
7. Barbara not this Saturday, it will be in the next Saturday.
8. Oh! I didn't do that.

(46)

1. It doesn't tonight. It's on next Tuesday night.
2. I'm not the last person working in the office yesterday.
3. The meeting will be tomorrow, not today.
4. I don't to break a coffee cup.
5. The magazine reporter will come to interview tomorrow.
6. I don't to filed that document because I didn't work at the office.
7. The meeting is on the next Saturday, not tomorrow.
8. No, I don't to knocked the vase I just to answer the phone and see the huge flower has fallen down.

(47)

1. Carol, attending a charity fair not tonight but Tuesday next week.

2. I'm didn't last working.
3. Tonight no have meeting but tomorrow have an overtime meeting.
4. I'm don't broken coffee cup.
5. Jane. You have interviewing a magazine tomorrow not today.
6. Jane. I working 2 year but document at the filed 3 years ago.
7. Barbara. You have to work overtime Saturday next week.
8. Barbara. I not no. I not do it.

(48)

1. No, you are go to the charity fair on next Tuesday night.
2. No, I'm not the last person working in the office yesterday.
3. The overtime meeting will be tomorrow, not today.
4. I haven't coffee cup and I do not break anything.
5. The interview is tomorrow, not today.
6. At the time, I'm not work at the office and filed that document.
7. The charity walk meeting on the next Saturday, not tomorrow.
8. No, I'm not.

(49)

1. But not tonight. It next Tuesday night.
2. I am not the last person in the office.
3. The meeting will be tomorrow, not today.
4. It was not my coffee cup and I did not break it.
5. Because the appointment day is tomorrow.
6. I don't know. I did not work at the office when the document arrived.
7. It is going to be held next Saturday.
8. But I didn't.

(50)

1. Excuse me! the charity fair on next Tuesday.
2. Sorry! I'm not the last to leave.
3. No, not today it will tomorrow.
4. Sorry! it's not mind.
5. Excuse me! the magazine reporter come tomorrow.
6. Because I am not work at the office.
7. Sorry! Next is Saturday.
8. Sorry! I'm not do it.

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APPENDIX I

SUMMARY TABLE OF PEARSON CHI-SQUARE TEST COMPARISON WITHIN GROUP

Values of Pearson Chi-square which are comparison within group indicate whether or not an investigated factor significantly influenced a use of each pragmatic formula, the basic unit of correction making strategies.

Results of statistical significance are indicated by values of "Asymp. Sig. (2-sided)" below .05. Any value less than .05 is considered significant difference; any value more than .05 is considered non-significant difference.

Example 1: In correction making among Americans, the value of use of Questions verifying old information (Qold) according to social status is 0.001. This means that the factor of social status significantly influenced correction making among Americans at level of .05 (0.001 is less than 0.050).

Example 2: In correction making among Americans, the value of use of Questions verifying old information (Qnew) according to social status is 0.791. This means that the factor of social status did not significantly influence correction making among Americans (0.791 is more than 0.050).

n/a = not available: When "n/a" is shown, it means that there is no such pragmatic formula used. For example, Thais used no Politeness past tense.

Social Status

Americans Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.002	0.005	0.001	0.791	0.000	0.380	0.000	0.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.245	0.576	0.387	0.042	0.594	0.317	0.737

Thais Using Thai

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.005	0.000	0.002	0.002	0.000	0.100	0.003	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.028	0.465	0.215	0.001	0.001	n/a	0.339

ESL-long Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.371	0.010	0.061	0.102	0.004	0.175	0.307	0.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.156	0.505	0.475	0.000	0.045	0.736	0.315

ESL-short Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.058	0.434	0.542	0.448	0.177	0.344	0.004	0.014

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.411	0.151	0.038	0.400	1.000	0.792	1.000

EFL-high Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.004	0.071	0.476	0.501	0.133	0.003	0.000	0.014

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.008	0.695	0.792	0.070	0.779	0.300	0.317

ESL-low Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.719	0.461	0.060	0.630	0.156	0.032	0.003	0.082

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.054	0.364	0.380	0.315	0.270	0.549	0.100	0.317

Age**Americans Using English**

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.479	0.597	0.012	0.188	0.148	0.054

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.311	0.081	0.000	0.665	0.281	0.235	0.317	0.737

Thais Using Thai

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.583	1.000	0.528	0.104	0.257	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.049	0.543	0.294	0.343	0.000	0.367	n/a	0.339

ESL-long Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.562	0.856	0.475	0.598	0.439	0.001

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.593	0.156	0.505	1.000	0.754	0.893	0.312	0.044

ESL-short Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.384	0.448	0.177	0.029	0.038	0.014

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.507	0.100	1.000	0.507	0.400	0.758	0.188	0.100

EFL-high Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.469	0.262	0.513	0.606	0.419	0.044

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.801	0.703	1.000	0.430	0.032	0.161	0.241	0.317

ESL-low Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.014	0.000	0.606	1.000	1.000	0.032	1.000	0.082

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.418	0.606	0.661	0.315	0.581	0.549	0.200	0.317

Consequences of Failing to Correct

Americans Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.000	0.000	0.130	0.000	0.000	0.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.018	0.000	0.000	0.665	0.000	0.000	0.317	0.737

Thais Using Thai

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.000	0.000	0.021	0.000	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.004	0.028	0.203	0.007	0.000	0.001	n/a	0.009

ESL-long Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.000	0.000	0.475	0.000	0.000	0.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.201	0.156	0.505	0.032	0.347	0.000	0.736	1.000

ESL-short Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.000	0.000	0.177	0.000	0.000	0.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.712	0.014	1.000	0.040	0.092	0.000	0.430	0.411

EFL-high Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.000	0.000	0.133	0.000	0.000	0.014

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.069	0.008	0.433	0.430	0.070	0.000	0.079	0.317

ESL-low Learners Using English

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.010	0.000	0.156	0.004	0.000	0.082

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.418	0.080	0.380	0.044	0.001	0.000	0.001	0.317

APPENDIX J

SUMMARY TABLE OF PEARSON CHI-SQUARE TEST COMPARISON BETWEEN GROUPS

Values of Pearson Chi-square which are comparison between groups indicate whether or not the use of each pragmatic formula by one group is significantly different from the use by another group.

Results of statistical significance are indicated by values of "Asymp. Sig. (2-sided)" below .05. Any value less than .05 is considered significant difference; any value more than .05 is considered non-significant difference.

Example 1: In Situation 1, the situation of corrections for H made to an older boss who misunderstood the date of a fair, the value of use of IAD (Information assertive device) by Thais *versus* Americans is 0.000. This means that uses of IAD between Thais and Americans in this situation are significantly different at level of .05 (0.000 is less than 0.050).

Example 2: The value of use of Rejection by Thais *versus* Americans in Situation 1 is 0.300. This means that uses of Rejection between Thais and Americans in this situation are not significantly different (0.300 is more than 0.050).

n/a = not available: When "n/a" is shown, it means that either of the two groups used no such pragmatic formula. For example, Thais used no Politeness past tense.

Thais *versus* Americans

Situation 1

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.300	0.000	0.000	0.000	0.400	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.100	n/a	0.000	0.000	0.000	0.000	n/a	1.000

Situation 2

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.010	0.290	n/a	n/a	n/a	0.700	0.010	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.770	n/a	0.580	0.730	0.650	0.120	n/a	0.250

Situation 3

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.100	0.000	0.000	1.000	0.200	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.200	n/a	1.000	0.100	0.600	0.200	n/a	1.000

Situation 4

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.200	0.000	n/a	n/a	n/a	0.300	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.300	0.700	0.500	1.000	0.100	0.200	n/a	0.200

Situation 5

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.500	0.100	0.000	0.100	0.200	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.300	n/a	1.000	0.800	0.300	0.300	n/a	0.200

Situation 6

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.500	0.500	n/a	n/a	0.800	0.100	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.300	0.000	0.800	0.700	0.000	0.100	n/a	0.100

Situation 7

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.160	0.680	0.060	0.210	0.320	0.270	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.580	n/a	0.190	0.430	0.000	0.320	n/a	1.000

Situation 8

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.400	0.000	n/a	n/a	n/a	n/a	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.600	0.600	0.100	0.100	0.100	0.800	n/a	0.000

Americans *versus* ESL-long Learners

Situation 1

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.100	0.100	0.500	0.100	0.400	0.800	0.200	0.011

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.100	n/a	0.000	0.500	0.300	0.000	0.000	0.500

Situation 2

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.090	0.690	n/a	n/a	n/a	0.52	0.620	0.520

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.210	n/a	0.140	1.000	1.000	0.000	0.160	0.310

Situation 3

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.800	0.000	0.200	1.000	0.500	0.200	0.000	0.015

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.500	n/a	0.500	0.300	1.000	n/a	n/a	1.000

Situation 4

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.400	0.100	n/a	n/a	n/a	0.500	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.800	0.400	0.200	0.100	0.000	0.200	0.500

Situation 5

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.800	0.100	0.200	0.900	0.500	0.700	0.500	0.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.900	n/a	0.100	0.400	0.500	0.000	0.200	0.200

Situation 6

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.900	0.600	n/a	n/a	0.900	0.200	0.300	0.314

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.400	0.200	0.800	0.200	0.800	0.100	n/a	0.500

Situation 7

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.280	0.300	0.140	0.320	n/a	0.100	0.050	0.029

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.020	n/a	0.400	0.310	0.370	n/a	0.040	0.480

Situation 8

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	n/a	n/a	n/a	0.000	0.600	0.314

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.200	0.200	0.400	0.700	0.100	0.000	0.200	n/a

Americans *versus* ESL-short Learners**Situation 1**

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.400	0.000	0.000	0.100	0.700	0.700	0.300	0.001

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	n/a	0.000	0.300	0.500	0.000	0.000	0.500

Situation 2

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.010	0.020	n/a	n/a	n/a	0.150	0.420	0.520

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.680	n/a	0.150	0.150	0.310	0.020	0.160	0.310

Situation 3

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.400	0.000	0.900	0.700	0.500	0.700	0.000	0.110

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.500	n/a	0.700	0.300	0.200	n/a	0.200	1.000

Situation 4

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.200	0.600	n/a	n/a	0.200	0.200	0.400	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.800	0.400	1.000	0.700	0.000	0.200	0.600

Situation 5

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.600	0.600	0.100	0.200	0.500	0.400	0.800	0.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	n/a	1.000	0.400	0.300	0.200	0.200	0.200

Situation 6

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.200	0.500	n/a	n/a	0.300	0.500	0.400	0.314

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.100	1.000	0.500	0.400	0.800	0.100	0.200	0.500

Situation 7

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.020	0.260	0.060	0.320	n/a	0.040	0.120	0.083

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.810	n/a	0.110	0.310	0.320	0.160	0.040	0.480

Situation 8

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	n/a	n/a	n/a	n/a	0.800	0.314

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.100	0.700	0.500	0.700	0.500	0.000	0.000	0.200

Americans *versus* EFL-high Learners**Situation 1**

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.200	0.000	0.000	0.300	0.200	0.100	0.100	0.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.200	n/a	0.000	0.000	0.500	0.000	0.000	0.500

Situation 2

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.650	0.150	n/a	n/a	0.130	0.520	0.620	1.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.580	n/a	0.680	0.150	0.200	0.000	0.160	0.310

Situation 3

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.400	0.000	0.200	0.700	0.500	0.100	0.300	0.015

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.200	n/a	0.500	1.000	0.400	n/a	n/a	1.000

Situation 4

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	n/a	n/a	n/a	0.500	0.000	0.156

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.800	0.600	0.000	0.200	0.000	0.600	0.500

Situation 5

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.200	0.000	0.400	0.000	0.500	0.400	0.200	0.001

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.300	n/a	0.200	0.800	0.700	n/a	0.000	n/a

Situation 6

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.900	0.100	n/a	n/a	0.200	0.600	0.300	1.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.600	0.200	0.200	0.200	0.800	0.000	0.200	0.300

Situation 7

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.010	0.580	0.560	0.080	n/a	0.040	0.110	0.083

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	n/a	0.220	1.000	0.510	0.040	n/a	0.480

Situation 8

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.900	0.000	n/a	n/a	n/a	0.000	0.800	1.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.100	0.200	0.200	0.700	0.500	0.000	n/a	n/a

Americans *versus* EFL-low Learners**Situation 1**

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.100	0.000	0.000	0.900	0.200	0.000	0.000	0.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	n/a	0.000	0.200	0.000	0.000	0.000	0.500

Situation 2

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	n/a	n/a	0.160	0.150	0.080	0.152

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.030	0.160	0.360	0.150	0.470	0.010	n/a	0.310

Situation 3

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.200	0.000	0.000	1.000	0.500	0.000	0.000	0.004

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	n/a	0.100	0.300	0.100	0.200	n/a	0.300

Situation 4

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.700	0.000	n/a	n/a	n/a	0.500	0.600	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.400	0.600	0.300	0.200	0.000	0.500	0.600

Situation 5

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.100	0.000	0.100	0.000	0.500	0.000	0.000	0.000

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	n/a	0.600	0.400	0.300	0.000	0.000	n/a

Situation 6

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.100	0.200	n/a	n/a	0.100	0.200	0.000	0.314

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.100	0.200	0.400	0.200	0.200	0.000	n/a	0.300

Situation 7

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.010	0.000	0.550	0.080	n/a	0.000	0.000	0.008

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.010	n/a	0.020	1.000	0.080	0.000	0.160	0.480

Situation 8

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	n/a	n/a	n/a	n/a	0.000	0.314

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.700	0.700	0.200	0.500	0.000	n/a	n/a

Thais versus ESL-long Learners**Situation 1**

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.300	0.100	0.000	0.100	0.400	0.100	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.600	n/a	0.600	0.100	0.000	0.000	0.000	0.500

Situation 2

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.010	0.110	n/a	n/a	n/a	0.720	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.260	n/a	0.050	0.780	0.720	0.070	0.160	0.110

Situation 3

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.100	0.100	0.000	0.500	0.700	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
1.000	n/a	0.500	0.100	0.700	0.300	n/a	1.000

Situation 4

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.800	0.100	n/a	n/a	n/a	0.200	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	1.000	0.500	0.200	0.000	0.000	0.000	0.200

Situation 5

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.600	0.400	0.000	0.100	0.600	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.400	n/a	0.100	0.300	0.200	0.200	0.200	0.800

Situation 6

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.700	0.800	n/a	n/a	1.000	0.000	0.100	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.400	n/a	0.600	0.300	0.000	0.800	n/a	0.600

Situation 7

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.110	0.580	0.370	0.050	0.480	0.260	0.040	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.060	n/a	0.840	0.270	0.000	0.480	0.040	0.480

Situation 8

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.200	n/a	n/a	n/a	0.000	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.200	0.500	0.500	0.000	0.900	0.000	0.200	0.100

Thais versus ESL-short Learners**Situation 1**

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.300	0.900	0.000	0.000	0.700	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.200	n/a	0.600	0.200	0.000	0.100	0.000	0.500

Situation 2

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	n/a	n/a	n/a	0.220	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.920	n/a	0.270	0.250	0.220	0.390	0.160	0.110

Situation 3

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.200	0.600	0.000	0.000	0.500	0.500	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
1.000	n/a	0.700	0.100	0.100	0.300	0.200	1.000

Situation 4

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.800	0.200	n/a	n/a	0.200	0.700	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.600	0.500	1.000	0.200	0.100	0.000	0.500

Situation 5

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.600	0.600	0.000	0.100	0.700	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.300	n/a	1.000	0.300	0.100	0.600	0.200	0.800

Situation 6

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.500	0.800	n/a	n/a	0.400	0.100	0.100	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.200	0.000	0.600	0.200	0.000	0.800	0.200	0.600

Situation 7

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.650	0.300	0.050	0.480	0.220	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.920	n/a	0.520	0.270	0.000	0.620	0.040	0.480

Situation 8

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.400	0.000	n/a	n/a	n/a	n/a	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.100	0.800	0.000	0.200	0.000	0.000	0.000	0.300

Thais versus EFL-high Learners**Situation 1**

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.400	0.000	0.000	0.000	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.700	n/a	0.700	0.800	0.000	0.100	0.000	0.500

Situation 2

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.030	0.010	n/a	n/a	0.130	0.720	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.550	n/a	0.380	0.110	0.380	0.010	0.160	0.110

Situation 3

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.100	0.100	0.000	0.500	0.500	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	n/a	0.500	0.300	0.700	0.300	n/a	1.000

Situation 4

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.200	0.700	n/a	n/a	n/a	0.200	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.600	0.800	0.000	0.000	0.100	0.200	0.200

Situation 5

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.600	0.000	0.100	0.700	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.800	n/a	0.200	1.000	0.300	0.500	0.000	0.500

Situation 6

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.800	0.800	n/a	n/a	0.200	0.300	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.500	n/a	0.400	0.300	0.000	0.600	0.200	0.100

Situation 7

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.930	0.300	0.010	0.480	0.220	0.010	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	n/a	0.840	0.630	0.000	0.220	n/a	0.480

Situation 8

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.800	0.300	n/a	n/a	n/a	0.000	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.100	0.400	0.700	0.200	0.000	0.000	n/a	0.100

Thais versus EFL-low Learners**Situation 1**

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.200	0.000	0.000	0.100	0.500	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	n/a	0.700	0.400	0.500	0.300	0.000	0.500

Situation 2

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	n/a	n/a	0.160	0.220	0.750	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.040	0.160	0.610	0.110	0.750	0.170	n/a	0.110

Situation 3

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.200	0.000	0.500	0.000	0.900	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	n/a	0.100	0.100	0.300	1.000	n/a	0.300

Situation 4

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.200	0.300	n/a	n/a	n/a	0.200	0.000	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.400	0.800	0.300	0.000	0.200	n/a	0.500

Situation 5

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.000	0.600	0.000	0.100	0.400	0.200	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.100	n/a	0.600	0.300	0.100	0.000	0.000	0.500

Situation 6

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.400	n/a	n/a	0.100	0.000	0.800	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.200	n/a	0.300	0.300	0.000	0.600	n/a	0.100

Situation 7

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.020	0.520	0.010	0.480	0.000	0.880	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.010	n/a	0.110	0.630	0.010	0.020	0.160	0.480

Situation 8

IAD	Rejection	Q Old	Q New	Q Topic	Recheck	Preface	Ppast
0.000	0.200	n/a	n/a	n/a	n/a	n/a	n/a

Content	Resent	Exclaim	Hesitate	Address	Sorry	Excuse	Attent
0.000	0.800	0.100	n/a	0.400	0.000	n/a	0.100

APPENDIX K

TRANSCRIPTION OF INTERVIEW

Americans Using English

1.

A¹: How do you feel about the questionnaire? Which you consider more important, age or position?

B: I thought the questions were interesting. Yes, I answer differently to different questions. It was not a reflection of the person's age. It would be more reflection of the person's status. So age did not play a significant role in my decision, at least my conscious decision. So, I understood the nature of your questions. But I think a person's status as a janitor or my immediate boss plays the difference on how I would respond, though I would respond both politely.

A: What kind of politeness strategies do you usually use?

B: OK. I put these in two different categories. One is an error on the part of my interlocutor that I can help them correct and the other is more direct accusation that would be the other type. That is what I can see in the questionnaire, I would handle it differently. The one, which is the error on the part of my interlocutor, I would find a polite way to suggest I have different information without directly accusing them of being wrong because there seems to be no reason to say, "Oh, you're wrong, it's this day". I would find the more polite way to say, "Oh, I thought it was scheduled for tomorrow" or "I thought that was scheduled for next week perhaps I was mistaken" so that it would put doubt in their mind that they could investigate further without saying "Oh, you're wrong". On the other hand, the questions where there were a direct accusation like "Why did you spill the coffee here?" or "flowers" I would very directly say "I did not" or "I did not misfile the document" "I did not spill the coffee, however I will help to clean up" "I'd be glad to clean it up, but I did not do that" So I felt more strongly about the saying that I was not responsible for it, but I'd be certainly willing to help correct the situation whatever the situation was. But I felt the need to defend myself and say, "No, I did not do that" "I did not misfile that document" or "I did not spill that coffee, but I would help you clean up." I felt the stronger need because it was a direct accusation to respond in a more direct way. Is that make sense?

A: Yes, very much. So, you seem to focus more on the position, right?

B: I tended to focus more on the person's position, but the person's age was also important in society and at work.

A: Thank you very much.

B: You're welcome.

¹

A = researcher

B = subject

2.

A: How do you feel about...?

B: About this?

A: Yeah, about the questionnaire.

B: That's a very good question. How do I think about the questionnaire? I think that...the middle one here, the one of the eighteen-year-old girl... I think that in comparison to the first question, the first question was about my immediate boss who was much older than me.

A: Umm...Hmm

B: I always think that I would respect her. And then it went to the eighteen-year-old girl who I had more friendship with on the equal level. And I think that when I wrote it... I was thinking about what I would say to her if she was my friend but not a very close friend.

A: Just an acquaintance.

B: Just an acquaintance, right. Because even if I'm sure that the time was tomorrow or whenever it was, I don't think that I would say, "It's tomorrow". But if she was my very close friend, I would say "Hey! Guess what? You're home free you don't have to go tomorrow because it's next week." But if I wasn't sure what's in my head or if I didn't want to make them feel insecure about my knowing something that they didn't or...if I...I didn't wanna tell them what was true and I know it's true. If they're on the position of power or they're on equal with me then I would say "Are you sure it's tomorrow?" "Is that...something that...was positive about?" I would question it rather than directly say it. And though I think it was different it would depend on how well I really knew her and said I well acquainted with her but I think that it may have a wide range because I can do well if she was my best friend. And with my best friend, I would just say, "OK. It's not tonight. It's tomorrow." But if the janitor who I well acquainted with...I don't know that I would hang out with the janitor...I might if she was my best friend but I'm not sure...so I...I don't like how that sense of even though we're equal, I might not have that sense of darkness, but I need to have some pillow between what I'm about to say. If we're very close friend, I might be able to say it straight. Is that make sense?

A: OK

B: So this one, it depends like what "Are you sure it's today?" so I had a question it down even if I knew in my head that I had no doubt, then I'd say, "...cause I'm almost certain that it's tomorrow." I wouldn't use proper English or thing and say you know...form paragraph like I would say to my boss I would be very short in language using and use abbreviation instead of long words with an eighteen-year-old, but it would depend on how well I knew her and to whom I would say that language. ...Have I talked about it?

A: That's very...very good, thank you. That's why I made it in the middle position it's just an acquaintance not a best friend or an intimate or just a stranger.

B: Ya...ya...ya

A: And even if it's an acquaintance, there're still some ranges of friends.

B: Ya...ya...there are.

A: And how do you think about the different positions, janitor and boss and different ages.

B: With my boss, if she's older, I'll give her the position of authority no matter what happen...if it was my fault, if it was her fault. If she didn't know the answer, I'll give her the position of authority and ability to change her mind and come up with the right answer, based on a doubt that I wanna raise in order to make a correction. For example, I would start with Oh! Or Umm...or actually or I think about that...I would start with something that create doubt and then I would say I know that charity fair should be held next Tuesday night, but I don't know that there would be on tonight as well, not saying "It would be next Tuesday but it's not tonight" I wouldn't say that to her because that would be too direct that I would tell her that she was wrong and I'm right and it would form sort of an anima between a set of power and relationship that was supposed to be there and she's the one that's supposed to be in power and I'm the one who's not supposed to be in power. So unless we were really good friends, I wouldn't say "that's tomorrow" I would be around that. I wouldn't be direct. And the same with the way she finds the mistake about turning the light off, I would start with "Umm... You know...Actually.... I think that would sort of soften it a little bit so long that I talk from the beginning I think that it soften it. And then I would explain "Yesterday you know I think people were still working here but usually I the last one to live you're right so I think that I would tell her that she was right about the fact that usually I the one who live late and therefore probably my responsibility in part to tell the people that usually I would be the one who would turn off the light may be they didn't know. So then we got to the 18-year-old, I'm a little more informal with the 18-year-old even though she is an acquaintance or not or my close friend. So, for example for No.4 she said "Oh my! Look at the floor! Would you please clean up your mess? And it's sort of harsh to me because either we're on the same level or she's below me because of the position of her job so it's the same that I'm working at this company then she's the janitor and I'm not the janitor well...But if I'm the janitor, well we're equal for this. But when I wrote I think that I'm about perfectly the real friend and I think that I'm over stepping her boundary for her she assume that it quite matter so that's something that I wouldn't expect she would say to me I would expect her to say "Oh my goodness! Did somebody spill this coffee?" And then for her, she would maybe look at me like it was me, or something like that. But she directly said "It's your mess". I would say, "It's not my mess". I would just say that right back to her because I wouldn't expect her to say that to me so I would come right back with the same way as she spoke to me and I would say, "I would help you clean it". So, I'd let her know that it was not me. So I'll correct the problem, which we need it directly... Because she was so direct to me and I'd be direct to her and I would expect still there would be a friendship by saying but I would help you to clean it. So in that situation, I would explain to her whatever how struggle there was there it could be for gave and forgot because I would help her clean up the mess so that she know that...I understand that it's her responsibility to clean it out and it would be irritating if somebody had made the mess but I would explain that it wasn't me. Is that make sense? And then that Jane Miller, younger than me but she's my boss. I would so respect my boss even though she's younger than me so I differ of the same as the one who is 54. So I would that way Umm... "Are you sure (he or she I wasn't sure) Are you sure she was supposed to come today? For some reason, I'd written down on my calendar that she had to come tomorrow it's the time" So I wouldn't be direct but I would say that for some reason I had written down I wouldn't say...I properly use the past and the perfect because it was softer nicer and well. Umm...Hmm...what suppose to come it's nicer than direct present and I think that the longer the sentences, the nicer they are, and to begin with the nicer... well... then Jane Miller asked me

why I filed the document in wrong place and I wasn't there at that time so again I said "Let's see and this one I haven't sense Let's see Oh! It looks like the document arrived when I was not in the office" So, I explain that, to me, my perception thought that I didn't file it. By saying that it look like that it arrived when I wasn't here. And then I would directly say I don't think I was the one who filed it but I'll be happy to refile it in the proper place so I would try to rectify the situation but I would all directly say "It wasn't me who filed it because she directly said that it was me who filed it in the wrong place. So, I don't know if I was more informal with her because was younger than me I wasn't really thinking about it but may be I would be because the 54 year old Umm... I was a bit more formal. But, you know, subconscious, I didn't think about it. If I directly said I don't think I was one who filed it and I think what I wrote it the intonation didn't show it would be less polite if I said I don't think I was the one who filed it. But when I speak to her, I would just say normally "I don't think I was the one who filed it" without stressed "I"

A: Interesting! The intonation can show how you feel?

B: Right "I don't think I was the one who filed it" is nicer than "I don't think I was the one who filed it. But she might say why didn't **you** file the document in the wrong place? And it would be different than why didn't you file the document in the wrong place? That would be nicer.

A: Umm...OK

B: And then the 52-year-old janitor, I would be more formal with than the 18-year-old janitor. So with the 52-year-old janitor, even if some may answer of the same level with the 18-year-old janitor, I would still be more formal to her because she was older than me, and a lot older than me. And so, I said "Umm...I thought that the charity walk was next Saturday. Are you sure that it's tomorrow?" But after that I would clarify by beginning the conversation and then I'll say how it would be terrible if she came all the way here only to find out that it's not tomorrow. You know... "May be you should check on it" might be next sentence. So, I would explain how it would be bad for her if she came and it's not true, but if it's true...you know... she is right then no problem.

A: And the next one?

B: The next one, she is a little more forceful; just like the 18-year-old "Oh my God I just arranged those why don't you tell me you knocked them over?" I wouldn't expect her to say that to me. So, but I would give her a little more linear than the 18-year-old because I expect the 18-year-old to know she should be aware of the social norm or interaction more than the 52-year-old should be aware of. I think the 18-year-old should know what to say but the 52-year-old say what she think. I give the 52-year-old a little more...so I say "I know it's a mess! I just have come upon it myself. I don't know who knocked them over but I'll get some paper towel from the bathroom to help you clean it up". So I guess that was the idea that we are still friends and I didn't do that but I don't know who knocked them over, but I don't directly say I didn't do it even though she said "Why didn't you tell me you knocked them over?" She accused me of doing it. I wouldn't say the same thing with the 18-year-old girl. I wouldn't do that. So I would respect the 52-year-old more than I would respect the 18-year-old. Cause I would expect more from the 18-year-old in terms of her respect for me

A: Ah...ha...I'm not disappointed that I choose you to interview. Do you think these kinds of strategies come to you from the very beginning when you're young or just add up when you're growing?

B: Ah...It's just a good question. I think that my parents taught me in part how to respect the people. And then, when I had a better grasp of the language I would be able to better understand how to be respectful. It's also because of the interactive with the people and because of those interactions that I've learnt and what they expect in me. But it doesn't come directly. Nobody ever taught me the difference between the 18-year-old janitor and 52-year-old janitor in that I need to be more respectful to the 52-year-old janitor. Nobody taught me how to be respectful in exact terms of what you said. But they taught me how to give difference to older people and pregnant women and people with children. But I have been taught how to ask, but I haven't been taught how to say it properly. But I've just heard people. I've heard the difference. And then, I guess when I communicate with people or have a long time of talk and I've learnt it. I've learnt how to form when I communicate a little bit. You know...to Dr. Huebner, I would give him extreme difference, and to you, we're equal, and then to my child, he is little. So, I would directly say to my child "Don't touch that! It was hot". Something I gotta say to him. It's a rule. But if you gonna touch something, I would say "Oh! Be careful I think that's hot, right?" But if Dr. Huebner gonna touch something then it would be totally different. I would say... you know? ... I would start with "Oh! Oh! Are you sure? Is that gonna be hot?" You know... I will have more questions for him. I'm not direct with him. I can't tell him what to do.

A: Thank you very much.

B: No problem. Good luck with your study!

3.

A: How do you feel about the questionnaire?

B: Very interesting. I think it's kind of hard to respond differently with the different class of people like janitor and boss.

A: Yeah, different positions and also different ages. So, between the person's position and age, which do you think should come first?

B: Probably position, not age. I think longer when I have to respond to my boss.

A: Ah...ha

B: So someone who's my supervisor, I would be more polite when correcting them.

A: Ah...ha, and could you tell me what kind of politeness strategies you used?

B: Yeah...all in general, I think...what I tend to say is not "Oh! You're wrong", but it's this "Oh! I thought..." "Is that true?" or "Am I wrong?" You know... I try to be polite with everyone I work with. I think it's very important.

A: Even you are accused?

B: No. When I was accused, I would say "No". I would explain the situation... "No, that wasn't me. This just happened and I just saw them as I came, but I'd clean it up". Not only just saying, "No, it was not me", but I would also explain how it was...explain the situation.

A: Thank you very much.

B: Yeah! No problem.

4.

A: How do you feel about the questions?

B: I was trying to determine what you are looking for. And then, I thought I shouldn't figure out what you are looking for. So I tried to answer naturally.

A: As a native speaker, would you feel the differences when you speak to someone with different position and age?

B: I'm not really conscious of an age difference, but I'm conscious of whether I talk to Dr. Huebner or just talking to my peer. There's a big difference, in the language that I use and a lot more less direct with Dr. Huebner or some of the other professors. Some of the professors whom I feel a personal connection with, I'm not so careful about indirectness. You know...more direct I say more what I think instead of trying to phrase it in a respectful way.

A: Any kind of additional comments?

B: When I was writing this. I was thinking of how to say things without placing claims on someone else. Just to say, I don't except it, but not to point the mistake of someone else. So, I tried to do that in all my answers to the situations.

A: Thank you very much.

B: You're welcome.

5.

A: How do you think about the questionnaire?

B: I thought it was interesting. It made me think about how sometimes maybe I want to be indirect instead of like, "Hey, it wasn't me. I didn't do that", how different people with different personality probably respond differently to the different situation.

A: According to your native intuition, which is more important, position or age?

B: Oh, for me...that's the tough one. It would be depend on how I think about the age difference. I'm traditionally...you know...respecting elders. So, I think maybe age is more important. I don't know. I try to think again. Maybe I tried to act more formal with the higher position. Oh, it's true. I don't think much that my boss is older or younger than me. When it comes to professional relations, I have to think about the position first. Actually I would try to be polite with both groups, younger or older. But I would be more direct when someone accused me. I would be more confrontational.

A: Thank you very much.

B: You're welcome.

6.

A: How do you feel about the questionnaire?

B: I thought it was interesting. The whole time I was thinking about how I would treat my elder...you know...how to treat them according to the position they held.

A: According to your point of view, which is more important, age or position?

B: I think, for me, I think age is more important than position. I would treat the 52 year-old-janitor with more respect than the 18 year-old even though she was my boss.

A: Do you think your friend will agree with you that age is more important than position?

B: I think it depends on what social economic background they come from. If they belong to the upper, they may take position more important.

A: Thank you very much.

B: You're welcome.

7.

A: Which is the thing you consider first, age or position?

B: I think the position.

A: Yeah...

B: I'm old enough myself. So, I don't feel very uncomfortable talking to people. I will only feel a bit less confrontational with someone who is my superior even if they are younger. But, I never reluctant to say things as long as I say them kindly. I think you can say things kindly without... you don't have to come out with "It's not my fault". But instead "I didn't realize" "I didn't know" or "I found it in this way or something that kind of soften what you have to say. But I personally would not admit to do something I didn't do. I wouldn't say "I didn't do it" but I would just try to find another way to say something that would sound OK. I don't generally have problems getting along with people. So, I usually feel like I could say what I want as long as I say it kindly. Most people accept that pretty well.

A: Thank you very much.

B: You're welcome.

8.

A: How do you feel about the questionnaire?

B: I thought it was interesting. I did have to give it some thoughts of how I would respond to people with different positions and different ages. So, I really try to think about my personality, how I would respond to that type of situation, how I would tell them and also show them respect. I want to be considerate.

A: Which is more important to you age or position?

B: I think that age is more important. I think for someone who's near my own age or younger than me, I would be more direct, but for someone who's older than me, I would be a little bit more considerate.

A: Even though she is your boss?

B: With the boss, I'm really respectful to the boss. I'm not going to correct her right away. I'll kind of be less ahead a little bit. But when it came to be the janitor, the 18 year-old janitor, and the 52 year-old janitor, I still very consider of their feeling. I wasn't very direct with 52 year-old janitor, I would even be ahead a little bit more when I would with the 18 year-old janitor.

A: Thank you very much.

B: You're welcome.

9.

A: How do you feel about the questionnaire?

B: Culturally, if someone had talked to me that way, I would take that to be an accusatory statement, rather than not ask me. And I would probably reply more sternly but politely, if I'm correcting them.

A: How age would affect it?

B: I think that if it's in a large corporation, I think that the younger a person is would be a little bit more intimidated by the older person. And I think culturally speaking,

people who are less...I think if you're older and have more experience, you're a little bit more apt to correct somebody and make sure that they understand that you're not the person who did all these things. So, I think age means more experience "how many years have you worked?" I think if it's a young person and it's their first job, they can be more intimidated perhaps. But I think it depends on cultural difference and also personality type. You have young people who are very out spoken and authoritative and would have no problem correcting someone. But there're a lot of factors involved when we make a communication. But when I read those, it was very accusatory and I want to defend myself with that person straight.

A: And how about the strategies you use?

B: I would definitely pick the most polite way in correcting them, but in a strong manner. So that person would then...step back and talk to me a little bit more politely or respectfully.

A: And with the person's position, boss or janitor?

B: I think I'd respond more polite with the boss. With the janitor, I can be more close to her, and then I can be like more responsive to her, like more direct, instead of going around.

A: Thank you very much.

B: You're very welcome.

10.

A: How do you think about the difference between age and position?

B: Well, for me, personally, I kind of react to everybody in the same way.

A: Ah ha...

B: Perhaps, I would be more direct with somebody who's younger than me. You know...when people are older, it seems that they have more authority than younger people. And we react on a more sensitive way toward older people.

A: Even to the younger boss?

B: For me, personally, I really don't have an authority complex. I generally treat everybody with the same politeness.

A: What kind of politeness that you mean?

B: Politeness? Umm...Well, in the survey, I said when somebody's mistaken, I said, "Well, you might wanna check" You know...it would never come out like "Oh, you're wrong", it was "Oh, I'm not so sure about that" "You may wanna check". You know...it just kind of makes you feel bad when somebody said, "You are wrong".

A: Right, right?

B: So, I guess that was not my politeness by saying, "Oh, I could've sworn that I'm not sure..."

A: Even though you are sure? It's just a kid of strategies, right?

B: Yes.

A: Thank you very much.

B: No problem.

Thais Using Thai

ไทยพูดไทย 1

A: มีความรู้สึกยังไงคะเวลาทำแบบสอบถาม

B: เวลาทำแบบสอบถาม ถ้าเจอปัญหาเยอะๆเนี่ยจะหมดกำลังใจทำ เหมือนที่เราเจอเนื้อหาที่ต้องอ่านเยอะๆ มันจะเหนื่อยค่ะ

A: ท้อใช่ไหม เพราะเราฟังสอบเสร็จ ทีนี้ลักษณะที่ทำเนี่ยเวลา...รู้สึกมั้ยว่าคนที่มาตำแหน่งเนี่ยต่างกัน เราจะต้องพูดต่างกัน

B: รู้สึกเหมือนกันค่ะ

A: แล้วระหว่างตำแหน่งกับอายุ จริงๆแล้ว...

B: ถ้าพูดถึงตำแหน่งกับอายุ จริงๆแล้ว...เป็นภาระโรงก็ต้องให้เกียรติเหมือนกัน เพราะว่ายังไงถ้าเกิดภาระโรงไม่ว่าเขาจะอายุมากกว่าหรือน้อยกว่าอย่างเงี้ยค่ะ

A: แล้วมีความรู้สึกมั้ยว่าจะให้น้ำหนักอะไรมากกว่ากัน ระหว่างตำแหน่งกับอายุ

B: ระหว่างตำแหน่งกับอายุเหอะคะ ถ้าเป็นตำแหน่ง ถ้าเค้าเป็นภาระโรง แต่ว่าเราเป็นไต่เรคเตอร์ แต่ว่าเรามีอายุ เาก็ต้องให้เกียรติเขา

A: แล้วในสถานการณ์ที่ความผิดไม่อยู่กับเรา กับเราหวังดีไปแก้เขา เราจะรู้สึกยังไงบ้าง

B: ก็คงรู้สึกไม่ดี

A: รู้สึกไม่ดี แล้วจะพูดแรงมั้ย ตรงเนี่ยต้องคิดใหญ่

B: ก็คงจะพูดไม่แรง ต้องคิดนะค่ะ เพราะว่าถ้าพูดแรงไปจะเป็นผลเสียต่อตัวเราเอง

A: แล้วการที่เราต้องแก้ ถ้าเราไม่บอกเขาเขาจะเข้าใจผิดละ

B: ก็จริงๆ ถ้าเกิดว่าไม่บอกแล้วเขาเข้าใจผิด หนูกับอกนะค่ะ ถ้าเขาเข้าใจผิดแล้วเราก็กปล่อยให้เขาเดือดร้อน หนูก็ยอมไม่ได้ ต้องบอกเขาให้เขาเข้าใจค่ะ

ไทยพูดไทย 2

A: กับคนที่จะต้องเลือกพูดกับผู้มีตำแหน่งสูงกว่า กับอายุสูงกว่า น้ำหนักที่เราจะให้ระหว่างผู้มีตำแหน่งสูงกับอายุมากกว่า เราจะรู้สึกแค้นที่จะพูดกับใครมากกว่า

B: เออ...ก็...พูดกับผู้มีตำแหน่งสูงกว่า

A: มากกว่าผู้มีอายุมากกว่าใช่ไหม

B: ค่ะ

A: เออ...แล้วในระหว่างความผิดที่เราจะต้องแก้ตัว กับความผิดไม่ใช่ของเรา แต่ว่าเราบอกเพื่อหวังดีอะ เราความรู้สึกระวังคำพูดอะไรมากกว่ากัน

B: อ้อ ระวังคำพูดตอนที่เค้ามาหาว่าเราทำผิดมากกว่าค่ะ ต้องคิดว่าเราจะพูดยังไงมากกว่า

A: แล้วทำแบบสอบถามเสร็จ รู้สึกเป็นยังไงบ้าง

B: ก็สนุกดีอะค่ะ แต่แบบ...บางทีก็รู้สึกอ่านไปก็โมโห

A: ว่าเค้ามาเข้าใจผิดเราใช่ไหม เพราะฉะนั้นเนี่ย อาจจะมีแรงบ้างใช่ไหม

B: ก็มีรุนแรงไปข้อหนึ่ง

A: โอเค ๆ ทีนี้ ถ้าเปรียบเจ้านายที่อายุมากกว่ากับภาระโรงที่อายุมากกว่า เราก็ระวังคำพูดกับเจ้านายมากกว่าใช่ไหม แล้วในกรณีที่เจ้านายอายุน้อยกว่าเราละ

B: ก็...ระวังคำพูดมากเท่ากับเจ้านายอายุมากกว่า ก็ถ้าเป็นเจ้านายก็ระวังคำพูดเหมือนกัน

- A: อ้อ แสดงว่าเราเลือกให้ความสำคัญกับตำแหน่งมากกว่าไชนี่
- B: ก็...ถึงจะเป็นภารโรง ก็จะต้องดูสภาพด้วยอะคะ จะพยายามสุภาพกับทุกคนอยู่แล้วโดยปกติ
- A: แล้วถ้าเป็นภารโรงที่อายุน้อยล่ะ
- B: ภารโรงที่อายุน้อย ก็จะมีสุภาพ แต่ว่าแบบ...ไม่ให้เค้ามาก้าวร้าวเรา
- A: มีการสั่งสอนไปบ้างเล็กน้อย
- B: ใช่คะ

ไทยพูดไทย 3

- A: รู้สึกยังไงบ้าง รู้สึกว่าคนที่มีความสูงกับคนที่มีความอายุน้อยเราให้น้ำหนักอะไรมากกว่ากันระหว่างคนที่มีความสูงกับเราและอายุมากกว่าเรา เราระวังคำพูดใครมากกว่ากัน
- B: บอกไม่ถูกคะ ถ้าอายุน้อยกว่าแต่ว่าเป็นหัวหน้า เราก็จะสนิทมากกว่าที่เป็นอายุมากกว่าแล้วเป็นหัวหน้า จะสามารถพูดกันเองได้มากกว่า
- A: แล้วถ้าภารโรงล่ะ ถ้าภารโรงที่มีความสูงมากกว่า ภารโรงที่อายุน้อยกว่าล่ะ
- B: ก็มันก็สนิทอะนะ ก็คุยกันได้
- A: หมายความว่าถ้าตำแหน่งน้อยเนี่ย เราจะรู้สึกสนิทกับเค้ามากกว่า
- B: ใช่คะ ใช่คะ
- A: โอเค...แล้วความสนิทก็คือเรากล้าพูด ไชนี่
- B: ใช่คะ ใช่คะ
- A: แล้วถ้าสมมุติว่าความผิดมาอยู่กับเรา กับเราแก้เพื่อหวังดีแบบเนี่ย เราจะรู้สึกต้องระวังอย่างไหนมากกว่ากัน อย่างเค้ากล่าวหาเราอะไรอย่างเนี่ย คือรู้สึกโมโหบ้างรึเปล่า
- B: ไม่หรอกคะ ถ้าเค้าเป็นหัวหน้าเราอย่างเงี้ย ก็ต้องอธิบายให้เค้าฟัง ว่าเราไม่ได้ทำ แล้วเรามาช่วยแก้ไขให้ทีหลัง
- A: แล้วถ้าสมมุติว่าเป็นภารโรง ยิ่งภารโรงอายุน้อยอย่างเนี่ย
- B: พูดกันแบบเป็นเพื่อน หรืออะไรอย่างเงี้ย แบบ...บอกไปเลย ว่าไม่ได้ทำ
- A: ถ้าเป็นภารโรงอายุมากล่ะ
- B: ก็แบบ มีมารยาท แบบพูดเพราะขึ้นนิดนึง
- A: พูดเพราะขึ้นนิดนึง โอเค..แล้วถ้าสมมุติว่าเราแก้เขาโดยที่หวังดี คือ ถ้าไม่แก้แล้วเนี่ย จะเกิดผลเสียกับเขา กับ การที่เขาเข้าใจผิดว่าเราทำทั้ง ๆ ที่เราไม่ได้ทำ เราจะต้องระวังอย่างไหนมากกว่ากัน
- B: เข้าใจผิดว่าเราทำ เราจะต้องระวังมากกว่า
- A: อ่าอะ
- B: ก็จะต้องระวังมาก ก็เราไม่ได้ทำ
- A: ไฉนนี่คือต้องระวังไชนี่ ต้องคิดว่าเราจะพูดยังไงไม่ให้บัวไม่ให้ช้ำไม่ให้ช้ำด้วยแล้วเขาเชื่อด้วย
- B: ใช่คะ

ไทยพูดไทย 4

A: รู้สึกยังไงบ้างที่ทำแบบสอบถาม

B: รู้สึก...ก็ดีนะค่ะ เวลาเราเจอสถานการณ์แบบนั้นเราต้องทำยังไง เราจะพูดอะไร

A: เราจะพูดว่ายังไง เหมือนเล่นละครวิทยุใช้มั๊ย

B: ค่ะ

A: แล้วเวลาที่เจ้านายตำแหน่งสูงกว่าเรากับคนที่อายุน้อยกว่าเรา มีความรู้สึกที่น้ำหนักเนี่ยเราจะให้กับเจ้านายหรือว่า...คือเลื่อระหว่างคนที่ตำแหน่งสูงกว่าเรากับคนที่อายุน้อยกว่าเรา เราจะระวัง...

B: ตำแหน่ง

A: ตำแหน่ง

B: เราจะดูตำแหน่งแล้วก็...

A: ถ้าเป็นภาวโรงอายุมากเราก็เป็นยังไง

B: เราต้องให้ความเคารพด้วยว่าเป็นคนที่อาวุโสกว่า

A: โอเค...ถ้าภาวโรงอายุมากเทียบกับเจ้านายน้อยละ

B: มันคนละครณีกันนะค่ะ

A: ใช่ มันคนละครณีกัน แล้วเรารู้สึกยังไงละ

B: ก็กับเจ้านายก็พูดแบบเหมือนเราเป็นลูกน้องของเจ้านายนะค่ะ แต่ภาวโรงก็พูดธรรมดาแต่เราให้ความเคารพ ถ้าเป็นผู้ใหญ่ก็ต้องพูดแบบไม่ธรรมดา

A: ในกรณีความเสียหายเกิดกับเรา...ความเสียหาย...คือ...เขามากล่าวหาเราเนี่ย เราต้องระวังคำพูดมากกว่ามั๊ย

B: ยังไงคะ

A: ในกรณีที่มีความผิดมัน...

B: ต้องค่ะ คือ ต้องพูดชี้แจงอะไรอย่างเงี้ยค่ะ ว่าเราไม่ได้เป็นคนทำ

A: ชี้แจง...แล้วถ้าชี้แจงกับเจ้านายกับชี้แจงกับภาวโรงละ

B: ก็กับเจ้านายต้องระวังกว่าค่ะ

A: ขอขอบคุณค่ะ

ไทยพูดไทย 5

A: เป็นไงบ้าง...

B: ก็รู้สึกว่ามันเป็นการแก้ไขความเข้าใจผิด เวลาเราจะแก้เราก็จะพูดไม่เหมือนกัน ระหว่างคนที่เจ้านายเราที่อายุน้อยหรืออายุน้อยอะไรอย่างเนี้ยค่ะ ความรู้สึกในการพูดที่จะแก้ตัว แก้ความเข้าใจผิดก็คงจะต่างกันนะค่ะ

A: แล้วสำหรับเราที่มีเกณฑ์ที่จะพูดให้มันต่างกันยังไง

B: ก็ถ้าเกิดว่าเป็นคนที่อายุน้อยกว่าเราแต่เขาเหมือนเป็นหัวหน้างานเราอย่างเนี้ยค่ะ ก็อาจจะพูดแบบเหมือนกับล้อเล่นนิดหน่อย แต่ก็ต้องมีมารยาทอยู่อะไรอย่างเนี้ยค่ะ แต่ถ้าเป็นคุณป้าที่เป็นคนทำความสะดวกอะไรอย่างเงี้ย "เออ...คุณป้าคะ" อะไรอย่างเงี้ย ก็พูดเหมือนกับผู้ใหญ่ที่ว่ๆไป แต่อาจไม่นอบน้อมมากเหมือนญาติของเรา แบบสนิทอะไรอย่างเนี้ยค่ะ

A: ถ้าความผิดมันอยู่กับเราละอย่างเนี่ยมันต่างกับตอนที่เราก็ก่อเพื่อหวังดีกับเขา

B: ก็เขาเข้าใจผิดเราแต่เราความจริงเราไม่ได้ทำใช้มัยคะ

A: อะฮะ

B: ก็อะ ก็อาจจะบอกว่าเดี๋ยวช่วยทำ ช่วยเก็บมัยอะไรอย่างเนี่ย แบบหนูไม่ได้ทำอะ หนูพึ่เห็นเหมือนกันเดี๋ย
ช่วยเก็บมัยคะ อะไรอย่างเนี่ย

A: ก็คือการเสนอเนี่ยทำให้มันลดลง

B: ก็ทำให้เขารู้สึกดีขึ้น

A: แล้วถ้ากรณีที่เป็นเจ้านายละ

B: ถ้าเป็นเจ้านายก็คงต้องให้เหตุผลมากหน่อย เพราะว่าเขาอาจจะเหมือนกับว่า เราก็เหมือนเหมือนกับลูกน้อง
เขา เขาอาจจะมุ่งความผิดว่าเราต้องผิดแน่ๆอะไรอย่างเนี่ยคะ ต้องให้เหตุผลว่า ออ...ตอนนั้นหนูไม่อยู่นะคะลอง
ดูที่ระบุไว้ว่าไม่อยู่ ว่าหนูออกไปข้างนอก มันมีหลักฐานหน่อยนะคะ

ไทยพูดไทย 6

A: เมื่อก็ทำแบบสอบถามรู้สึกยังไงบ้างคะ พอทำเสร็จรู้สึกยังไง

B: ก็นี่ถึงความเป็นจริงนะคะ

A: ความเป็นจริงยังงี้ คนที่ตำแหน่งสูงกว่าใช้มัยกับคนที่อายุมากกว่า เราให้น้ำหนักอะไรมากกว่า

B: คือเราจะต้องระวังตำแหน่ง

A: แต่ถ้าอายุน้อยกว่า

B: ถึงอายุน้อยกว่าแต่เราก็ดูตำแหน่งใช้มัยว่าถ้าเป็นเจ้านายเราก็กเกรงใจ

A: แล้วก็ในกรณีภาวโรงอายุมากกว่าเรา

B: ก็ต้องพูดตามความเป็นจริงนะ

A: ต้องระวังอะไรมัย การที่เขาอายุมากกว่าเราต้องระวังมัย

B: ไม่ต้องระวังมาก

A: โอเค ไม่ต้องระวังมาก แต่ถ้าเป็นเจ้านายที่เราจะระวังมากกว่า แล้วถ้ากรณีความผิดมาอยู่กับเราละ
เกิดเขาเข้าใจผิดเรา อันไหนต้องระวังมากกว่า

B: เขาเข้าใจผิดเรา เราต้องระวังมากกว่า ก็คืออย่าให้เขาเข้าใจผิดเราว่าเราก็กตัว

A: ก็ต้องให้เขาเชื่อประมาณนี้

B: แล้วต้องระวังไม่ให้เค้าโกรธเราด้วยอะคะ แต่ถ้าเป็นที่เราก็กเพราะเราก็กหวังดีกับเค้าเราก็กไม่ค่อยต้องกลัวว่า
เค้าจะโกรธอะคะ

ไทยพูดไทย 7

A: เป็นไงบ้างคะ ทำแบบสอบถาม

B: ค่ะ ก็ดี

A: ตอนที่ทำนะ รู้สึกว่า ระหว่างสถานการณ์ภาพกับอายุ เราให้น้ำหนักอะไรมากกว่ากัน อย่างเจ้านายเรากับภาวโรง
อย่างเงี่ย

B: สถานภาพค่ะ แต่ว่า หมายถึงว่า ก็คือว่า กับภารโรง เราก็ไม่ได้พูดรุนแรงอะนะคะ แต่คือ ก็ให้หน้าหนักกับเจ้านายมากกว่า

A: ในสถานการณ์ที่เป็นการเข้าใจผิดว่าเป็นความผิดของเรา เราชู้สึกยังไง

B: รู้สึกว่า เออ...กรณีที่ต้องปฏิเสธว่ามันไม่ใช่ความผิดของเราใช้มั๊ยคะ

A: ใช่ค่ะ

B: ก็...ถ้าเป็นเจ้านายของเรา เราก็จะรู้สึกลำบากใจหน่อยอะคะ เพราะว่าเค้าอาจจะมองเราว่า แบบ เอ๊ย นี่ บัดความผิด หรือเปล่า แต่กับภารโรงก็ไม่ต้องคิดมาก เพราะว่า เหมือนกับว่า ยังไงก็ไม่ได้เกี่ยวข้องกับผู้ที่ว่า ที่เค้าจะมามีอิทธิพลกับงานเรา ก็ถ้าแบบ ในบริษัท ก็อาจจะมี คือ เค้าก็อาจจะมองเราไม่ดี แต่ก็ไม่ได้มีผลมากมาย

A: กับเวลาที่เราก็กังเพื่อหวังดี

B: เวลาแก็เพราะหวังดี เราก็ไม่ต้องคิดมากเท่าไหร่อะคะ

ไทยพูดไทย 8

A: เป็นยังไงบ้าง เวลาทำแบบสอบถาม มีวิธีการยังไง นึกเรื่องสถานภาพกับอายุยังงัยบ้าง

B: ก็ถ้าเป็นคนที่มีสถานภาพสูงกว่าเรา เราก็ไม่ควรทำให้เขาเสียหน้าคะ แบบถ้าเป็นผู้ใหญ่อะคะ ต้องไม่ทำให้เขาเสียหน้า เพราะเขาโตกว่า

A: แล้วถ้าสมมุติว่าเป็นระหว่างสถานภาพกับอายุนี้เราเลือกอะไร อย่างเช่นภารโรงที่อายุมากกว่า กับเจ้านายที่อายุมากกว่า

B: ตามจริงเลยก็คงต้องเลือกความสนิทสนมก่อน และเลือกอายุมากกว่านะคะ

A: อายุเยอะก็เกรงใจใช้มั๊ย

B: ก็ต้องเลือกอายุไว้ก่อนคะ ถ้าอายุเยอะก็เหมือนเป็นผู้ใหญ่อะคะ

A: แล้วถ้าเจ้านายอายุน้อยเนี่ยเราจะเกรงใจมากกว่าภารโรงอายุมากกว่า หรือว่าภารโรงอายุมากเกรงใจมากกว่าเจ้านายอายุน้อย

B: ก็พอพอกันคะ ถ้าจะตอบก็คงตอบใกล้ๆกัน

A: อ้อ...โอเค เราชู้สึกว่ามันจะใกล้ๆกันใช้มั๊ย

B: ก็ดูทั้งสองอย่างนะคะ

A: แต่ถ้าจะให้หน้าหนัก อย่างเช่นเจ้านายอายุน้อยเปรียบกับภารโรงอายุมาก

B: ภารโรงอายุมากดีกว่าคะ

A: อ้อ...เราจะเกรงใจกว่าใช้มั๊ย

B: นิดนึ่งคะ

A: นิดนึ่ง...โอเค

B: นิดน้อยเองคะ

A: นิดน้อยเอง แล้วที่นี้สถานภาพที่เขาเข้าใจผิดโดยที่เราพูดแล้วจะมีประโยชน์กับเขา กับเวลา เอ๊ะ! เขาเข้าใจเราผิดเนี่ย ถ้าเราไม่แก้เนี่ยเราจะเสียประโยชน์ เราชู้สึกต่างกันมั๊ย...จำสถานการณ์ได้มั๊ยที่เขาเข้าใจเราผิด

B: อ้อ...จำได้คะต่างกันคะ

A: แล้วรู้สึกว่ามันไหนเราพูดแรงกว่ากัน

B: ที่มีประโยชน์กับเขาเราจะพูดตรงกว่าค่ะ

A: อ้อๆ น่าสนใจ...ใช่ เพราะฉะนั้นเวลาเรารู้สึกเราต้องต้องแก้ตัว เราจะต้องมีวิธีที่มันทำให้มันละมุนละม่อมขึ้น

B: ใช่ค่ะให้เขาเหมือนไม่เสียหาย แต่ถ้าเขาเข้าใจผิดเรื่องของเขาเอง ก็เหมือนการบอกเฉยๆค่ะ เพราะเขาได้ประโยชน์ แต่ถ้าเกิดเป็นตอนที่เรารู้ไม่ได้ผิด แล้วเขาคิดว่าเราผิด พอแก้แล้วเหมือนว่าเราไปด่าเขาคืน ก็เลยต้องเหมือนพูดอ้อมๆให้เขารู้ แล้วเขาก็จะได้ไม่เสียหาย แต่ถ้าไม่แก้แล้วเขาจะเสียประโยชน์ ก็บอกเขาไปตรงๆได้ค่ะ ถ้าเขาเข้าใจผิดว่าเราทำแต่เราไม่ได้ทำ เราก็พูดแก้แบบวิธีอ้อมๆ

A: เช่นอะไรที่เราคิดว่าวิธีอ้อมๆ

B: อันนี้คือสถานการณ์ไหนละคะ

A: สถานการณ์ทุกสถานการณ์ที่เราคิดว่า...เออ... สถานการณ์ที่เราเนี่ยจะต้องแก้ตัว เขาเข้าใจผิดเรา

B: ก็เหมือนแบบ เอ๊ะ! ดูลิ สมมุติว่า...โจทย์ว่าอะไรนะคะพี่

A: โจทย์บอกว่าเราทำแก้วกาแฟแตก ทำไมเราไม่เซ็ด

B: อีกร้านหนึ่งนะค่ะที่ แบบ...

A: เข้าแฟ้มผิด...

B: ค่ะ ก็บอกเขาให้เขาเซ็ดวันที่ดูดีมัย

A: อ้อ...เป็นการพูดอ้อมๆ

B: ค่ะ ก็บอกเขาดูวันที่ เขาก็คงจะรู้ว่าไม่ใช่เราค่ะ

A: โอเค...ขอบคุณมาก

B: ไม่เป็นไรค่ะ

ไทยพูดไทย 9

A: ตอนที่ทำแบบสอบถามรู้สึกยังไง

B: รู้สึกแบบเป็นแบบสอบถามที่แปลกกว่าที่อื่น เพราะเป็นแบบสอบถามที่ต้องเขียนยาวๆ แล้วก็แบบ เหมือนกับคำถามมันเหมือนกันทุกอันเลย

A: เหมือนกัน เพราะจะให้ดูอายุกับสถานภาพ แล้ว ระหว่างอายุกับสถานภาพเนี่ย รู้สึกเราจะให้ความสำคัญกับอะไรมากกว่า

B: รู้สึกจะให้ความสำคัญกับสถานภาพมากกว่า เพราะว่าแบบ อย่างเค้าแก่กว่าแต่เค้าเป็นภารโรงอย่างเงี้ย ก็เหมือนแบบเราสนิทได้อ่ะ แต่ถ้าเค้าอ่อนกว่า แล้วเค้าเป็นเจ้านาย เราก็...นะ

A: เราแก้เพื่อไม่ให้เค้าเข้าใจผิดเรา กับที่เราแก้เพื่อผลประโยชน์ส่วนตัวเค้าเนี่ย จะมีวิธีการต่างกันมัย

B: มันก็ไม่ต่างกันนะ ถึงแม้จะแก้เพื่อผลประโยชน์ของเขา แต่เราก็ต้องพูดแบบเพื่อไม่ให้เค้าเสียหาย ว่าเค้าเป็นคนเข้าใจผิด อะไรอย่างเงี้ยอะค่ะ

ไทยพูดไทย 10

A: ตอนทำแบบสอบถามรู้สึกยังไงคะ

B: ก็ดีค่ะ

A: แล้วมีวิธีพูดแก้อย่างไรกับคนที่มีอายุหรือสถานภาพที่สูงกว่า

B: ถ้าเป็นคนที่มีสถานภาพสูงกว่าเรา เราก็ไม่ควรทำให้เขาเสียหน้าค่ะ แบบถ้าเป็นผู้ใหญ่ล่ะค่ะ ต้องไม่ทำให้เขาเสียหน้า เพราะเขาโตกว่า

A: แล้วถ้าสมมุติว่าเป็นระหว่างสถานภาพกับอายุที่เราเลือกอะไร อย่างเช่นมารองที่อายุมากกว่า กับเจ้านายที่อายุมากกว่า

B: ตามจริงเลยก็ควรเลือกความสนิทสนมก่อน และเลือกอายุมากกว่านะคะ

A: อายุเยอะก็จะเกรงใจใช่ไหม

B: ก็ต้องเลือกอายุไว้ก่อนค่ะ ถ้าอายุเยอะก็เหมือนเป็นผู้ใหญ่นะคะ

A: แล้วถ้าเจ้านายอายุน้อยเนี่ยเราจะเกรงใจมากกว่ามารองอายุมากกว่า หรือว่ามารองอายุมากเกรงใจมากกว่าเจ้านายอายุน้อย

B: ก็พอพอกันค่ะ ถ้าจะตอบก็คงตอบใกล้เคียงกัน

A: อ้อ...โอเค เราชู้สึกว่ามันจะใกล้เคียงกันใช่ไหม

B: ก็ดูทั้งสองอย่างนะคะ

A: แต่ถ้าจะให้ให้น้ำหนัก อย่างเช่นเจ้านายอายุน้อยเปรียบกับมารองอายุมาก

B: มารองอายุมากดีกว่าค่ะ

A: อ้อ...เราจะเกรงใจกว่าใช่ไหม

B: นิดหนึ่งค่ะ

A: นิดหนึ่ง...โอเค

B: นิดหน่อยเองค่ะ

A: นิดหน่อยเอง แล้วที่นี้สถานภาพที่เขาเข้าใจผิดโดยที่เราพูดแล้วจะมีประโยชน์กับเขา กับเวลา เอ๊ะ! เขาเข้าใจเราผิดเนี่ย ถ้าเราไม่แก้เนี่ยเราจะเสียประโยชน์ เราชู้สึกต่างกันมัย...จำสถานการณ์ได้มัยที่เขาเข้าใจเราผิด

B: อ้อ...จำได้ค่ะต่างกันค่ะ

A: แล้วรู้สึกว่ามันไหนเราพูดแรงกว่ากัน

B: ที่มีประโยชน์กับเขาเราจะพูดตรงกว่าค่ะ

A: อ้อๆ น่าสนใจ...ใช่ เพราะฉะนั้นเวลาเรารู้สึกเราต้องต้องแก้ตัว เราจะต้องมีวิธีที่มันทำให้มันละมุนละม่อมขึ้น

B: ใช่ค่ะให้เขาเหมือนไม่เสียหน้า แต่ถ้าเกิดว่าเขาารู้สึกผิดของเขาเองก็เหมือนการบอกเฉยๆค่ะ เพราะเขาได้ประโยชน์ ถ้าเกิดตอนแรกเราทำผิด แล้วเขาคิดว่าเราผิด แล้วเหมือนว่าเราไปตำหนิเขา ก็เลยต้องเหมือนพูดอ้อมๆให้เขารู้ แล้วเขาก็จะได้ไม่เสียหน้า แต่ถ้าเขาทำแล้วเขาจะเสียประโยชน์กับออกเขาไปตรงๆก็ได้

A: แล้วในสถานการณ์ที่เราเนี่ยจะต้องแก้ตัว แบบ เขาเข้าใจผิดเรา

B: ก็เหมือนแบบ เอ๊ะ! ดูลี สมมุติว่า...โจทย์ว่าจะอะไรนะคะ

A: โจทย์บอกว่าเราทำแก้วกาแฟแตก ทำไมเราไม่เซ็ด

B: อีกอันหนึ่งนะคะที่ แบบ...

A: เข้าแฟ้มผิด...

B: ค่ะ ก็บอกเขาให้เขาเซ็ดวันที่ดูดีมัย

A: อ้อ...

B: เป็นการพูดข้อมๆคะ ก็บอกเขาให้ดูวันที่ ดูแล้วเขาก็คงจะรู้ว่าไม่ใช่เราคะ

A: โอเค...ขอบคุณมาก มีอะไรจะเสนอแนะหรือว่าตีขมเกี่ยวกับเรื่องสถานภาพหรือการพูดแก้อะไรอย่างงี้มั๊ย

B: ก็ไม่มีค่ะ โชคดีนะคะ

Thai Learners Using English

ESL-long Learners

ESL-Long 1

A: รู้สึกยังไง เวลาที่เราจะต้อง ... คือในสถานการณ์อย่างเงี้ย เรา รู้สึกยังไงว่าเราจะต้องพูดแก้ไขเป็นภาษาอังกฤษ เรา รู้สึกยังไง?

B: ยังไงเหอหือ ก็...ความจริงมันไม่ค่อยขึ้นอยู่กับภาษาอะคะ

A: อ่า...

B: มันขึ้นอยู่กับความรู้สึกเราและสถานการณ์นั้น ภาษาเป็นแบบ...เป็น option เอ่อ...เป็นการคาดการณ์ ที่เป็นภาษาที่เราจะ communicate ให้เราเข้าใจความรู้สึกเราเท่านั้น ถ้าถามว่ารู้สึกยังไงเนี่ย ก็คือ รู้สึกแบบสถานการณ์นั้น ๆ มากกว่า พอเราอยู่ America ไปซั๊กพักนึงแล้วเนี่ย ใ้พวกภาษาเนี่ยมันจะออกมา...มันจะออกมาเอง ตามความรู้สึกเรา ใ้ตอนแรก ๆ นี้มีความลำบากมากเลยที่เราแสดงความรู้สึกออกมากับคนอื่น ว่ามันจะได้แค่หน้าตาหรือว่าอะไรเท่านั้นนะ ภาษามันยังแบบ...มัน...เราไม่ได้ใช้ทุก ๆ วัน แล้วมันคล้าย ๆ กับว่าตัวเราจะแสดงความรู้สึกออกไปยังไงดี...ด้วยภาษานะคะ

A: อ่า...

B: แต่พอเราอยู่มาระยะนึงแล้วเนี่ย มันก็จะออกมาเอง ตามความรู้สึกที่เรา รู้สึกออกมา แต่มันก็จะเป็นแค่แบบว่า...ทุก ๆ วัน conversation ทุกวัน เท่านั้นเอง ก็คือเป็นอะไรที่มันยากขึ้น เป็น step level ที่มันสูงขึ้นนะ ก็ค่อนข้างจะยังลำบากอยู่ เพราะเรายังไม่ชินตรงนั้น แต่ถ้าเป็นอะไรที่เราใช้ทุกวัน มันก็จะออกมาตามความรู้สึกของเราเอง

A: แล้วรู้สึกว่าจะ concern กับเรื่องตำแหน่ง กับอายุเนี่ย มีความรู้สึก ว่า อย่างไรมันมาก่อนกัน?

B: ตำแหน่งไหน?

A: ตำแหน่งก็คือเจ้านายกับ...หรือ...ระหว่างเจ้านาย ภารโรง กับ อายุที่แก่กับอ่อน

B: ในกรใช้ภาษาเหอ?

A: เออ...ในการที่เราแบบแก้ไขเขาอย่างเงี้ย เราต้องคำนึงถึงอะไรก่อนกัน

B: อืม...

A: ในความรู้สึกของเรา

B: ตำแหน่งหรืออายุหรือคะ

A: เออเฮอะ

B: ของปุ่นนี่...

A: อย่างเราพูดกับภารโรง แต่เราพูดกับเจ้านายเรา

B: อืม...

A: แล้วระหว่างเจ้านายที่แก่กับเจ้านายที่อายุน้อยอย่างเงี้ย

B: อ้อ...

A: เรา รู้สึกเขา คำนึงถึงอะไรก่อน ในระหว่างที่เราตอบคำถาม

B: ถ้าอยู่ในที่ทำงาน ก็คำนึง... คำนึงถึงตำแหน่งค่ะ

A: อ้อฮืม...

B: ไม่ว่าจะอายุน้อย อายุมาก กว่าเรา เรา คำนึงถึงตำแหน่งก่อน

A: อ้อฮืม...

B: แต่ด้านนอกงานแล้วเนี่ย เราก็ respect คนที่อายุมากกว่าเรา

A: เออเฮอะ... แล้วเวลาที่จะใช้ เอะ... นึกลำบากใจบ้างมัย เวลา... ที่จะเลือกใช้คำ เพราะว่าเรา... ภาษาไทยเราจะ มีสรรพนามที่ต่างกันใช่มะ

B: เออ ใช่ ๆ

A: แล้วก็ มี "ค่ะ" มีอะไร คือน้ำเสียงอะไรที่ทำให้มันนุ่มนวลขึ้นได้

B: เออ ๆ ๆ

A: ที่นี้... พอใช้ภาษาอังกฤษเนี่ย รู้สึกยังไง แบบ...

B: ภาษาอังกฤษมันจะมีแค่ you กับ I ใช่มัยคะ

A: เออ ๆ ๆ... รู้สึก...

B: แล้วเราก็แบบ... ก็คือเราจะพยายามใช้ภาษาที่มัน ถ้าเป็นคนที่สูงกว่าเรา เจ้านายอะไรอย่างเงี้ย เราก็ใช้ ภาษาที่สูง... สวย อย่างเช่น แบบ "I am afraid that..." อะไรอย่างเงี้ยค้ำ คือแบบเป็นภาษาที่สวยขึ้น และน้ำเสียงของเราอ้อ ก็จะเป็น... คือ... จะคล้าย ๆ กับว่าให้แสดงความรู้สึกว่า respect เขา

A: เออ เฮอะ...

B: แต่ถ้าเป็นคนที่ยุ่่น้อยกว่าเราหรือว่าตำแหน่งน้อยกว่าเรา เราก็... ถ้าเป็น style ปุ่ม ก็คือ จะออกแบบแนวแบบว่า เล่น แบบใช้คำที่แบบกว่า เล่นตลก หรือว่า จิ้ม ๆ แหย่ ๆ อะไรอย่างเงี้ย

A: แม้จะเป็นการโรงที่อายุมากกว่า...?

B: ก็ถ้าการโรงที่อายุมากกว่า แต่ว่าตำแหน่ง... น้อยกว่าเราใช่มะ... เราก็จะประมาณว่าแหย่ ๆ

A: แหย่ ๆ... OK ๆ

B: ไม่ใช่ว่าแบบจะ respect เขา เพราะว่าเขาตำแหน่งน้อยกว่าเรา

A: เออ... ใช่ ๆ แต่ถ้าถึงเจ้านายที่อายุอ่อนกว่าก็ตามเราก็ต้อง respect เขา

B: ใช่ ๆ ... ค่ะ เพราะว่าเคยเป็นเจ้านายที่อายุอ่อนกว่า

A: อ้อ... แล้วเป็นยังไงมั่ง?

B: ก็มีแบบว่า มีแบบลูกน้อง ๆ ที่แบบว่าอายุมากกว่าเราเยอะมาก สิบปีอะไรอย่างเงี้ย

A: เออ เฮอะ...

B: เขาก็ respect เรา บางทีเราก็แบบตอนแรก เขาก็เกรงใจเขา แต่ว่า เขาก็มาเข้าใจตอนหลังว่า เขาต้องทำอย่างเงี้ย ในที่ทำงานอะไรเงี้ย

A: เออเฮอะ...

B: เราก็ต้องวางตัวของเรา

A: วางตัว?

B: แต่ละคนให้ต่าง ๆ กัน

A: ขอบคุณมากค่ะ

B: ไม่เป็นไรค่ะ ฮี ๆ...

ESL-Long 2

A: รู้สึกเป็นยังไงบ้าง ให้ทำเนี่ย...เอ่อ...รู้สึกว่า มันต่างกันยังไง ลักษณะของตำแหน่งและก็อายุ เวลาเราจะพูดภาษาอังกฤษ มีความลำบากใจมั๊ย?

B: ก็...ต้องดูว่า เขา...หมายถึงว่าถ้าเกิดการงานเขาสูงกว่า

A: เออเฮอะ...

B: มันก็ต้องดูแบบ????? คือ หมายถึงว่าสนิทกันมากอย่างเงี้ย มันก็สามารถที่จะคุยกันได้ แบบว่า...คำไม่ ต้องเป็นทางการมาก แต่ก็ต้องดูด้วยว่า ความเหมาะสมอะไรอย่างเงี้ยอะค่ะ

A: อือฮี้...แล้วเราจะดูตำแหน่งก่อนหรือดูอายุก่อนล่ะ?

B: อืม...ดูอายุก่อน

A: ดูอายุก่อน...คือ ไม่ว่าจะเป็นอย่าง...เอ่อ...younger boss กับ older janitor เราจะเห็นว่าใครจะต้องระวังมากกว่ากัน?

B: คิดว่าให้ความสำคัญกับอายุมากกว่า

A: เออเฮอะ ๆ ๆ

B: แต่ก็...คือเหมือนกับว่าต่อให้เขาทำตำแหน่งต่ำกว่า แต่เขาอายุมากกว่าก็คงไม่พูดถึงขนาดว่าแบบ...ดูชั้นสูงกว่านะ อะไรอย่างเงี้ยอะ

A: อืม...แล้วกับการที่ใช้ pronoun ที่ต่างกัน มีความอึดอัดมั๊ยแบบทำไม final particle ที่มันไม่มีอะไรเงี้ย บางที่เราอาจ เราอาจจะ “นะ” เราอาจจะ “จ๊ะ” เราอาจจะ “ค่ะ” อะไรอย่างเงี้ย อยากรู้มั๊ยในภาษาอังกฤษนะ อะคะ?

B: ถ้าคุยกันเองจะเป็นค่ะ แต่ว่านี่คือไม่เป็นค่ะ เพราะว่าสถานการณ์มันไม่เหมือนกัน

A: เออเฮอะ...แล้วไม่เลือกอยากได้ใช้ final particle หรือว่า มีอะไรอยากจะทำ remark เกี่ยวกับอะไรมั๊ย ความรู้สึกที่ทำ

B: หมายถึงตัว questionnaire รึเปล่าคะ?

A: เออ...

B: คิดว่าแต่ละข้อมันคล้าย ๆ กันค่ะ

A: เออเฮอะ...

B: บางทีแบบภาษาอังกฤษมันไม่ค่อยเหมือนของภาษาไทยไม่ว่าจะมีการแบ่งระดับในคำอะคะ เหมือนของที่ที่เขาไม่มี เพียงแต่ว่าการใช้เหมือนกับว่า tone ของการพูดนั้นต่างหากที่ได้มาตรฐานต่างกัน ในความรู้สึก...

A: ขอบคุณมาก...

ESL-Long 3

A: รู้สึกอย่างไรบ้างเวลาทำแบบสอบถาม

B: รู้สึกยากค่ะ เพราะว่า...นี่ก็...บางทีนี่ก็...เขาเรียกว่าอะไรนะ...สถานการณ์ไม่ออกอะคะ

A: เออเฮอะ...

B: แล้วก็...ดีว่า คือเรียกว่าอะไรนะ...บางข้อเนี่ยมันจะคล้าย ๆ กัน ซึ่งพอถ้า...ถ้าเจ้านี่เป็นภาษาไทยว่าเราพูดกับคนที่อายุต่างกันเนี่ย เราอาจจะ thought ไม่เหมือนกัน แต่พอนึกเป็นภาษาอังกฤษเนี่ย อืม...ดีเจ้านี่ว่ามันจะต้องตอบเหมือนไม่ว่าเขาจะเป็น...เป็นเจ้านายหรือว่าเป็นคนอายุเท่าไรเนี่ยอะไรทำนองเนี่ย ชักจะรู้สึกได้ว่า ข้อ 2 ข้อ 3 ข้อที่มันเหมือน ๆ กันเนี่ย สามารถตอบแบบเดียวกันได้นะคะ ซึ่งมันก็เลยทำให้ยาก เพราะมันเหมือนกับว่า ถ้าเอา culture เรา...เป็น...เป็น...เป็นเกณฑ์ เราจะต้องตอบอีกแบบหนึ่ง แต่ถ้าเกิดว่าเอาแค่...แค่นึกเป็นภาษาอังกฤษอะไรอย่างเงี้ย เราอาจจะตอบแบบเหมือนกันสำหรับทุกข้อเลยก็ได้อะไรเงี้ย มันก็เลยยากตรงนั้น

A: ดีมาก...แล้วก็เอ่อ...คิดว่าเรื่องตำแหน่งกับอายุเนี่ย...เป็น...ในฐานะนี่คือ concern เรื่องอะไรมากกว่ากัน?

B: ดีว่าดีใจเอาความคุ้นเคยมากกว่า...คือไม่...ไม่...แต่ดีก็ยังไม่เคยอยู่ในที่ที่แบบ...ทำงานที่เป็นลักษณะที่เป็น formal มาก ๆ ขนาดเนี่ย แต่...แต่ถ้าเอาแค่ตอนนี้เนี่ย จะใช้หลักเกณฑ์ของความคุ้นเคยกับคนที่เราพูดด้วย เช่น ถ้าอย่างในข้อที่บอกว่า เป็นเจ้านาย แต่ว่าก็คุ้นเคยกันอะไรอย่างเงี้ย ก็เลย...ก็จะรู้สึกว่าก็น่าจะใช้ภาษาที่เป็น informal ได้ อะไรอย่างเงี้ย ไม่...ไม่รู้สิว่าจะต้องระวังเรื่องภาษามาก

A: แต่ถ้าสังเกตดู 8 สถานการณ์เนี่ย จะคุ้นเคยหมดทุกข้อ

B: ใช่ ก็เลย...ก็เลยรู้สึกว่าใช้ภาษาแบบเดียวกันได้ ไม่...ไม่รู้สิว่าจะต้องใช้ภาษาต่างกันอะไรเงี้ยคะ

A: แต่รู้สึกว่ายากเพราะว่าไม่รู้จะวาง...

B: แบบไหนกันแน่...อะไรเงี้ย เพราะว่าจริง ๆ แล้วเนี่ย เวลาที่เราบอกว่าคุ้นเคยเนี่ย มันก็ยังมีระดับความคุ้นเคยใช่ปะคะ?

A: ใช่

B: คือแค่ถ้าบอกว่า acquaint เนี่ย มัน...มัน

A: กลาง ๆ ...

B: มันกลาง ๆ...ก็ไม่ได้...

A: เออเฮอะ...แบบมันอาจจะไม่คุ้นเคย ไม่ใช่ intimate

B: อะไรทำนองนั้นนะ แล้วทีนี้ บาง...บางที่เจ้านายเรารู้จักก็จริงแต่ด้วยความ...ด้วยลักษณะความสัมพันธ์ที่เป็นเจ้านายกับลูกน้องเนี่ย ถึงแม้จะคุ้นเคย มันก็อาจจะยังมี gap ของ...ของตำแหน่ง...ของเรื่องอะไรพวกนั้นนะ ซึ่งมันเลยทำให้คิดยากเหมือนกันว่าจะตอบยังไงดี อะไรประมาณนั้นนะคะ

A: OK...

B: แล้วก็จริง ๆ แล้วเนี่ย ถ้าเราพูดถึงในสถานการณ์จริง ๆ เนี่ย เวลามีคน...พูดอะไรที่เป็นข้อมูลผิดมาแบบนี้เนี่ย บางครั้งเราอาจจะไม่ต้อง...correct เขาทันที แต่เราอาจจะแบบพูดมัน indirect มาก ๆ จนกระทั่งเขาเข้าใจเองหรืออะไรอย่างเงี้ย แต่พอ...พอต้องตอบแบบสอบถามแบบนี้ มัน...เราต้องพยายาม direct to the point ใช่ปะคะ...ซึ่งมันเลยทำให้ยากกว่า เอ๊ะ! ตกใจอะไรดี ที่มันจะเป็นประโยคที่สั้นที่สุดที่เราจะพูดกลับไปอะไรอย่างเงี้ย

A: OK...ขอบคุณมากนะคะหนูดี...

ESL-long 4

A: รู้สึกอย่างไรเวลาทำแบบสอบถาม

B: รู้สึกว่าเวลาคนตอบ อาจตอบได้ต่าง ๆ กัน ขึ้นอยู่กับ individual personality ที่เป็นปกติมาก ๆ ของคน ๆ นั้น

A: ...individual personality ที่ทำไม่นะ...ปกติมาก

B: ปกติจริง ๆ คือถ้ามีคน...เอ่อ...accuse กล่าวหาอะค่ะ คือว่า ว่าเราไม่ค่อยจะ fix เท่าไหร่ ถ้าเกิดไม่...ไม่ใช่ เรื่องที่เลวร้ายมากจริง ๆ อะไรอย่างเงี้ย ก็คือไม่ค่อยแก้ตัวอะค่ะ ก็คือจะเฉย ๆ... เค้าวาก็...ว่าทำตก ก็เก็บ หรือ ว่าว่าทำหอะไร ก็จะไม่ clean แต่ถ้าใน เอ่อ อันนี้ก็คือพยายามจะ fix เพื่อให้ได้ประโยชน์ขึ้นมาอะค่ะ

A: คือ ปกติจะไม่ค่อยพูดแก้

B: ขึ้นอยู่กับคนด้วยอะค่ะ ว่าบางครั้งก็ไม่อยาก...ว่า OK เป็นหัวหน้า...เป็น...บางครั้งคือถ้าเป็นหัวหน้า ถ้าแบบเรื่องทำผิดพลาดในงานก็คงต้องแก้ตัว แต่ถ้าเป็นคนรู้จัก ้วยเดียวกัน หรือว่าอย่างในแบบสอบถาม เป็นแม่บ้านอะไรเงี้ยคะ ก็ไม่อยากจะเสียเวลาจะ...ก็ช่วย ๆ เค้าวทำไป คือ ไม่ค่อย...ไม่ค่อยอยากจะ argue อะไรอะใครอะ ประมาณเนี้ยคะ

A: แล้วในกรณีที่เราต้องแก้เพื่อประโยชน์ของเค้า

B: ก็...ก็อาจจะบอก...อาจจะบอกไปว่า "ไม่รู้...ไม่ได้ทำ" อะไรเงี้ย แต่...

A: เพื่อประโยชน์ของเค้าในลักษณะที่ว่า ถ้าเค้า...ถ้าเราไม่บอกเนี้ย เค้าจะมาผิดวัน

B: อ้อ OK...ถ้า...ถ้าเป็นเรื่องที่เป็น...เป็น information นะคะ คงต้อง...คงต้องแก้กันที่ถูกและไม่ถูกอะไรอย่างเงี้ย แต่ถ้าเราทำ...เป็นการเข้าใจผิด เรื่องที่แบบ...เขาก็อาจจะไม่มีหลักฐาน แต่เหมือนเป็นการกล่าวหาด้วย คิดว่าเราเป็นอย่างนั้น มัน...ถ้าเป็นเรื่องเล็กน้อยก็อาจจะไม่...ไม่...ไม่แก้ช้กล่าวหาอันนั้น ก็คือปล่อยเลยตามเลย นิสัยคนไทย...อิ ๆ บางส่วนอยู่เยอะ และ...แต่ถ้าถ้าเป็นเรื่องใหญ่ ในเรื่องทำงานผิดพลาดอะไรเงี้ยคงต้องแก้ไข ประมาณเนี้ยคะ

A: แล้วกับตำแหน่งกับอายุ รู้สึกว่าอะไรสำคัญกว่ากัน?

B: ค่อนข้างให้ความสำคัญกับ...อืม...อายุอะค่ะ มากกว่าตำแหน่ง

A: แสดงว่าเราจะระวัง old janitor มากกว่า younger boss?

B: มัน...คือใน paper ที่ให้ทำ...questionnaire...มัน...มัน...คือมันเป็น case study คนละอย่างกันเงี้ย คือ ถ้าแบบ...เหมือน...จำไม่ได้ละ...ถ้าเป็นของ janitor นี่คือส่วนใหญ่เหมือนกับเราทำอะไรซักอย่างที่มี effect กับเขา หรือว่าเราทำ mess อะไรซักอย่างหนึ่ง ซึ่งเค้าค่อนข้างแบบ...มีอารมณ์ร่วมกับ...คือไม่ใช่แค่ถามว่าเราทำ...แต่หมายความว่า...ต้องการรู้ว่าใครทำ และต้องการแบบประมาณว่าอยากจะให้ fix อะไรเงี้ย ทำไมไม่บอกหรือว่าอะไรประมาณนี้ แต่ถ้าเป็น boss นี่คือลักษณะว่า งานผิดพลาด ก็คือ OK...you ก็แก้ไขอะไรประมาณนั้น คือมันไม่ค่อย...มัน...ความรุนแรงของสถานการณ์มันไม่เหมือนกันนะคะ...ในการตอบโต้ในแต่ละสถานการณ์ก็ไม่เหมือนกัน

A: ขอบคุณมาก...

B: ไม่เป็นไรค่ะ

ESL-long 5

B: ก็รู้สึกว่าเป็นสิ่งที่เรา แบบเหมือนกับสิ่งเขาพูดมานี้ ปฏิกริยาเรา เขาพูดมานี้ก็รู้สึกว่าเป็นสิ่งที่ฝ่ายหนึ่งพูดมานี้ ทำให้เราอยากตอบโต้ไปอย่างหนึ่ง แต่เหมือนกับว่าในใจเรานี้ก็เหมือนกับว่า ตำแหน่งของเขาสูงกว่า หรือไม่มีอายุมากกว่า หรืออาจว่า ตำแหน่งต่ำกว่า แต่อายุมากกว่า ก็เลยทำให้เราลัง แต่ว่าการที่เขาบอกกล่าวโทษเรา หรืออะไรอย่างนี้ ก็ทำให้เราอยากจะ เร็วไปเหมือนกัน แต่ก็มีอะไรมาอยู่ มันทัน environment มันทัน context คำอยู่ว่า เขาเป็นคนนั้นนะ เขาเป็นอย่างนั้นนะ แต่ว่าถ้าเกิดเป็นระดับเดียวกัน คนที่เรารู้สึกว่าเราสนิทก็จะไม่ค่อยยัง ภาษาที่เราพูดไปก็เหมือนกัน คนสนิทไม่ค่อยกังวลเท่าไร จะ correct คำ จะแก้ไข อะไรคำก็ไม่ค่อยกลัวว่า เขาจะโกรธเท่าไร เพราะว่าความสนิทกัน ก็ อืม.....comment ของคำถามหรือคะ

A: อืม.....comment ทั่ว ๆ ไป แล้วก็ comment เกี่ยวกับ strategy

B: อืม.....strategy อะไรกันคะ

A: รู้สึกว่าไปเวลากว้าง

B: รู้สึกว่า...มันไม่รู้ว่ามันจะใช้ได้จริงหรือเปล่า ถ้ามันเกิดขึ้นจริง เราจะพูดอย่างนี้หรือเปล่า ยังรู้สึกว่ายังต้องเขียนอะไร เวลาเราเจอจริง ๆ แล้ว พูดมันไม่ค่อย co-relate กันเท่าไร

A: แต่ก็เป็น choice หนึ่งในที่คิดว่าจะเลือกพูด

B: ใช่คิดว่ามันเป็น choice หนึ่งในที่คิดว่าจะเลือกพูด แต่ว่าการทำแบบสอบถาม บางทีเวลาเราจะเขียนอะไรลงไป เราก็ต้องคิด มันเป็น think เวลาจรดปากกาลงไป เราก็ต้องดู context คิดแล้วคิดอีก สังเกตดูว่าจะซ้ำหรือไม่ ค่อยจะกล้าเขียนอะไร เป็น evidence เท่าไรคะ เดี่ยวจะหว่าเราพูดหยาบคายอะไรหรือเปล่า แต่ว่าพยายามใส่ข้อมูลที่ตัวเองคิดว่าจะพูดมากที่สุด

A: ก็ส่วนมากมันไม่ใช่ Nature แต่ก็เป็น stereotype เรารู้อย่างไรเกี่ยวกับตำแหน่ง แล้วก็อายุ

B: รู้สึกว่ามันคำ คำ คำพูด (หัวเราะ)

A: ถ้าสมมุติว่าเป็นคนที่แบบระดับเท่ากัน ก็ไม่ต้องใช้ strategy ขนาดนี้

B: ใช่ ๆ จะมีข้อหนึ่งที่เป็นคนที่เป็นเจ้านาย แต่อายุน้อยกว่าไม่กี่ปี แล้วก็สนิทกัน อันนั้น เราก็อาจจะ treat คำเหมือนเพื่อน หรือมีทฤษฎีส่วนตัวว่า ระดับนี้ก็จะใช้ภาษาอย่างนี้ อาจจะใช้ภาษาเท่า ๆ กัน แม้ว่าจะมีตำแหน่งเป็นเจ้านายเรา แต่ว่าก็คุยได้เพราะว่าเป็นเพื่อนกัน แต่ถ้าแก่มาก อย่างข้อแรกอย่างนี้ ก็เกรง ก็อาจจะ มีทางอ้อม แก้ไขทางอ้อมโดยทั้ง ๆ เราอยากจะทำไปว่า จำผิวนะ แต่ว่าไม่ได้นะ เดี่ยวเราโดนไล่ออกนะ อะไรอย่างนี้ อย่างคนที่เป็นภารโรง เป็นนักร้อง แต่ว่าอายุมาก ก็เกรงใจ เพราะว่าอายุมาก เหมือนแม่นะ ก็จะพูดกับ คำดี ๆ ก็จะ treat คำดี ๆ

A: OK มีอะไรเพิ่มเติมมั๊ยคะ

B: ไม่มีขอให้โชคดีค่ะ

ESL-short Learners

ESL-short 1

A: รู้สึกเป็นอย่างไรบ้างกับแบบสอบถาม

B: ก็รู้สึกว่าคุณส่วนใหญ่คำถามเป็นแบบแก้ไข ใช่ไหมคะ

A: อ่า...ใช่

B: แล้วคำตอบออกมาจะเป็นประเภทแบบ ถ้าเกิดที่คนที่มีความรู้มากกว่าหรือมีอำนาจเหนือกว่าเรา ออกมาเหมือนกับแก้ไขแบบไม่แน่ใจว่า มันจะเป็นอาทิตย์หน้ายังไง แต่บอกว่าคืนนี้อะไร เอ มันเป็นอาทิตย์หน้า ยังงั้นใช่ไหม อะไรอย่างนี้ ใช้ tag question อะไรอย่างนี้ ถ้าเกิดเป็นคนที่มีความรู้ แต่ถ้าเกิดเป็นคนเหมือนเป็นแม่บ้านอะไรอย่างนี้ ออกมาก็จะบอกว่า อ้อ มันไม่ใช่เนะ วันนี้นะ มันเป็นพรุ่งนี้ ออก ก็จะไปบอกเขาไปเลยว่า It's not today, it's tomorrow อะไรอย่างนี้ ก็ออกคิดว่า ระดับการพูด ออกมาคิดว่า ถ้าเกิดมีความรู้มากกว่า ถึงจะเป็นฝรั่งเหมือนกัน แต่ถ้าเป็นผู้ร่วมงาน เราอาจจะไม่ต้องพูดสุภาพมาก คิดว่ามันจะเป็นพรุ่งนี้หรือวันนี้ หรืออะไรอย่างนี้

A: แสดงว่า concern กับตำแหน่ง แล้วก็ตำแหน่ง

B: ถ้าเกิดเป็น Boss หรือว่าเป็นคนมีอำนาจมากกว่าเรา เราก็อาจพูดเบาลงนิดนึง

A: แล้วระหว่างมารองที่เกี่ยวกับมารองที่อ่อนละ

B: คล้าย ๆ กัน

A: คล้าย ๆ กันใช่ไหม

B: ก็คือบอกว่า ไม่ได้ทำนะ อะไรอย่างนี้ แต่ออกมาก็ไม่ได้บอกว่าคุณอื่นทำ มีอยู่ข้อหนึ่งบอกว่า สงสัยเป็นคนอื่นทำมั้ง แต่ออกมาก็ไม่ได้บอกว่าคุณอื่นทำ แล้วก็ไม่ได้บอกว่าคุณจะ clean ให้

A: ก็ แล้วระหว่างเจ้านายที่เกี่ยวกับเจ้านายที่อ่อนละ

B: อ้อ ไม่ได้ดูตรงนั้น

A: ไม่ได้ดูอายุ

B: ไม่ได้ดูอายุ

A: แต่ส่วนมากที่เราพูด นี่มันคือ ปรับมา ของฝรั่งใช่ไหม ถ้าเป็นคนไทย แต่เมื่อที่นี้ของออกมาก็พูดเรื่องอายุ

B: แต่ออกมาไม่แน่ใจว่า อำนาจหรือตำแหน่งมากกว่า มี power มากกว่าเรา แต่ว่าออกมา ภาษาอังกฤษออกไม่แน่ใจ มันอาจดูเหมือนว่า ระดับเดียวกัน ต่อให้เราเปลี่ยนประโยคชนิด ๆ หน่อย ๆ แต่มันก็พูดแก้เหมือนกัน แต่ถ้าเป็นภาษาไทย มันอาจไม่เหมือนกัน มันต้องมีคะ แต่อันนี้เป็นภาษาอังกฤษ มันอาจจะคล้าย ๆ กันนะคะ

A: แปลว่าจะระวังกับเจ้านายมากกว่ามารอง

B: มากกว่า...ใช่ เพราะว่า คิดว่า ถ้าเกิดเป็นมารอง ก็บอกว่า เออ วันงานจริง ออกมาก็เหมือนกับว่า บอกเขาไปเลยตรง ๆ ว่า มันไม่ใช่เนะ คืนนี้นะ แบบเขาก็อาจจะ เออ ขอขอบคุณเราที่บอกใช่ไหม แต่ถ้าเป็นเจ้านาย ก็เหมือนกับเรา แบบไปสอนเค้า เอ้อ มันไม่ใช่เนะ ทำไม ใจจั่ง ไม่รู้หรือ ออกมาก็จะเหมือนเป็นคำถาม เป็น Tag Question ว่าทำไม won't it?

A: OK

ESL-short 2

A: รู้สึกยังไง...

B: ...ยังไงกับแบบสอบถาม...รู้สึกตัวเองเป็นฝรั่งไปแล้วพูดอะไรต้องตรง ๆ อี ๆ...

A: ไม่มีการกล่อมเกล่า...

B: มันไม่ใช่ค่ะ...มันเหมือนกับว่าแบบ...เพราะว่าพี่เลิกใช้ situation เป็นชื่อฝรั่งหมดเลยคะ มันทำให้รู้สึกว่า เป็นฝรั่งเลย ทำให้เรารู้สึกว่าแบบ...เออ...นี่เราคุยกับฝรั่งอยู่ ก็เลยไม่ค่อยคิดเรื่องอายุมากกว่าอายุน้อยกว่า

A: OK แล้วรู้สึกว่าอายุกับตำแหน่ง เราให้ความสำคัญกับอย่างไรมากกว่ากัน

B: มันจะมี situation ที่พี่เลิกบอกว่าอายุน้อยกว่าแต่เป็นหัวหน้าเรา แล้วก็สนิทกัน อันนั้นก็เลยไม่รู้สึกรู้ว่าต้องเกรงใจเท่าไร รู้แค่ว่าสนิทกันคุยกันได้ ถ้าสนิทกัน แต่ถึงเขาจะเป็นหัวหน้าเราก็คุยกันได้

A: แล้วอายุละมีอิทธิพลมั๊ย

B: ก็...ไม่มากเท่าไร นิดนึง

A: มีอะไรจะ remark เพิ่มเติมมั๊ย

B: ก็ไม่มีอะไร ก็บอกว่าเป็นฝรั่ง ก็เลยแบบว่าเหมือนพูดกับฝรั่งก็เลยพูดไปตรง ๆ

A: ขอบคุณมาก

ESL-short 3

A: รู้สึกยังไงเวลาทำแบบสอบถาม เกี่ยวกับตำแหน่งและอายุที่แตกต่าง

B: ก็รู้สึกว่าการสนทนา การพูดถึง...ถ้าพูดถึงสถานการณ์ก็แบบต้องรู้สึกว่า เรื่องอายุหรือเรื่องตำแหน่งอะไรมา ภาย ถ้าเป็นภาษาอังกฤษ จะไม่ค่อย แสดงข้อแตกต่างเท่าไรนัก

A: อ้อฮืม...

B: คือ มันก็ขึ้นอยู่กับการสนทนา ก็ถึงถามว่า เอ๊ะ! ทำไมมันถึงเข้าไปเข้ามา เพราะว่าเราไม่ได้สังเกตว่า อายุอะไรเท่าไรแค่นั้น เพราะว่าภาษาพูดภาษาอังกฤษจะแสดงความอ่อนน้อมกับปฏิบัติเหมือนกับเป็น...เขาเรียกว่าอะไร...เวลาการพูดจามากกว่าแสดงด้วยคำพูดนะค่ะ

A: อ้อฮืม...

B: อืม...ค่อย ๆ พูดหรือว่าถ้าเป็น ถ้าเป็นเด็กน้อยก็พูดเป็นปกติ หรือว่าถ้าเป็นผู้ใหญ่ ถึงแม้เขาจะ...เขาเรียกว่าอะไรอ้อ...หน้าที่การงานอะไรต่ำกว่าเรา เป็น janitor อย่างนี้ ก็ค่อย ๆ พูดกับเขาแต่ว่าเรื่อง...เรื่องคำพูดมันก็จะคล้าย ๆ กันหมดนะค่ะ ถ้าจะถามก็ต้องตอบว่า ไม่ได้ต่างกันเท่าไรก็แค่บอกว่า เออ... ก็ไม่ใช่ขั้นทำ หรืออะไร ทำนองนี้ ก็คือ เดี่ยวอ่านดูก็คงทราบนะค่ะ

A: เออเฮอะ ๆ

B: รู้สึกมันไม่ค่อยได้ต่างกันเท่าไร

A: ไม่ได้ต่างกันเท่าไร แม้แต่เป็นตำแหน่งหรือเป็นทางอายุก็ตามใช่มั๊ย?

B: ค่ะ แต่คือ...คือคำพูดอาจจะไม่ต่างแต่ก็คือด้วยความที่เป็นการเขียนนะค่ะ ยังต้องไม่ได้เป็นพูดเองอย่างนี้

A: เออเฮอะ

B: ฉะนั้น แบบว่า ถ้าอยู่ในสถานการณ์แล้วก็คงอ่อนน้อมกว่านี้ แต่ว่าพอมันเป็นแค่เขียนมันก็เลยแบบว่า ดูเหมือนคนเขามา...

A: หมายความว่า ถ้าหากว่าเป็นพูด จะใส่น้ำเสียงที่นุ่มนวลลงไปทำนองนี้...

B: ค่ะ...เพราะคำพูด...คำพูดของภาษาเขียนมันไม่มีแบบเหมือนภาษาไทยว่า “กรุณา...” “ได้โปรด” “คะ ขา” อะไรอย่างเงี้ย มันก็เลยแบบว่าไม่รู้จะต่างกันยังไง

A: OK ขอขอบคุณมาก เออ...ถามอีกนิดหนึ่งก็คือ

B: ค่ะ

A: จริง ๆ แล้วเนี่ย มี...มีความรู้สึกมั๊ยว่าจะลำบากใจกับการเลือกใช้ ในเมื่อแบบ...เขาต่างอายุกับเรา

B: ไม่

A: หรือต่างตำแหน่งกับเรา

B: ไม่รู้สึกเลย

A: | ดีที่สุดใช้มั๊ย?

B: เพราะว่าต้องเคยอยู่ที่ America มานาน ต้องรู้สึก...ไม่ได้นานแบบขนาดนั้น แต่คือ อยู่ใน culture ของเขา

A: อือฮี้...

B: มาปีนึง ไม่ว่าจะผู้ใหญ่ คือ เคย...เคยคุยกับ grandma อายุ 80 กว่าอะไรเงี้ย เราก็ใช้ | ตลอด

A: อือฮี้

B: เขาก็ไม่ได้...

A: คุยกับเด็กก็ |

B: คุยกับเด็กก็ | ก็มันก็ไม่มีคำพูดอื่นที่...จำเป็นต้องแทนนะค่ะ

A: OK

B: กับฝรั่งเขาก็ | ตลอด ก็เคยคุยกับเขาเหมือนกันว่า เอ๊ะ! นั่งอธิบายให้ฟังว่า culture เราแบบ

A: เออเฮอะ

B: เราต้องอยู่...แต่ละคำพูดมันต้อง...”ฉั้น” “หนู”

A: เออ...

B: ถ้าเป็นเพื่อนก็ “เรา”

A: ผู้หญิงนี่ลำบาก...

B: หรือว่าอะไรอย่างเงี้ย มากมายก่ายกอง แบบ “หนู” กับ “มึง” มึงไปก็มี อะไรก็อะไรตลอดเลย

A: ก็รู้สึกสบายกว่าอะไ่มั๊ย?

B: ก็ไม่มีปัญหาอะไรเลยอะค่ะ

A: งั้นก็สบายใจที่พูด

B: ค่ะ...เพราะว่าก็ไม่ค่อยมีปัญหาอะไรเวลาพูดไทย

A: อยากจะ remark อะไรเพิ่มเติมมั๊ย

B: ก็...ก็ถ้ามีอะไรให้ช่วยเหลือก็บอกได้นะคะ ฮิ ๆ ...

A: เฮอะ ๆ ๆ ...

ESL-short 4

A: รู้สึกอย่างไรกับการทำแบบสอบถาม

B: เพราะว่าเรานิสัยคนไทย ชี้แจงใจ แล้วเราไม่ได้ทำอะไรอย่างนี้

A: แล้วรู้สึกอย่างไร แล้วเราจะมีกลวิธีอย่างไร

B: ต้องมีค่ะ ถ้าเป็นเจ้านาย จะว่าตรง ๆ ก็ไม่ได้ ต้องอ้อมไปอ้อมมาก่อน ค่อยเข้าประเด็น ถ้าพวกพนักงานด้วยกัน น่าจะคุยง่ายกว่า

A: แล้วมีอะไรจะ remark เพิ่มเติม

B: อืม...ไม่มีค่ะ

A: อายุกับตำแหน่งนี้ หนองให้ความสำคัญกับอะไรมากกว่า

B: อายุกับตำแหน่ง หนองให้ความสำคัญกับอายุ หนองคิดว่า อย่างน้อยก็แก่กว่าเรานิดหนึ่ง ให้ความสำคัญมากกว่านิดหนึ่ง ตำแหน่งก็แค่หน้าที่การงาน ก็ให้เกียรติกันตามฐานะสังคม

A: แต่รู้สึกว่าอายุจะเด่น ไซ้มี๊ คือ ในความคิดของเรา

B: เด่นกว่านิดหนึ่ง ในเรื่องการปฏิบัตินะค่ะ

ESL-short 5

A: รู้สึกอย่างไรกับแบบสอบถาม

B: แบบสอบถามนี้หรือคะ ถ้าเอาวัฒนธรรมเราไปจับนะ คนไทย ก็อย่างว่า เป็นเจ้านาย ก็ต้องอ่อนน้อม ต้องอะไรอย่างนี้ แต่ถ้าเอาวัฒนธรรมฝรั่งเข้าไปจับ มันก็รู้สึกว่ามันยุ่งยากก็ได้ ตอนนั้นก็รู้สึกว่า พุดไปตามความจริง แต่ละข้อว่า ฉันไม่ได้เป็นคนทำนะ ปฏิเสธไปเลย ถ้าเป็นคนไทยจะต้องขอโทษ เปล่า ไม่เห็นจริง ๆ อะไรอย่างนี้ ต้องพุดแบบอ้อมค้อม นี่เขียนก็เขียนไปตามความรู้สึกของเราด้วย และบางข้อก็ใส่ความรู้สึกของความเป็นคนไทยที่จะต้องปฏิเสธไปด้วย เช่น อย่างเช่นอะไรที่เป็นเจ้านายเรา เราไม่รู้ เราว่ามันไม่ใช่ ประชุมวันนี้ ให้เรามาทำงาน เราก็เอ้อ มาทำงานก็ได้ แต่เรารู้แหละว่า ประชุมมันเป็นอาทิตย์หน้า นี่คือ แบบนี้เราเป็นคนไทยให้ฉันมาทำฉันก็ทำ มันไม่มีปัญหาที่จะทำ overtime นะ แต่จริง ๆ แล้วมันเป็นอาทิตย์หน้านะ

A: อือ ฮี ก็รู้สึกว่

B: แต่ถ้าเป็นฝรั่งเราเชื่อว่ามันต้องตอบอีกอย่างหนึ่งว่า ฉันไม่ทำหรอก เพราะว่ามันเป็นอาทิตย์หน้า ฉันค่อยทำ

A: แล้วรู้สึกว่า เวลาเราจะแก้ไขระหว่างเจ้านายกับภารโรงมันจะต่างกันยังไง

B: ถ้าเจ้านาย เราก็คงต้องพุดให้มันสุภาพขึ้นมานิดหนึ่งแหละ

A: แล้วถ้าเป็นภารโรง

B: ก็ OK ก็บอกไปเลยว่า ฉันไม่ได้ทำ เสียใจด้วย ฉันไม่ทำความสะอาดหรอก เพราะว่าฉันไม่ได้เป็นคนทำ แตกอะไรอย่างนี้

A: แต่ถ้าเป็นภารโรงที่เด็กกับภารโรงที่แก่

B: ก็คงเหมือนกันนั่นแหละ

A: อืม ก็คงเหมือนกัน ขอขอบคุณมาก

EFL Learners

EFL-high 1

A: เวลาทำแบบสอบถามรู้สึกยังไง

B: ก็ดีค่ะ สนุกดี

A: รู้สึกว่าจะให้ความสำคัญกับอายุ หรือ สถานภาพ มากกว่ากัน

B: ที่จริง จะพยายามพูดสุภาพกับทุกคนนะคะ แทบจะไม่ดูสถานภาพและอายุ

แต่ถ้าจะตอบจริง ๆ ตัวเองก็จะเลือกให้ความสำคัญกับตำแหน่งมากกว่าอะคะ

เวลาตอบแบบสอบถาม สถานการณ์แรก ๆ ก็จะพยายามสุภาพไว้ แต่ต่อ ๆ มา รู้สึกมีอาการดีขึ้นมาว่าเอ๊ะ เข้าใจผิดอันอีกละ ก็เลยพูดแรงขึ้น แทบจะไม่ดูสถานภาพหรืออายุเลย

A: แล้วเวลาแก็เพื่อไม่ให้เค้าเข้าใจตัวผิด กับแก็เพื่อตัวตัวเองเนี่ย คิดว่าเหมือนหรือต่างกันยังไงคะ

B: คือ ถ้าแก็โดยไม่มีตัวเราเข้าไปเกี่ยวข้อง ก็รู้สึกว่ แหม เค้าอุตสาห์แก็ให้แล้ว ให้เข้าใจถูกแล้ว คือ หวังดี มีประโยชน์ให้คนที่ถูกแก็ แต่ถ้าแก็แบบมีตัวเองเข้าไปเกี่ยวข้อง คือ แก็ตัว ก็จะต้องคิดมากกว่านิดนึง เพราะไม่อยากให้เขาเข้าใจผิด ถ้าเข้าใจผิดแล้วไม่มาพูดมายุ่งกับเราก็แล้วไป นี่มาพูดใส่เขา เราก็ต้องแก็ให้เขาเข้าใจเราให้ถูกต้อง

A: ขอบคุณมากเลยคะ

B: ไม่เป็นไรคะ ขอให้โชคดีนะคะ

EFL-high 2

A: อืมมันคิดยากไปหน่อยนะ

B: คือภาษาอังกฤษมันไม่เหมือนภาษาไทย เพราะว่าถ้าภาษาไทย เราก็จะคิดตามภาษาของเราใช้แปลาคะ ว่า เออ...พูดแบบนี้เนี่ย ความสุภาพ ความอ่อนน้อม มันก็จะอยู่ในภาษานะคะ แต่พอเป็นภาษาอังกฤษนี่ เรารู้สึกว่าทำยังไงให้มันดูแล้วเป็นความสุภาพ พูดยังไงให้อย่างนี้มันสุภาพอะคะ คือบางทีอาจจะจะมีแบบว่า should หรือ would อะไรอย่างนี้ แต่ว่าในความคิดของหนู คือมันก็ยังยากกว่า เขียนออกมายากคะ ว่าจะสื่อยังไง เพราะฉะนั้น คำพูดที่เป็นภาษาอังกฤษก็เลยที่้อ ๆ แข็ง ๆ มากกว่า

A: แล้วเราให้น้ำหนักใครมากกว่ากัน ตำแหน่งสูงหรือคนที่มียอายุมาก อายุกับสถานภาพเนี่ยเราให้อะไรมากกว่ากัน น้ำหนัก

B: หนูว่าให้สถานภาพมากกว่า คือสถานภาพในแง่ของความว่าเขาเป็นเจ้านายของเรานะ แต่ถ้าพูดถึงอายุนะคะ หมายความว่าเราต้องอ่อนน้อมต่อเขา เหมือนว่ เราต้องพูดแล้วไม่ทำให้เขาเสียใจ ไม่ทำร้ายจิตใจนะคะ ก็คือพูดด้วยคำพูดที่ดูอ่อนน้อมกว่าคะ

A: แล้วกับเจ้านาย

B: กับเจ้านายก็ต้องแบบ ดูว่าตัวเองเคารพ แบบว่ คือหนูว่ามันต้องเคารพทั้ง 2 อย่าง

A: แล้วรู้สึกโมโหมั๊ย มีคนเข้าใจผิดเรา

B: ก็ไม่โมโหอะคะ แต่แบบว่าไม่รู้ว่สิ่งที้อธิบายไป มันจะดูมีน้ำหนักรึเปล่า

A: แต่ว่าอยากให้มีน้ำหนักรึเปล่า

B: ถ้าอยากให้มีน้ำหนัก ที่บอกว่าไม่ปิดไฟ เปิดไฟทิ้งเอาไว้ เอ้ย มันไม่ใช่หรอเนาะ เราไม่ได้เป็นคนออกเป็นคนสุดท้าย ก็ไม่รู้ว่า คำพูดจะดูแล้วมีน้ำหนักน่าเชื่อถือรึเปล่า

A: เราอยากให้มีน้ำหนักเชื่อถือ

B: ใช่ออก... เราไม่ได้ผิด เราก็ไม่ได้บอกเขาตรง ๆ ว่าไม่ใช่ฉันที่ทำอะไรอย่างเนี่ย ก็ไม่อยากให้พูดดูแข็ง ๆ แบบนั้น แต่ดูให้เป็นอังกฤษแล้วมันเขียนออกมายาก

A: แต่ว่าในกรณีอย่างนั้นเนี่ย เราจะระวังมากกว่าที่ สมมุติว่าเขาเข้าใจผิด แล้วอะไรเข้าไปเกี่ยวกับเขาเนี่ย เราจะระวังคำพูดน้อยกว่าใช่ไหม ถ้าเป็นเราเข้าไปเกี่ยวข้องเนี่ยเราต้องระวังมากขึ้น อย่างนั้นใช่ไหมคะ

B: เหมือนกับอาจารย์ที่มีคำถามว่ามันไม่ใช่ meeting วันนี้ มันคือ meeting อาทิศย์หน้า มันไม่ใช่ meeting วันนี้ มันคือ meeting ฟรุ้งนี่อะไรอย่างเนี่ย ก็เหมือนเป็นคำเตือนสติคะ เอ๊ะเหมือนคุณบอกฉันแล้วนะ อะไรอย่างเนี่ยคะ แต่ว่าไม่ได้เข้าไปขัดแย้งกับเขา ก็แค่บอกว่าเตือนเหมือนเตือนสติเขา แบบว่า ฉันจำได้นะว่าที่คุณบอกฉัน อะไรอย่างเนี่ย

A: มีอะไรจะพูดอีกไหมคะ

B: รู้สึกว่าเป็นภาษาไทยจะเขียนง่ายกว่าคะ มาก เพราะไม่ต้องคิดเยอะด้วยคะ คือมันเป็นคำพูดที่เราใช้กันอยู่จริง ๆ แต่ถ้าเป็นภาษาอังกฤษ จะเขียนออกมาให้สื่อความหมายอย่างที่เราคิดเนี่ยยาก

A: แล้วรู้สึกที่เราให้น้ำหนักอะไรมากกว่ากัน สถานภาพหรืออายุ

B: ยังรู้สึกติดที่จะต้องให้อายุมากกว่า เพราะเป็นผู้อาวุโสกว่า

A: แล้วในกรณีที่เขาเข้าใจผิดเราล่ะ

B: เราก็ต้องรีบบอกไปเลยว่าไม่ใช่ เพราะว่าฝรั่งเนี่ยเขาจะไม่มัวมาฟังคำพูดเสียง ๆ อ้อม ๆ ของเรา เพราะว่าภาษาไทยเราเนี่ย ก็จะพูดอ้อม ๆ หน่อย ทำให้เขาเข้าใจเขาเอง ตีกว่าจะพูดตรง ๆ แล้วเขาจะได้ไม่เสียหน้า แล้วฝรั่งเขาจะไม่ถือเรื่องนี้ ถ้าเราพูดไปตรง ๆ เลย เขาจะเข้าใจ แต่ถ้าเราพูดอ้อม ๆ เนี่ย เขาก็จะไม่รู้หรอกว่าเขาพูดอะไรกันแน่คะ

A: ขอบคุณมากนะคะ

B: โอเคคะ ไม่เป็นไร

EFL-high 3

A: ตอนที่ทำแบบสอบถาม มีความรู้สึกยังไงบ้างคะ

B: ก็ตอนแรกก็งงคะว่า มันเป็นแบบสอบถาม หรือเป็นแบบว่าให้กรอกข้อมูลส่วนตัวเกี่ยวกับการเรียนภาษาอังกฤษ คือ ตอนแรกก็ไม่รู้ว่าจะถามว่าอะไร กัง ๆ อะคะ

A: ตอนทำแบบสอบถามที่ต้องใช้ภาษาอังกฤษ รู้สึกยังไงบ้างคะที่ต้องใช้สรรพนามแค่ I กับ you

B: รู้สึกง่ายขึ้นคะ เพราะว่า คือ สรรพนามที่ใช้ก็มีแค่ I กับ you เออ มันก็เลยไม่ค่อยเรื่องมากเหมือนแบบภาษาไทยที่ว่ามันต้องแบ่งคำตามสถานภาพอะไรอย่างเงี้ยคะ

A: แล้วระหว่างเจ้านายที่อ่อนกว่ากับเจ้านายที่แก่กว่า อันไหนคะที่เรารู้สึกว่าเราให้ความสำคัญกับการเลือกใช้คำพูดมากกว่ากัน

B: ก็ ส่วนตัวแล้วเนี่ย คิดว่า ภารโรงที่แก่กว่าจะสำคัญกว่านะคะ เพราะไม่รู้สิ เพราะเค้ามีอาวุโส มากกว่า

A: แล้วระหว่างอายุ แก่กว่าอ่อนกว่า กับสถานภาพ เจ้านาย ภารโรงอย่างเจี๊ย เราให้ความสำคัญกับอะไรมากกว่ากันคะ

B: อืม คือว่า จะให้ความสำคัญกับอายุมากกว่าคะ เพราะว่า แบบว่า เค้ามีอาวุโสมากกว่า เราก็ต้องให้ความสำคัญ

A: เวลาที่เราต้องพูดแก้ตัว ไม่ให้เค้าเข้าใจผิดเรา กับแก้ความเข้าใจผิดเพื่อตัวเค้าเนี่ยคะ รู้สึกว่ามีวิธีการที่ต่าง

B: ก็ รู้สึกว่าจะต่างกันนิดนึงคะ แต่ก็ได้ต่างกันมากคะ

A: แล้วรู้สึกว่ามันไหนมันจะยากกว่ากันคะ

B: คือ พูดแบบไม่ยอมให้เค้าเสียความรู้สึกอะคะ เพราะถ้าเค้าใช้คำพูดไม่ระวัง เดี่ยวความที่เค้าเป็นผู้ใหญ่เจี๊ย

A: ขอขอบคุณมากคะ

B: ไม่เป็นไรคะ

EFL-high 4

A: ตอนที่ทำแบบสอบถาม มีความรู้สึกยังไงบ้างคะ

B: ตอนแรกก็รู้สึกแปลกเหมือนกันนะคะ เพราะว่าแบบสอบถามเนี่ยไม่เคยทำมาก่อนอะคะ เหมือนกับข้อสอบ

A: แล้ว การที่ภาษาอังกฤษมีแค่ I กับ you อย่างเจี๊ย ทำให้เราตอบยากขึ้นหรือง่ายขึ้น

B: ง่ายขึ้นคะ เพราะว่าแค่ I กับ you ของเรามันมีทั้ง ฉัน เธอ คุณ ก็แบบว่า ต้องมีแบบว่า เป็นผู้ใหญ่อ้างใช้

ผู้วิจัย: แล้วที่ภาษาอังกฤษไม่มีคำ คะ ขา ครับ อะไรอย่างเจี๊ย มันทำให้ยากหรือง่าย

B: ไม่มีคำว่า คะ ขา แต่ภาษาอังกฤษมีคำว่า please ที่หมายถึงกรุณาด้วย ซึ่งมันจะทำให้สุภาพมากขึ้น ก็คือว่า

A: แล้วระหว่างเจ้านายที่อายุอ่อนกว่าเรา กับภารโรงที่อายุแก่กว่าเราเนี่ย อย่างไหนที่เราให้ความสำคัญกับการ

B: เจ้านายที่อ่อนกว่า กับภารโรงที่แก่กว่า ส่วนใหญ่ คนที่แก่กว่าก็จะให้ความสำคัญเท่ากันทั้งเจ้านายแล้วก็

A: แล้วถ้าเจ้านายที่อ่อนกว่าล่ะคะ

B: คิดว่าให้ภารโรงมากกว่าคะ ส่วนใหญ่จะให้คนอาวุโสมากกว่า

A: แล้วตอนทำแบบสอบถามเนี่ย ให้ความสำคัญกับอายุหรือสถานภาพมากกว่ากันละคะ

B: ให้สถานภาพคะ

A: แล้ว พูดแก้เพื่อไม่ให้เค้าเข้าใจผิดเรา กับพูดแก้เพื่อประโยชน์ของเค้า เนี่ย จะมีวิธีต่างกันมั๊ยคะ

B: เออ ไม่ค่อยเหมือนกันมาก คือ ที่แก้เพื่อตัวเรา ก็จะพยายามที่จะพูดแต่ความจริงมากกว่า คือว่า เราไม่ได้ทำ

A: ขอขอบคุณมากนะคะ

B: ไม่เป็นไรคะ สวัสดีค่ะ

EFL-high 5

A: ตอนที่ทำแบบสอบถามเนี่ย รู้สึกยังไงคะ

B: ตอนแรกก็แบบ เอ้ย เห็นว่าเยอะ เอ้ย เอาใจ คือ ตอนแรกก็แบบ ชี้้เกี่ยจนิดนึงอะคะ แต่ตอนแรกเป็น part ภาษาไทย ก็แบบ อ่านง่าย ทำงายนิดนึงอะไรอย่างเงี้ย พอถึงตอนภาษาอังกฤษก็แบบหนักใจนิดหน่อย เพราะต้องแบบต้องใช้ความคิด คิดว่า อ่านแล้วจะต้องตอบอะไร อะไรอย่างเงี้ยอะคะ

A: แล้ว ตอนที่ต้องทำภาษาอังกฤษที่มีแค่สรรพนาม I กับ you ให้ใช้เนี่ย คิดว่ามันยากขึ้นหรือง่ายขึ้นคะ

B: จริง ๆ มันก็ได้ต่างกันมาก ก็คิดว่าการใช้ I กับ you เป็นเรื่องปกติ แต่ที่ต้องคิด คือคิดว่าจะใช้คำอื่น ๆ ยังไงให้เหมาะสม ให้สุภาพ

A: แล้วที่ไม่มีมี ค่ะ ใช้อย่างเงี้ย

B: จริง ๆ แล้วมันก็รู้สึกขัด ๆ เพราะว่า ถ้าเกิดของไทยอย่างเงี้ย เราใช้ค่ะ ขา เต็มเข้าไปหลังประโยค ก็จะทำให้ประโยคมันสุภาพขึ้นทันที ของฝรั่งมันไม่มี แต่คิดว่า ได้เลือกใช้คำ หรือ เลือกใช้ประโยคที่คิดว่าใช้ไปแล้วให้มันดูสุภาพ อย่างเช่น เลือกใช้ could แทน can แต่ถ้าในสถานการณ์ที่จะต้องพูดจริง ๆ ก็คิดว่าน่าจะเลือกใช้คำพูดให้มันสุภาพขึ้นมาได้ อย่างจะใช้ please ด้วยอย่างเงี้ยอะคะ

A: เจ้านายที่อ่อนกว่ากับการโรงที่แก่กว่า คิดว่าจะให้ความสำคัญกับการเลือกใช้คำที่สุภาพมากกว่ากัน

B: คิดว่า จะเลือก...ไม่รู้สิคะ...แต่น่าจะเป็น เจ้านายที่อ่อนกว่ามั้งคะ คือจะเลือกใช้คำที่คิดว่ามันสุภาพมากกว่า คือ ก็ไม่เชิงว่า มันจะต้องสุภาพมากกว่ามาก แต่คือ ในสถานภาพที่เค้าเป็นเจ้านายเรา เราก็น่าจะให้เกียรติในสถานภาพที่เค้าสูงกว่าเรา แต่สำหรับโรงก็จะยังสุภาพอะคะ แต่ถ้าเปรียบเทียบแล้วก็เป็นเจ้านาย คือ ให้เกียรติที่เค้ามีสถานภาพสูงกว่าเรามากกว่าอยู่นิดนึงคะ แต่ว่า คิดว่า ในภาษาอังกฤษ แม้จะสถานภาพสูงกว่าหรือต่ำกว่า ระดับภาษาที่ใช้มันก็ไม่ต่างกันมากอยู่แล้วไม่ใช่หรือคะ ไม่รู้สิคะ ตามความคิดของตัวเองอะคะ คือ มันก็ใช้ I กับ you เหมือนกัน เพียงแต่ว่าอาจใช้น้ำเสียงต่างกัน

A: แล้วที่เราแก้เพื่อไม่ให้เค้าเข้าใจผิดเรา กับที่เราแก้เพื่อตัวเค้าเนี่ย มันจะมีวิธีต่างกันยังไงมั๊ยคะ

B: ไม่ต่างอะคะ คือ ก็ต้องใช้คำพูดที่ออกแนวชี้แจงเหมือนกันอะไรอย่างเงี้ย เพียงแต่ว่า อันแรกเนี่ย ก็ต้องชี้แจงให้เค้าเห็นว่า เราไม่ได้ทำนะคะ ถ้าแก้ให้เค้าไม่เสียผลประโยชน์เนี่ย มันก็ชี้แจงเหมือนกัน เพียงแต่ว่าอาจจะต้องให้กระจ่างกว่านิดนึง เพื่อไม่ให้เค้าเสียหน้าว่ามาเข้าใจผิดเราอะไรอย่างเงี้ยอะคะ

A: ขอขอบคุณคะ

B: ไม่เป็นไรคะ

EFL-low Learners

EFL-low 1

A: เวลาทำแบบสอบถามรู้สึกยังไงบ้างคะ

B: แรก ๆ ก็แบบแปลก ๆ ะคะ เราจะรู้สึกไม่ค่อยแน่ใจว่าตอนเรียนมัธยมเนี่ย มันใช้ภาษาอังกฤษมากแค่ไหน

A: แล้วรู้สึกว่าให้ความสำคัญกับอายุ หรือสถานภาพมากกว่ากันคะ

B: ถ้าอายุมาก ก็จะทำให้ความเกรงใจคะ แต่คิดว่าตำแหน่ง ก็มีส่วนนะคะ แต่ถ้าให้เลือก คิดว่าต้องให้น้ำหนักกับตำแหน่งก่อน แต่ก็ยังรู้สึกว่าต้องเกรงใจมารองที่อายุมากกว่า

ตอนที่ทำนี่ คิดว่าปัญหาก็คือ ยังใช้ภาษาอังกฤษไม่ได้เหมือนภาษาไทย เวลาจะตอบต้องคิดนิดนึง ต้องแปลจากไทย มันยังรู้สึกไม่ลื่นไม่คล่อง บางทีอยากพูดเหมือนภาษาไทย อย่างอยากบอก “ป้าคะ” แต่ภาษาอังกฤษทำไม่ได้ รู้สึกตัวเหมือนกันคะว่าอาจพูดไม่ได้สุภาพเท่าที่ควร แต่ก็ไม่รู้จะพูดอะไรให้สุภาพกว่านี้

A: ขอขอบคุณมากนะคะ

B: ไม่เป็นไรคะ ยินดี

EFL-low 2

A: ตอนที่ทำแบบสอบถามเนี่ยรู้สึกยังไงบ้าง

B: ก็ ตอนแรก รู้สึกว่าคำถามมันคล้าย ๆ กัน

A: แล้วระหว่างเจ้านายที่อ่อนกว่ากับมารองที่แก่กว่า

B: ก็ รู้สึกว่า ก็ยังต้องระมัดระวังในการใช้ภาษามากขึ้น แต่ก็รู้ตัวว่าใช้ภาษาอังกฤษได้จำกัดอะคะ

A: ระหว่างเจ้านายที่อ่อนกว่ากับมารองที่แก่กว่า เราให้ความสำคัญกับอะไรมากกว่ากัน

B: ไม่แน่ใจเหมือนกันว่าจะพูดภาษาอังกฤษอย่างไรให้สุภาพมากหรือน้อยกว่ากัน แต่ตัวเองคิดว่าจะให้ความสำคัญใกล้เคียงกัน เพราะว่า มารองที่แก่กว่าเนี่ย เราก็ต้องระวังไม่ไปหยาบคายกับเค้า แต่ว่าถ้าเป็น เจ้านายเนี่ย เราก็จะระมัดระวังเพราะว่าเป็นผู้บังคับบัญชา ถ้าไม่ใช่ในเวลางานเนี่ย ก็อาจจะให้ความสำคัญกับอายุได้มากกว่า แต่ถ้าเป็นเวลาปฏิบัติงาน เวลาที่ทำงานอยู่ในเวลาทำงานเนี่ยก็คงจะต้องให้ความสำคัญกับสถานภาพ

A: แล้วการแก้เพื่อให้เค้าเข้าใจผิดเรา กับการแก้เพื่อตัวเค้าเนี่ย มีวิธีต่างกันมั๊ย

B: อาจจะต่างกันเล็กน้อย ใช้อันที่ แก้เพื่อความหวังดีของเรา เราพูดเพื่อป้องกันไม่ให้เค้าเสียผลประโยชน์ อาจจะใช้วิธีพูดอ้อม ๆ นิดนึง เพื่อกันไม่ให้เค้ารู้สึกว่า เสียหน้า หน้าแตก อะไรอย่างเงี้ย ว่า เอ๊ย เค้าเข้าใจผิด แต่ว่า ถ้าเป็นพูดแก้เพื่อให้เค้าเข้าใจผิดเรา เราอาจจะต้องพูดให้ชัดเจนกว่า มีเหตุผลสนับสนุนด้วยอะไรอย่างเงี้ย เพื่อกันความเข้าใจผิด แต่ก็ใช้ภาษาอังกฤษได้จำกัดอะคะ เลยก็ได้แต่บอก ๆ ไปตามตรง

A: ขอขอบคุณมากเลย

B: โอเคคะ

EFL-low 3

A: ความรู้สึกแรกที่ทำแบบสอบถามเป็นยังไงบ้างคะ

B: ก็ไม่ค่อยเข้าใจอะคะว่าจะเอาไปทำอะไร แต่ก็สนุกดีคะ

A: การที่ภาษาอังกฤษมีแค่ I กับ you เนี่ย คิดว่าง่ายหรือยากต่อการพูดแก้

B: คิดว่า ภาษาอังกฤษง่ายกว่า เพราะว่า ไม่ต้องเลือกคำศัพท์ให้เหมาะกับสถานะของผู้พูดเท่าไร ใช้ I กับ you ยังไงก็ถูกอยู่แล้วอะคะ มันทำให้เวลาเราพูดกับคนที่สถานะสูงกว่าเราหรือต่ำกว่าเราเนี่ยมันไม่มีความแตกต่าง

A: ระหว่างเจ้านายที่อ่อนกว่ากับเจ้านายที่แก่กว่าเนี่ย เราให้ความสำคัญกับใครมากกว่ากัน เวลาพูดแก้ อย่างเงี้ย

B: คือ ก็รู้สึกจะภารโรงอะคะ คือเค้าแก่กว่าเรา ینگเค้าก็อาวุโสกว่า

A: แล้วระหว่างอายุที่แก่กว่าอ่อนกว่ากับสถานภาพเจ้านายกับภารโรงอย่างเงี้ย ให้ความสำคัญกับอะไรมากกว่ากัน

B: อายุคะ

A: เวลาแก้ไม่ให้เค้ามาเข้าใจผิดเรากับแก้เพื่อตัวเค้าเองเนี่ยมันจะมีวิธีแตกต่างกันยังไง

B: ถ้าเวลาที่เราไม่ผิด แล้วเค้ามาเข้าใจว่าเราผิดเนี่ย เวลาเราแก้เนี่ย เราอาจใช้คำพูดที่แรงกว่านิดนึงอะไร อย่างเงี้ย แบบว่า เป็นการปกป้องตัวเอง ถ้าเป็นการแก้ความเข้าใจผิดของตัวเค้าเอง เราไม่มีผลได้ผลเสียอะไร เนี่ย เราอาจจะใช้คำพูดที่เป็นแบบกลาง ๆ อะไรแบบเนี่ยคะ

A: ขอบคุณมากนะคะ

B: ไม่เป็นไรคะ โชคดีนะคะ

EFL-low 4

A: เวลาทำแบบสอบถามเนี่ยรู้สึกยังไง

B: รู้สึกไม่ค่อยอยากทำเท่าไร เพราะว่ามันเยอะคะ

A: การที่ภาษาไทยมีสรรพนามให้เลือกใช้เยอะกว่า กับการที่ภาษาอังกฤษมีแค่ I กับ you คิดว่ายังไงคะ

B: ก็มีข้อดีข้อเสียแตกต่างกันไปอะคะ ก็อย่างถ้าสมมุติแบบมี I คำเดียวแทนตัวเองแบบภาษาอังกฤษเนี่ย บางทีก็ง่ายกว่าใช่ปะ อย่างบางทีเวลาเขียนแบบสอบถามหรือเขียนอะไรก็ตาม จะได้ไม่ต้องคิดมากว่าต้องใช้ ดิฉัน หรือ ฉัน อะไรอย่างเงี้ย ก็ใช้ I ไปเลยคำเดียว ก็สะดวกดี ง่ายดี แล้วก็พวกคะ ขา เนี่ย ที่จริงก็ชอบใช้นะ เพราะว่ามันรู้สึกดีสุภาพ ทำให้สื่ออารมณ์ได้ แต่ภาษาอังกฤษมันไม่มี ใช้ภาษาอังกฤษมันก็สื่ออารมณ์ได้ บ้างในระดับนึง แต่มันยังไม่ค่อยถูกใจเท่าไร

A: เจ้านายที่อ่อนกว่ากับภารโรงที่แก่กว่า อันไหนที่เราให้ความสำคัญในการพูดด้วยมากกว่ากัน

B: จริง ๆ ก็เท่ากันนะ แล้วแต่ คือถ้าเกิด เอาเข้าจริง ๆ เนี่ย ถ้าสนิทกันเนี่ย ทั้งสองคนก็ใช้คำพูดธรรมดาเลย

A: แก้เพื่อไม่ให้เค้าเข้าใจผิด กับ แก้เพื่อตัวเค้าเนี่ยมีวิธีต่างกันมั๊ย

B: ก็แล้วแต่นะ แล้วแต่สถานการณ์ ถ้าสนิทกัน ก็บอกกันได้ตรง ๆ เลย

A: ขอบคุณมากเลยคะ

B: ไม่เป็นไรค่ะ

EFL-low 5

A: รู้สึกยังไงบ้างกับการทำแบบสอบถาม

B: ก็ตอนแรกก็ง้ออะคะ ว่าทำไมคำถามทุกข้อมันเหมือน ๆ กันหมดเลย จริง ๆ ก็ตอบคล้าย ๆ กันทุกข้อ

A: ภาษาอังกฤษมีสรรพนามแค่ I กับ you แต่ไม่มีคะขาให้เราใช้เนี่ย รู้สึกยังไง

B: จริง ๆ ภาษาอังกฤษมีแค่ I กับ you เนี่ย มันก็ง่ายขึ้นไง แต่ก็รู้สึก รู้สึกไม่ได้ตั้งใจหน่อย ๆ เหมือนกัน เพราะมันไม่มีในสิ่งที่เราคุ้นเคยและอยากจะใช้

A: เจ้านายที่อ่อนกว่ากับภารโรงที่แก่กว่าเนี่ย เราให้ความสำคัญกับใครมากกว่ากัน

B: เจ้านาย ควรจะเป็นอะไรที่เป็นทางการมากกว่า แต่ถ้าเป็น ภารโรง เนี่ย จะรู้สึกว่าเค้าจะเป็นกันเอง ถึงแม้ว่าอายุจะมากกว่า เราก็สามารถเลียงมาใช้คำที่เป็นกันเองแต่ดูสุภาพก็ได้อะไรอย่างเงี้ย

A: แล้วระหว่างความสำคัญของอายุแก่กว่าอ่อนกว่า กับสถานภาพ

B: รู้สึกว่าน่าจะเป็นสถานภาพ เพราะว่าสถานภาพมันกำหนดชะตาชีวิตเราได้ ถ้าเป็นแค่อายุเนี่ย มันเหมือนว่าเราจะหลีกเลี่ยงได้ ที่จะไม่ใช้คำที่ดูน่าเกลียดเกินไปอะไรอย่างเงี้ยอะคะ

A: เวลาพูดแก้เพื่อไม่ให้เค้าเข้าใจเราผิดกับแก้เพื่อตัวเค้าเองเนี่ย จะระวังอะไรมากกว่ากัน

B: ระวังตอนที่พูดแก้เพื่อให้เค้าเข้าใจเราผิดมากกว่า ต้องระวังไม่ให้เค้าโกรธด้วย

A: ขอบคุณมากนะคะ

B: ค่ะ สวัสดีค่ะ

BIOGRAPHY

Pranee Modehiran was born on June 15, 1959 in Bangkok, Thailand. She graduated with a B.Ed. (Hons) in Secondary Education, majoring in teaching French and English, from Chulalongkorn University, Bangkok, in 1980. On her graduation, she received a golden medal from His Majesty the King as the reward of being the top rank of the faculty. In 1981, she pursued an A.M. in Linguistics at Faculty of Arts, Chulalongkorn University and graduated in 1983.

Upon graduation from Chulalongkorn University, Pranee Modehiran worked as a French and English teacher at Chulalongkorn University Demonstration school. With the Thai governmental scholarship in teacher development program for the Faculty of Education, Chulalongkorn University, she has pursued her Ph.D. in Linguistics at Chulalongkorn University since 2000. After her Ph.D. graduation, she is an English lecturer in the Department of Curriculum Instruction and Educational Technology, Faculty of Education, Chulalongkorn University.

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