



**A COMPARATIVE STUDY OF ENGLISH REFUSALS BY
NATIVE SPEAKERS OF AMERICAN ENGLISH AND
BY ENGLISH MAJORS OF UBON RATCHATHANI
RAJABHAT UNIVERSITY**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
FACULTY OF LIBERAL ARTS
UBON RAJATHANEE UNIVERSITY
YEAR 2005
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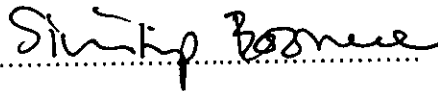
INDEPENDENT STUDY APPROVAL
UBON RAJATHANEE UNIVERSITY
MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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TITLE A COMPARATIVE STUDY OF ENGLISH REFUSALS BY NATIVE SPEAKERS
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ACADEMIC YEAR 2005

ACKNOWLEDGEMENTS

This independent study is my proudest issue in my educational life. It begins with the most tired and it ends with the sweetest of achievement. However, from the hard work that I paid my entire attempt to, the feedback in return that I deserved is the knowledge of the procedure and the system of the research methodology. It introduces me the system of thinking, the ways to support the appropriate claims with the reasonable data. Moreover, after studying the other researchers' studies, it envisions my educational world. My new knowledge is existed by the various stand points presented by many researchers.

I would like to give the great thanks to my advisors, Asst. Prof. Dr. Supath Kookiattikoon, who gives me excellent suggestions. And I would like to give special thanks to Dr. Sirintip Boonmee, my reader, who inspired me to choose the research topic about discourse analysis as well as gives me useful suggestions. She has got a very impressive teaching style. In addition, another reader, Dr. Seri Somchob, the vice president for external relations and cultural affairs of Ubon Ratchathani Rajabhat University who is my directive boss, always encourages me to step forward all the time. Moreover, there are some staff of Ubon Rajatani University, faculty of Arts, who are deserved to entitle here : Asst. Prof. Dr. Apisak Pupipat, Dr. Saisunee Chaimongkol, Ajarn Arunee Yeethong, and others who are not mentioned here.

Besides, there are some of my colleagues that are deserved to be mentioned. The first one is Ajarn Rung Krasaekarn who is my beloved and helpful brother. He spent times after work to be my thoughtful partner until the research is finished. I surely say thank you to Ajarn Rattanaporn Krasaekarn who is his wife, too. She played the role of the kind host by offering her house as my research office.

In addition, I proudly say thank you to Ajarn Pramook Bupphawan, Ajarn Kanjana Parkparchai, Ajarn Chongkon Tonsai, Ajarn Chulalak Chukampaeng who always encourage and assist me from the beginning to the end of this study.

For the grateful thanks, they are given to the President of Ubon Ratchathani Rajabhat University, Asst. Prof. Kasem Boonrom, and Dean of Humanities and Social Sciences, Dr. Wutti Leenam who support in both encouragement and educational budget. And Asst. Prof. Dr. Paotjai Wonglao should be included as the helpful brother who supports me in terms of statistical analysis. Moreover, I would like to give a special thank again to my 15 English major subject

students and 15 Native speakers of American English who are the contracted teachers of UBRU and neighboring institutes around Ubon Ratchathani Province.

I finally say thank you to my warm family. Thanks to my mom and dad who support me in all aspects. And special thanks to my beloved wife, Mrs. Rindared Songsukrujiroad, and my lovely daughter, Zhang Yongqing, who are my great inspiration. May God bless all the people mentioned above, including the others who are not nominated, to be prosperous, be healthy, be wealthy, and be powerful Thai citizens.



(Sappasiri Songsukrujiroad)

Researcher

บทคัดย่อ

- ชื่อเรื่อง : การศึกษาเปรียบเทียบรูปแบบการปฏิเสธของชาวอเมริกันเจ้าของภาษา
กับของนักศึกษาวิชาเอกภาษาอังกฤษ มหาวิทยาลัยราชภัฏอุบลราชธานี
- โดย : สรรพสิริ ส่งสุขรุจิโรจน์
- ชื่อปริญญา : ศิลปศาสตรมหาบัณฑิต
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- ศัพท์สำคัญ : การปฏิเสธ การถ่ายโอนทางภาษา สถานภาพทางสังคม
ลำดับชั้นการปฏิเสธ เนื้อหาในการปฏิเสธ

การศึกษานี้มีจุดมุ่งหมายเพื่อศึกษาว่า รูปแบบเนื้อหาและลำดับการปฏิเสธของ
นักศึกษาวิชาเอกภาษาอังกฤษ มหาวิทยาลัยราชภัฏอุบลราชธานีจะเป็นอย่างไร เมื่อต้องปฏิเสธใน
สถานการณ์ต่าง ๆ ที่กำหนดให้ อาทิ สถานการณ์จากการขอร้อง การให้ข้อเสนอ การให้คำแนะนำ
และการเชื้อเชิญ โดยทำการเปรียบเทียบกับผลที่ได้จากชาวอเมริกันเจ้าของภาษา ในงานนี้ผู้วิจัยได้
ศึกษากับกลุ่มตัวอย่างชาวอเมริกัน จำนวน 15 คน และนักศึกษาวิชาเอกภาษาอังกฤษ จำนวน 15 คน
โดยใช้แบบสอบถามแบบเติมคำปลายเปิด (Discourse Completion Test) โดยผู้วิจัย ได้ใช้หลักสถิติ
ในการวิเคราะห์ข้อมูลเป็นฐานนิยม (mode)

ผลการศึกษาพบว่า ลำดับชั้นและเนื้อหาในการปฏิเสธของชาวอเมริกันเจ้าของภาษาและ
นักศึกษาวิชาเอกภาษาอังกฤษ มหาวิทยาลัยราชภัฏอุบลราชธานี ค่อนข้างแตกต่างกันในเชิงสถิติ
ฐานนิยม โดยพบว่านักศึกษาไทยได้รับอิทธิพลจากภาษาแม่

ABSTRACT

TITLE : A COMPARATIVE STUDY OF ENGLISH REFUSALS BY
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DEGREE : MASTER OF ARTS

MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE

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KEY WORDS : REFUSALS / L1 TRANSFER / SOCIAL STATUS / ORDER OF
REFUSAL FORMAT / CONTENT OF REFUSAL FORMAT

The purpose of the study is to investigate the content and ordering of semantic formulas in refusals made by English major students of UBRU. The researcher examines what the students would do when refusing a request, an offer, a suggestion, and an invitation in different situations as compared with that of native speakers of American English. The study examined 15 Americans and 15 Thai students by using the open-ended of Discourse Completion Test questionnaire. Data analysis that is used in this study is Mode.

The results of this study indicated that the order and contents of refusal formats between American native speakers and UBRU students, on the basis of Mode statistic, are quite different. Thai students tend to be affected by L1 transfer.

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CHAPTER 1

INTRODUCTION

This chapter describes the rationale of the study, the research question, the purpose, and the significance of the study. It also provides definitions of key terms.

1.1 Rationale

Most communication between Asians and Westerners takes place in English but it does not mean that using English in communication by both parties will lead to the same understanding or the same feeling. In situations where people come from different cultural backgrounds, the assumptions about the needs of others may differ from individual to individual, and the potential for misunderstanding increases greatly.

According to the current educational curriculum, Thai students are given compulsory 12 years of English Language instruction. It is expected that this curriculum helps students to communicate well in the target language.

The opportunity to join English teaching courses as a co-teacher for the third year students of Ubon Ratchathani Rajabhat University inspired the researcher to do this study. The researcher noticed that most English major student's English communication was quite poor. It was frequently found that the way they spoke did not match the norm of the native speakers. Most of them answered a request with only "yes" or "no".

The researcher would like to find out what caused students to give such short single word answers. The focus question is whether their L1 influences the answers. To shed further insight on these issues, the researcher felt compelled to undertake a comparative study of English refusals made by native speakers of American English and by English major students at Ubon Ratchathani Rajabhat University (UBRU).

1.2 Research question

Are refusals made by UBRU students and those by native speakers of American English different in terms of the order and content of their semantic formulas?

1.3 Purpose of the study

The purpose of the study is to investigate the content and ordering of semantic formulas in refusals made by students of UBRU students majoring in English. The researcher would like to examine what the students would do when refusing a request, an offer, a suggestion and an invitation in different situations as compared with native speakers of American English.

1.4 Hypotheses

It is hypothesized that the English major students at UBRU make different refusals from the native speakers of American English in terms of the order and content of the semantic formulas and the differences are due to L1 transfer.

1.5 Scope of the study

The study focuses on the comparison of the order and content of semantic formula in refusals made by UBRU students majoring in English with those made by native speakers of American English. It covered four different stimulus types; refusing a request, an offer, a suggestion and an invitation of interlocutors of different social status.

1.6 Significance of the study

It is very important to examine the problems students have in making refusals in English. Such examination may lead to more effective classroom teaching because if problems are found, the study will accentuate the need to focus on teaching cultural norms of native speakers when teaching students how to make appropriate refusals in L2. This would allow the students to communicate more effectively.

1.7 Definitions of key terms

- DCT** : the Discourse Completion Test, which is a written role-play questionnaire consisting of 12 situations. Each situation contains a blank for open-ended refusal answer to be written
- Semantic formula** : the language used in refusals and justification for refusals
- Order of refusals** : the order of various semantic formulas that make up refusals; i.e., what comes first, next, or last

CHAPTER 2

LITERATURE REVIEW

This chapter discusses previous studies of semantic formulas of Thai and English refusals, the order of refusals of Thai and English formulas, what affects formulas and order of refusals, and pragmatic transfer.

2.1 Semantic formulas of Thai and English refusals

Different studies have been conducted on refusals in English. The results generally show that in making refusals, native speakers of American English use excuses, suggestion alternatives, pause fillers, statement of gratitude, and appreciation (Leslie M. Beebe et al., 1985; Sadler & Eroz, 2001). They also use reasons, expressions of regret and apology (Kitao, 1996).

As for the semantic formulas of Thai students, it has been found that they use indirect answers (Sairhun, 1999) when they refuse requests and offers. Refusal formulas of Thai students also include using intensifiers in apologies, hedging, using the pattern "yes, but....." in expressing positive remarks, giving reasons based on family and personal matters, and using intensifiers in thanks.

2.2 The order of refusals of Thai and English formulas

The order of refusal produced by native speakers of American English is commonly a positive opinion first, an apology second, and an excuse third with unequal status conversants. For the equal status, the native speakers of American English tend to use only apology and excuse (Leslie M. Beebe et al, 1985, p. 58-59). However, a statement of regret may precede or follow the reasons or excuses (Beebe et al., 1990 and Sadler R. W. & Eroz, B., 2001).

As for the order of refusal formats produced by Thai learners, to the researcher's knowledge, there is no study which has investigated this. Therefore, the orders of Thai refusal formats are still unknown.

2.3 What affects semantic formulas and order of refusals

There are many factors that may affect formulas and order of refusals. These may include the social status of the interlocutors (role relationships), situations, and topics.

Hierarchical social structure is important for an individual to realize her place in the social structure and behave accordingly (Brown and Levinson 1978; 1987).

Thai people, for example, tend to give reasons and employ such strategies as hedging, apologizing and expressing positive remarks when the interlocutors are higher in social status (Sairhun, 1999).

2.4 Pragmatic transfer

L1 transfer plays a significant role in L2 learning. Students tend to rely on the first language in every linguistic level, including pragmatics (the use of language in contexts). Many researchers have found the influence of L1 pragmatics on L2 production. (Leslie M. Beebe et al. 1985. p. 56), for instance, claim that pragmatic transfer exists in the order, frequency, and content of semantic formulas of Japanese ESL learners' refusal.

Sairhun (1999) also has claimed that Thai learners of English performed the speech act of refusing in English in a similar manner as when they performed the same speech act in their native tongue. Similarly, Ikoma, T., & Shimura, A. (1993) found that negative transfer occurred among advanced-level American learners of Japanese (fourth-year students of the university of Hawaii). Moreover, Al-Issa (2003) also found that socio-cultural transfer appeared to influence the Jordanian EFL learners' selection of semantic formulas, the length of their responses, and the content of the semantic formulas.

As we can see, to make refusals in L2 is complex. It involves semantic formulas, order of formulas, social factors, and pragmatic transfer. All of these aspects are very interesting to examine and they are the key question for this study.

CHAPTER 3

METHODOLOGY

This chapter discusses the methodology which includes the subjects, the instruments, and procedures employed in the study as well as data analysis.

3.1 Subjects

The subjects of this study were divided into 2 groups : 15 native speakers of Thai and 15 native speakers of American English. The 15 Thai subjects were selected from the six classes of the third year students majoring in English in the regular program and the opportunity expansion program at Ubon Ratchathani Rajabhat University. They were chosen on the assumption that they had good command of English; They got grade A from the course of "Listening and Speaking 3" which they completed in the previous semester.

The 15 American English native speakers were teachers in Ubon Ratchathani educational institutes, including UBRU and in other neighboring provincial universities. All of them have worked in Thailand for 3-6 years.

3.2 Instruments

The instrument used for the study was the Discourse Completion Test (DCT) which was a written role-play questionnaire consisting of 12 situations adapted from Leslie M. Beebe, Tomoko Takahashi, and Robin Uliss-Weltz (1985). The names of the places in the questionnaire were changed to make them more familiar to the Thai students. The Thai subjects also answered the questionnaire in Thai of which the data was used for comparative purpose (See appendix B)

The 12 DCT situations in which the subjects had to make refusals to interlocutors of different social status were four stimulus types : three requests, three invitations, three suggestions, and three offers. The subjects were required to make English refusal in writing in 12 situations as follows :

Table 1 Discourse Completion Test

Stimulus Type	Refusers' Status	DCT Item	Situations
Request	Higher	1	refusing a worker's request for a raise
	Equal	2	refusing a friend's request to borrow lecture notes
	Lower	12	refusing a boss' request to spend an extra hour to finish up work
Invitation	Higher	3	refusing a salesman's invitation to a restaurant
	Equal	10	refusing a friend's invitation to join a dinner party
	Lower	4	refusing a boss' invitation to a party at his house
Suggestion	Higher	8	refusing a student's suggestion to give them more practice in conversation
	Equal	5	refusing a friend's suggestion to try a new diet
	Lower	6	refusing a boss' suggestion to clear the desk
Offer	Higher	7	refusing a cleaning lady's offer to pay for a broken vase
	Equal	9	refusing a friend's offer to have a piece of cake
	Lower	11	refusing a boss' raise and offering promotion

The questionnaire was piloted before presented to the subjects. (See appendix A)

3.3 Procedure

The research procedure was as follows.

The Thai subjects were allowed an hour to finish the DCT. Each student was required to write his or her refusals in response to a person with higher status, equal status, and lower status interlocutor in each situation in the questionnaire. Three weeks later, the same subjects took the same test written in Thai.

The native speakers of American English were asked to give refusal responses to the same questionnaire.

3.4 Data Analysis

The Thai and English responses of the Thai students were also compared in order to find out differences or similarities by using mode. Both the first and second groups' answers were compared in terms of the content and order of refusal formats.

The content of semantic formulas and the order of the refusals by native speakers of American English and those by the Thai students were statistically compared by using mode. For the part of DCT, grammatical accuracy was not examined; the focus of the study was on the order and content of the semantic formulas the UBRU students used in making refusals.

The criteria used in analyzing the data were as follows :

Table 2 Criteria of order and content of semantic formula in refusal

Similarity Level	Criteria
Different	Nothing in common
Quite different	1 slot in common
Very similar	2 slots in common
Exactly the same	3 slots in common

CHAPTER 4

RESULTS AND DISCUSSION

There are 4 sections in this chapter. The first section (4.1) presents the comparison between the order and content of semantic formulas in refusals in Thai and English made by the Thai students. The second section (4.2) presents the comparison between the order and content of semantic formulas in refusals made by the Thai students and the native speakers of American English as the norm. The third section (4.3) is the discussion, and the last section (4.4) is pedagogical implications.

4.1 Thai students' refusals in English and Thai

The 4 tables below show comparison of the order and content of semantic formulas in refusals made by the Thai students in Thai and English. The results are based on the criteria of order and content of semantic formula in refusal provided in Table 2 of Chapter 3.

Table 3 below shows the comparison of order and content of semantic formula of refusals between Thai and English made by the Thai Students regarding request.

Table 3 Thai students' refusals to request

Stimulus Type	Refusers' Status	DCT Item	Language	Order and Content of Refusal Formats		
				1	2	3
Request	Higher	1	English	Apology	Direct "no"	Excuse
			Thai	Apology	Direct "no"	-
	Equal	2	English	Apology	Excuse	Direct "no"
			Thai	Direct "no"	Excuse	Offer Alternative
	Lower	12	English	Apology	Excuse	Offer Alternative
			Thai	Apology	Excuse	Promise

Table 3 shows both English and Thai versions of request refusals made by the Thai students are very similar in terms of both order and content when the refuser is in higher or lower status. But for equal status, the order is quite different while the content is very similar. L1 transfer seems to play a major role here.

Table 4 below shows the comparison of order and content of semantic formula of refusals between Thai and English made by the Thai students regarding invitation.

Table 4 Thai students' refusals to invitation

Stimulus Type	Refusers' Status	DCT Item	Language	Order and Content of Refusal Formats		
				1	2	3
Invitation	Higher	3	English	Apology	Excuse	Offer Alternative
			Thai	Apology	Excuse	Offer Alternative
	Equal	10	English	Apology	Excuse	-
			Thai	Apology	Excuse	Offer Alternative
	Lower	4	English	Apology	Excuse	Direct "no"
			Thai	Apology	Excuse	-

The results show that both English and Thai versions are very similar in terms of both order and content. For higher status refusers, both order and content are exactly the same. L1 transfer is prominent here too.

Table 5 below shows the comparison of order and content of semantic formula of refusals between Thai and English made by the Thai students regarding suggestion.

Table 5 Thai students' refusals to suggestion

Stimulus Type	Refusers' Status	DCT Item	Language	Order and Content of Refusal Formats		
				1	2	3
Suggestion	Higher	8	English	Direct "no"	Excuse	-
			Thai	Direct "no"	Excuse	-
	Equal	5	English	Direct "no"	Excuse	-
			Thai	Direct "no"	Excuse	Alternative Suggestion
	Lower	6	English	Positive Opinion	Excuse	Promise
			Thai	Apology	Excuse	Alternative Suggestion

Like the previous two stimulus types, the results show that the order and content of semantic formula of both English and Thai versions are exactly the same when the refuser is in higher social status. For equal status refusers, they produced very similar order and content of semantic formula of Direct "no", and Excuse, respectively. But for lower status refusers, they produced quite differently. There is only Excuse in the second order, which is the same as higher and equal status.

When we examine the results from this table holistically based on order and content of semantic formula, L1 transfer still occurs, as in the 2 previous tables.

Table 6 below shows the comparison of order and content of semantic formula of refusals between Thai and English versions made by the Thai students regarding offer.

Table 6 Thai students' refusals to offer

Stimulus Type	Refusers' Status	DCT Item	Language	Order and Content of Refusal Formats		
				1	2	3
Offer	Higher	7	English	Empathy	Excuse	Condition
			Thai	Empathy	Offer Alternative	-
	Equal	9	English	Excuse	Gratitude	-
			Thai	Direct "no"	Excuse	Offer Alternative
	Lower	11	English	Positive Opinion	Excuse	-
			Thai	Gratitude	Excuse	-

Unlike other stimulus types, the results show quite different order and content of semantic formula of refusals. However, some similarities are found. For instance, the first order of higher status refuser, Empathy is produced, and the second order of lower status refuser, Excuse is produced in both Thai and English versions. These show that L1 transfer may still occur.

To holistically summarize all the previous 4 tables of the chapter, it can be claimed that the Thai students are influenced by L1 transfer in terms of both content and order when they refuse in English.

Table 7 below shows the summary results of order and content of semantic formula of refusals between Thai and English versions made by the Thai students.

Table 7 Summarizing table of Thai students' refusals in English and Thai

Stimulus Types	Refusers' status	Order of refusal format	Content of refusal format
1. Request	Higher	Very similar	Very similar
	Equal	Quite different	Very similar
	Lower	Very similar	Very similar
2. Invitation	Higher	Exactly the same	Exactly the same
	Equal	Very similar	Very similar
	Lower	Very similar	Very similar
3. Suggestion	Higher	Exactly the same	Exactly the same
	Equal	Very similar	Very similar
	Lower	Quite different	Quite different
4. Offer	Higher	Quite different	Quite different
	Equal	Quite different	Quite different
	Lower	Quite different	Quite different

4.2 Thai versus English refusals

The 4 tables below show the comparison of order and content of semantic formulas in refusals made by the Thai students and the native speakers of American English. The results are based on the criteria of order and content of semantic formula in refusal provided in Table 2 of chapter 3.

Table 8 below shows the comparison of order and content of semantic formulas in refusals made by the Thai students and the native speakers of American English to request.

Table 8 Native speakers of American English and Thais' request refusals

Stimulus Type	Refusers' Status	DCT Item	Speaker	Order and Content of Refusal Formats		
				1	2	3
Request	Higher	1	American	Positive Opinion	Excuse	-
			Thai	Apology	Direct "no"	Excuse
	Equal	2	American	Empathy	Excuse	-
			Thai	Apology	Excuse	Direct "no"
	Lower	12	American	Apology	Excuse	-
			Thai	Apology	Excuse	Offer Alternative

From the table above, the order and contents of semantic formula in refusal between the two groups of the refusers show both similarities and differences. However, there are more differences than similarities.

For higher status refusers, the orders of refusal made by both groups are different. Excuse is produced in both groups of the refusers, but in different orders.

For equal status refusers, the orders and content of semantic formula of refusal made by both groups is quite different, except the second order of Excuse that is produced in both groups of the refusers.

For lower status refusers, the first and the second order and content of semantic formula of refusal is very similar. Apology and Excuse are produced, respectively.

Another interesting point is that most of the native speakers produced only two contents of refusals, while the Thai students produced three.

Table 9 below shows the comparison of order and content of semantic formulas in refusals made by the Thai students and the native speakers of American English in invitation

Table 9 Native speakers of American English and Thais' invitation refusals

Stimulus Type	Refusers' Status	DCT Item	Speaker	Order and Content of Refusal Formats		
				1	2	3
Invitation	Higher	3	American	Apology	Excuse	-
			Thai	Apology	Excuse	Offer Alternative
	Equal	10	American	Apology	Excuse	Offer Alternative
			Thai	Apology	Excuse	-
	Lower	4	American	Gratitude	Excuse	Direct "no"
			Thai	Apology	Excuse	Direct "no"

If we look at the table above, the productions of native speakers of American English and the Thai students in terms of the order and contents of semantic formula in refusal are very similar in both order and content of all the statuses.

As we can see, the first and the second order and content of semantic formula of refusal of higher and equal status of both groups of the refusers are Apology and Excuse respectively. In addition, for lower status refusers, Excuse and Direct "no", are produced, respectively in the second and third orders.

The interesting point is that the refusers of all statuses provided Excuse in the second order of refusal.

Table 10 below shows the comparison of order and content of semantic formulas in refusals made by the Thai students and the native speakers of American English to suggestion.

Table 10 Native speakers of American English and Thais' suggestion refusals

Stimulus Type	Refusers' Status	DCT Item	Speaker	Order and Content of Refusal Formats		
				1	2	3
Suggestion	Higher	8	American	Positive Opinion	Excuse	Offer Alternative
			Thai	Direct "no"	Excuse	-
	Equal	5	American	Apology	Gratitude	-
			Thai	Direct "no"	Excuse	-
	Lower	6	American	Attempt to dissuade	Excuse	-
			Thai	Positive Opinion	Excuse	Promise

From the table above, the results of both groups of the refusers in higher and lower status are quite different. It is only Excuse in the second order that is the same.

For equal status refusers, the results show that the order and content of semantic formula of refusal are totally different.

But one interesting thing is that the equal status refusers of both groups did not have the third content of semantic formula of refusal.

Table 11 below shows the comparison of order and content of semantic formulas in refusals made by the Thai students and the native speakers of American English to offer.

Table 11 Native speakers of American English and Thais' offer refusals

Stimulus Type	Refusers' Status	DCT Item	Speaker	Order and Content of Refusal Formats		
				1	2	3
Offer	Higher	7	American	Attempt to dissuade	Excuse	-
			Thai	Empathy	Excuse	Condition
	Equal	9	American	Direct "no"	Excuse	-
			Thai	Excuse	Gratitude	-
	Lower	11	American	Positive Opinion	Excuse	-
			Thai	Positive Opinion	Excuse	-

From the table above, the results of both groups of the refusers in the higher status show that the order and content of semantic formula of refusal are quite different. There is only Excuse in the second order that is the same.

For equal status refusers, the results show that the order and content of semantic formula of refusal are different.

However, for lower status refusers of both groups, the order and content of semantic formula of refusal are the same. Positive opinion and Excuse are produced, respectively.

Another interesting point is that only the Thai students of higher status produced the semantic content of refusal format of condition in the third order, while the native speakers of American English of all status did not produce anything.

Table 12 below shows the summary results of order and content of semantic formula of refusals made by Thai students compared with native speakers of American English.

Table 12 Summarizing table of Thai students' refusals in English comparing with native speakers of American English

Stimulus Types	Refusers' status	Order of refusal format	Content of refusal format
1. Request	Higher	Different	Different
	Equal	Quite different	Quite different
	Lower	Very similar	Very similar
2. Invitation	Higher	Very similar	Very similar
	Equal	Very similar	Very similar
	Lower	Very similar	Very similar
3. Suggestion	Higher	Quite different	Quite different
	Equal	Different	Different
	Lower	Quite different	Quite different
4. Offer	Higher	Quite different	Quite different
	Equal	Different	Different
	Lower	Exactly the same	Exactly the same

4.3 Discussion

The outcomes of the study show that language transfer occurs in refusals made by Thai students. The refusal contents and their orders in Thai and English of these students are very similar. (see Table 7) This similarity of both Thai and English versions produced by Thai students in aspect of order and content of refusal formats can be inferred that their L1 influences L2. In other words, the language transfer occurs in this phenomenon. This study confirms the study of Sairhun (1999) that the Thai learners of English performed the speech act of refusing in English in a similar manner as when they performed it in their native tongue.

In general, most of the refusal formats tend to be the "Apology" in the first order. In the second order, it shows that "Excuses" are mostly found.

Moreover, different status of refusers also influences the order and content of the refusal formats in both cultures. As we can see from all of the tables, the comparison of the order and content of refusal formats generally shows the difference of language production of both Thai and American speakers of English when the social status of the refuser differs.

Most of the order and refusal formats in all the 12 situations produced by both Thais and Americans are different, especially in the first order and content of the refusal formats as shown in Table 12. There are 8 out of 12 situations (about 67%) that are different in aspects of order and content of the refusal formats that they produce.

Anyway, both Thai and American speakers of English produce the second order and content of the refusal formats very similar. An "Excuse" is given in this order at 87.50% or 21 out of 24 possible answers from both Thai and American speakers of English as shown in Table 12.

The results of the study, in terms of the second order of refusal format of both Thai and American English speakers, revealed that the Excuse that is frequently found in almost all situations have got some differences when compared with the results of the study of Leslie M. Beebe et al. (1985) which pointed out that the order of refusal produced by the native speaker of American English revealed that native speakers of American English made their Positive Opinion first, Apology in the second order, and the third one was Excuse with unequal status. However, for the equal status, American native speakers of English tended to produce two contents of refusal. They are Apology and Excuse.

However, the native speakers of American English, in this study perform somewhat differently from the native speakers of American English in the study of Leslie M. Beebe et al. (1985).

The difference is especially found in the content of the second orders of refusal when the interlocutors are in different status. That is, in this study, they use excuses like Thais do while in Beebe's they used apology.

These may be because the English native speakers in Thailand have been influenced by Thai cultural norm. The long period of 3 – 6 years that these Americans have worked in Thailand

might affect the order and semantic contents of refusal formats. They might absorb the Thai culture.

For social status, the differences of social status are examined. The responses of the higher, equal, and lower status of American and Thai refusers are compared in aspect of the order and content of the refusal formats. They show differences. It could be inferred that people from different social cultural backgrounds respond differently to certain situations of language socialization. This result supports the findings of the previous study of Al-Issa (2003), which states that socio-cultural factors appeared to influence the speakers' selection of semantic formulas, the length of responses, and the content of the semantic formulas.

In addition, the reason why the subjects of both Thai and American are likely to use Excuse in all social status might concern the way to save face or to soften the feeling between the two parties. These sociolinguistic factors are also mentioned in the study of Leslie M. Beebe et al. (1985), Al-Issa (2003), and Susan M. Gass & Larry Selinker (1993).

Based on the results of this study, we may, therefore, conclude that Thais and Americans are quite different in making refusals. The differences are influenced by the cultural differences between the two cultures : Thai students also tend to transfer the pragmatic aspects of their L1 to their L2 production.

4.4 Pedagogical Implications

The findings of this study that Thai students and American native speakers are different in terms of the order and content of the refusal formats are useful for classroom instruction. If we want our students to produce native-like English, the differences of producing the first order and content of refusal formats would require teachers to emphasize practicing such order and content of the refusal formats more frequently. In contrast, the second order and content of refusal formats that is quite the same in both Thai students and American native speakers can be inferred that this point of the target language can be less emphasized than the first one.

CHAPTER 5

CONCLUSION

In this chapter, the conclusion of the study, the limitations of the study and suggestions for further study are provided.

5.1 Conclusion

The result of the study shows that the order and the semantic formulas in refusal made by Thai students and native speakers of American English were quite different. That is, Thai students seem to rely on L1 pragmatic rules. Furthermore, it could be inferred that the social status of interlocutors influenced both Thai students and native speakers of American English in making refusals. This can be seen from the content and order of the semantic formulas in their refusals.

5.2 Limitation of the study

This study has some limitations as follows :

1. There was only Thai students group of UBRU. It should be, in fact, other groups of Thai students from other places around Thai institutes.
2. The authenticity of the answer might deviant by the pace of answering time. The questionnaire provided Thai students the convenient pace to answer. In contrast, the real life conversation does not allow much time to think before answering.
3. The new comers of Native speakers of American English were rarely found. At that point of time, only the 15 foreigners who have lived in Thailand for 3 – 6 years were selected for the study. By this reason, all of them are exposed to Thai culture for a long period of time.

5.3 Recommendations for further study

Since the study has some limitations as stated above, it is suggested that further study should be conducted by involving students from different places, having the subjects speak instead of write the answer. The study should also investigate the native speakers of English who have just recently arrived Thailand.

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APPENDICES

Appendix A
Discourse completion test

DISCOURSE COMPLETION TEST

Instructions :

Please read the following 12 situations. After each situation you will be asked to write a refusal in the blank provided after "you." Make refusals as you would in actual conversation.

Which words that you do not know, you can ask the teacher. Data collected will be kept strictly confidential and will not be revealed to public but will be analyzed and be presented as an overall view only.

1. You are the owner of a bookstore. One of your best workers asks to speak to you in private.

Worker : As you know, I've been here just a little over a year now, and I know you've been pleased with my work. I really enjoy working here, but to be quite honest, I really need an increase in pay.

You :

.....

.....

Worker : Then I guess I'll have to look for another job.

2. You are a junior in college. You attend classes regularly and take good notes. Your classmate misses a class and asks you for the lecture notes.

Classmate : Oh God! We have an exam tomorrow but I don't have notes from last week. I am sorry to ask you this, but could you please lend me your notes once again?

You :

.....

.....

Classmate : O.K., then I guess I'll have to ask somebody else.

3. You are the president of a printing company. A salesman from a printing machine company invites you to one of the most expensive restaurants in Bangkok.

Salesman : We have met several times to discuss your purchase of my company's products. I was wondering if you would like to be my guest at Dusit thani restaurant in order to firm up a contract?

You :

Salesman : Perhaps another time.

4. You are a top executive at a very large accounting firm. One day the boss calls you into his office.

Boss : Next Sunday my wife and I are having a little party. I know it's short notice but I am hoping all my top executives will be there with their wives.

You :

Boss : That's too bad. I was hoping everyone would be there.

5. You're at a friend's house watching T.V. He/She offers you a snack.

You : No thanks. I've been eating like a pig and I feel just terrible. I've been gaining a long of weight recently.

Friend : Hey, why don't you try this new diet food I've been telling you about?

You :

Friend : You should try it anyway.

6. You're at your desk trying to find a report that your boss just asked for. While you're searching through the mess on your desk, your boss walks over.

Boss : You know, maybe you should try and organize yourself better.
I always write myself little notes to remind me of things. Perhaps you should give it a try!

You :
.....
.....

Boss : Well, it's an idea anyway.

7. You arrive home and notice that your cleaning lady is extremely upset. She comes rushing up to you.

Cleaning lady : Oh God, I'm so sorry! I had an awful accident. While I was cleaning I bumped into the table and your china vase fell and broke. I feel just terrible about it. I'll pay for it.

You : (Knowing that the cleaning lady is supporting three children.)

You :
.....
.....

Cleaning lady : No, I'd feel better if I paid for it.

8. You're a language teacher at a university. It is just about the middle of the term now and one of your students asks to speak to you.

Student : Ah, excuse me, we have discussed among our classmates recently and we kind of feel that the class would be better if you could give us more practice in conversation and less on grammar.

You :
.....
.....

Student : O.K., it was only a suggestion.

9. You are at a friend's house for lunch.

Friend : How about another piece of cake?

You :
.....
.....

Friend : Come on, just a little piece?

You :
.....

10. A friend invites you to dinner, but you really can't stand this friend's husband/wife.

Friend : How about coming over for dinner Sunday night? We're having a small dinner party.

You :
.....
.....

Friend : O.K., maybe another time.

11. You've been working in an advertising agency now for some time. The boss offers you a raise and promotion, but it involves moving. You don't want to go. Today, the boss calls you into his office.

Boss : I'd like to offer you an executive position in our new offices in Phuket. It's a great town—only 3 hours from here by plane. And, a nice raise comes with the position.

You :
.....
.....

Boss : Well, maybe you should give it some more thought before turning it down.

12. You are at the office in a meeting with your boss. It is getting close to the end of the day and you want to leave work.

Boss : If you don't mind, I'd like you to spend an extra hour or two tonight so that we can finish up with this work.

You :
.....
.....

Boss : That's too bad. I was hoping you could stay.

Appendix B
Discourse completion test (in Thai)

แบบสอบถาม

คำชี้แจง

ให้นักศึกษาอ่านสถานการณ์จำลองที่กำหนดให้ รวม 12 สถานการณ์ หลังจากนั้น ให้นักศึกษาเขียนตอบปฏิเสธในช่องว่างที่กำหนดให้ในแต่ละข้อตามความคิดของนักศึกษาโดยอิสระ โดยยึดบนพื้นฐานของการสนทนาในสถานการณ์จริง ข้อมูลที่ได้จากการตอบแบบสอบถามจะถูกเก็บเป็นความลับ และจะไม่ทำการเผยแพร่แก่สาธารณชน แต่จะนำไปเป็นข้อมูลประกอบการวิเคราะห์ในภาพรวม

1. คุณเป็นเจ้าของร้านหนังสือแห่งหนึ่ง มีพนักงานในร้านคนหนึ่งต้องการที่จะเจรจากับคุณเป็นการส่วนตัว

พนักงาน) อย่างที่ท่านทราบ ผมทำงานอยู่ที่นี่ก็ 1 ปีเศษแล้ว และผมก็ทราบว่าท่านพอใจในผลการทำงานของผม ตัวผมเองก็สบายใจที่ได้ทำงานอยู่ที่นี่ แต่เรียนตามความสัตย์จริงครับว่า ผมอยากจะขอให้ท่านขึ้นเงินเดือนให้ผมซักหน่อยครับ

คุณ)

พนักงาน) ถ้าเช่นนั้น ผมคงต้องลองมองหางานใหม่ทำแล้วละครับ

2. คุณเป็นนักศึกษาชั้นปีที่ 3 คุณเข้าชั้นเรียนอย่างสม่ำเสมอและจดบันทึกสรุปเนื้อหาการเรียนได้ดี เพื่อนร่วมชั้นคนหนึ่งของคุณขาดเรียนและขอยืมสมุดโน้ตของคุณ ไปคัดลอก

เพื่อนร่วมชั้น) โอ๊ย แย่แล้ว! เรามีสอบพรุ่งนี้แน่ แต่ฉันไม่ได้จดเนื้อหาการเรียนการสอนของสัปดาห์ที่แล้วเลยฉันขอโทษจริง ๆ นะที่ขอรบกวนขอยืมสมุดโน้ตของเธออีกซักครั้ง จะได้ไหม?

คุณ)

เพื่อนร่วมชั้น) โอ.เค. ถ้าอย่างนั้น ฉัน ไปขยืมเพื่อนคนอื่นก็ได้

3. คุณเป็นประธานกรรมการบริษัทขายเครื่องพิมพ์ มีพนักงานขายคนหนึ่งจากบริษัทผลิตเครื่องพิมพ์ชั้นนำ เชิญคุณ ไปรับประทานอาหารในร้านที่แพงที่สุดของกรุงเทพมหานคร

พนักงานขาย) ท่านกับผมพบกันบ่อยครั้งมากในการประชุมเจรจาเรื่องราคาสินค้าของบริษัทเรา ผมจึงใคร่ขอเรียนเชิญท่านเป็นเกียรติร่วมรับประทานอาหารด้วยกันที่ห้องอาหารคฤหาสน์ เพื่อที่จะได้ทำสัญญาตกลงให้เป็นรูปธรรมที่ชัดเจนยิ่งขึ้น ท่านคิดอย่างไรครับ

คุณ)

พนักงานขาย) ถ้าเป็นเช่นนั้น ก็เอาไว้โอกาสหน้าก็ได้ครับ

4. คุณเป็นผู้บริหารระดับสูงของบริษัทบัญชีที่มีชื่อเสียงแห่งหนึ่ง วันหนึ่งเจ้านายเชิญคุณเข้าพบ
เจ้านาย) วันอาทิตย์หน้า ภรรยาของผมน่าจะจัดงานเลี้ยงเล็ก ๆ ที่บ้าน ผมรู้สึกว่าผมแจ้ง
คุณเข้าไปหน่อย แต่ผมก็อยากจะเห็นผู้บริหารระดับสูงของบริษัทเราทุกคนไป
ร่วมงานนี้พร้อมกับพาภรรยาไปด้วย

คุณ).....

เจ้านาย) แม้จ้ง ผมคิดว่าคุณจะ ไปร่วมงานเลี้ยงนี้ได้ซะอีก

5. คุณกำลังดูโทรทัศน์ที่บ้านเพื่อน เพื่อนของคุณจัดอาหารว่างมาให้คุณทาน

คุณ) ขอบคุณนะ แต่ฉันไม่ทานดีกว่า ตอนนี้รู้สึกว่าคุณน่าจะอิ่มอยู่แล้ว และ
ฉันก็รู้สึกหุดหุดมากเกินไปที่ใส่เสื้อผ้าตัวไหนก็อึดอัดคับไปหมด

เพื่อน) อ้าว แล้วทำไมไม่ลองทานอาหารช่วยลดน้ำหนักนี้ซักหน่อยล่ะ มันดีจริง ๆ นะ

คุณ).....

เพื่อน) ยังไงเธอก็น่าจะลองทานดูซักหน่อยนะ

6. คุณกำลังนั่งอยู่ที่โต๊ะทำงานและกำลังยุ่งอยู่กับการหารายงานที่เจ้านายของคุณถามถึง ขณะที่คุณ
กำลังรวบรวบหารายงานอยู่และทำให้โต๊ะของคุณรกไปหมดคอยู่นั้น เจ้านายของคุณเผชิญเดินผ่าน
มาพอดี

เจ้านาย) คุณรู้ไหม ผมว่าคุณน่าจะลองปรับปรุงระบบชีวิตของคุณให้มันดีขึ้นกว่านี้นะ ผม
เองยังมีการจัดบันทึกเพื่อช่วยเตือนความจำอยู่บ่อยๆ บางทีคุณน่าจะลองนำไปใช้
ดูบ้าง

คุณ)

เจ้านาย) อืม... ถ้าคุณไม่เชื่อผมก็แล้วไป

7. คุณกลับถึงบ้าน และสังเกตว่าคนทำความสะอาดบ้านของคุณกำลังเศร้าเสียใจอย่างมาก เธอรีบวิ่ง
กระหืดกระหอบมาหาคุณ

คนทำความสะอาด) คุณผู้หญิงขา หนูขอโทษจริง ๆ นะคะ คือว่า ขณะที่หนูกำลังทำความสะอาด
สะอาดอยู่เผชิญหนูไปชนกับ โต๊ะที่ตั้งวางแจกันจีนไว้ ทำให้มันแตก
แตกค่ะ แต่ยังไงหนูก็น่าจะขอชดใช้ค่าเสียหายให้คุณผู้หญิงนะคะ
(คุณทราบว่าคนทำความสะอาดคนนี้ จำเป็นต้องรับผิดชอบค่าเสียหาย
ลูก ๆ อีก 3 คน)

คุณ)

คนทำความสะอาด) ไม่คิดว่าคะ หนูจะรู้สึกดีกว่าถ้าได้ชดใช้ค่าเสียหายให้กับคุณผู้หญิง

8. คุณเป็นอาจารย์สอนที่มหาวิทยาลัย ประมาณช่วงกลางเทอม มีนักศึกษาคนหนึ่งมาขอพบคุณ
นักศึกษา) หนูขอโทษนะคะอาจารย์ คือว่า มีเพื่อน ๆ บางคนได้พูดคุยปรึกษาหารือกัน
หลังจากที่เรียนวิชาของอาจารย์เสร็จแล้วเมื่อเร็ว ๆ นี้ว่า พวกเรารู้สึกว่ามันจะคง
จะดีกว่าถ้าอาจารย์จะให้พวกเราฝึกพูดบทสนทนาที่มากกว่านี้ และลดเนื้อหา
ไวยากรณ์ลงบ้างค่ะ
- คุณ)
- นักศึกษา) โอ.เค. ค่ะ ก็สุดแล้วแต่อาจารย์จะพิจารณานะคะ
9. คุณอยู่ที่บ้านเพื่อนและกำลังรับประทานอาหารเที่ยงด้วยกัน
เพื่อน) นี่เธอ ลองทานเค้กอีกซักรชิ้นหน่อยไหม?
- คุณ)
- เพื่อน) แหม แค่ชิ้นเดียวเองนะ
10. เพื่อนของคุณชวนคุณไปทานอาหารค่ำด้วยกัน แต่คุณไม่ชอบหน้าสามีของเขาเป็นอย่างมาก
เพื่อน) เย็นวันอาทิตย์มาทานอาหารด้วยกันที่บ้านฉันนะ เราจะจัดงานเลี้ยงเล็ก ๆ ไว้รอ
คุณ)
- เพื่อน) ตามใจ... ถ้าอย่างนั้น เอาไว้คราวหน้าก็แล้วกัน
11. คุณทำงานอยู่ฝ่ายโฆษณาของบริษัทแห่งหนึ่ง เจ้านายของคุณเสนอที่จะขึ้นเงินเดือนให้คุณ แต่
มีความเกี่ยวข้องกับการต้องย้ายสถานที่ทำงาน ไปอยู่อีกที่หนึ่ง คุณ ไม่อยากไป และวันนี้เจ้านาย
ของคุณเรียกคุณเข้าพบ
เจ้านาย) ผมอยากเสนอตำแหน่งผู้บริหารให้คุณที่สำนักงานแห่งใหม่ของเราที่จังหวัดภูเก็ต
คุณนั่งเครื่องบินแค่ 3 ชั่วโมงจากที่นี่ก็ถึงแล้ว อีกอย่างเงินเดือนดี ๆ ก็จะตามมา
พร้อมตำแหน่งใหม่นี้ด้วยนะ
- คุณ)
- เจ้านาย) อืม... เอาอย่างนี้ละ ผมอยากให้คุณกลับไปทบทวนการตัดสินใจของคุณอีกที แล้ว
ค่อยให้คำตอบผมวันหลังก็ได้

12. คุณกำลังประชุมอยู่กับเจ้านายของคุณในที่ทำงาน มันใกล้จะใช้เวลาเลิกงานเต็มที และคุณก็อยากกลับบ้านแล้ว

เจ้านาย) ถ้าคุณไม่ว่าอะไร ผมอยากขอเวลาคุณอีกซักชั่วโมงสองชั่วโมงคืนนี้ ทำงานของเราให้เสร็จไปเลย

คุณ)

เจ้านาย) แย่จังเลย... ผมคาดหวังว่าคุณจะอยู่ช่วยทำงานค่อนะเนี่ย

VITAE

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