

Interlanguage Pragmatics: Deviant Patterns of Negative Responses to English Negative Yes/No Questions by L1 Thai Speakers

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ABSTRACT

This study investigated the potential cause of L1 Thai speakers' persistent deviations from target-like negative responses to negative yes/no questions in L2 English context based on the theory of interlanguage pragmatics, particularly pragmatic transfer. L1 Thai undergraduates were categorized into two groups according to their level of L2 English linguistic proficiency. A discourse completion task (DCT), which required the participants to complete their turns in a conversation under different situations, were used to elicit their negative responses. The results revealed that negative pragmatic transfer, influenced by differences in linguistic action patterns of negative responses to negative yes/no questions between Thai and English, occurred in the performance of L1 Thai speakers in both lower and higher L2 English proficiency groups. However, the overall results suggested that the lower proficiency group tended to rely more on their L1 Thai pragmatic competence and showed higher tendency of negative pragmatic transfer than the higher proficiency group. The research indicated that negative transfer from the speakers' different L1 Thai pragmatic influence from L2 English could make an impact on their non-target-like performance. Moreover, their level of L2 English linguistic proficiency and degree of reliance on their L1 Thai pragmatic knowledge could affect their production to diverge from L2 English pragmatic norms.

Key words: Interlanguage, Pragmatics, Transfer, Responses, Negative Yes/No Questions, L1 Thai, L2 English

INTRODUCTION

Apart from the variable production of linguistic features, second language (L2) learners' divergence from native language (L1) pragmatic norms has been widely found in their second language acquisition (SLA) experiences (e.g. Bardovi-Harlig & Dörnyei, 1998; Bou-Franch, 1998, 2012; Kasper & Blum-Kulka, 1993). Among L2 learners of English, some evidence showed that influences from learners' L1 could cause deviant patterns of production among L1 Thai speakers in the target context (e.g. Bergman & Kasper, 1993; Intachakra, 2004; Khamyod & Aksornjarung, 2011; Phooch-aroensil, 2012; Senawong, 1999; Wannaruk, 2008). One of the persistent deviations produced by L1 Thai speakers from L2 English target-like production is negative responses to negative yes/no questions (Senawong, 1999). Their different linguistic action patterns between Thai and English seem to affect the way L1 Thai speakers give negative responses to negative yes/no questions in L2 English context in a non-target-like manner. As a result, misunderstandings often occur, hindering the success of communication, especially in the case of cross-cultural communication (Senawong, 1999).

However, to the best of my knowledge, this particular research problem has not yet been conducted specifically with L1 Thai speakers of English. The aim of this study is therefore to investigate the deviant patterns of production of negative responses to English negative yes/no questions among L1 Thai speakers and the potential causes of the problem.

LITERATURE REVIEW

Interlanguage Pragmatics (ILP)

Within the field of SLA research, interlanguage pragmatics (ILP) is defined as "the study of nonnative speakers' use and acquisition of linguistic action patterns in a second language (L2)" (Kasper and Blum-Kulka, 1993, p. 3). As its definition suggests, a majority of ILP research concern both the production as well as the comprehension of learners, in terms of their pragmatic competence, in relation to their prior knowledge of language. In other words, most ILP research investigates the way learners' L1 influence interacts with other acquisition processes as their interlanguage move toward the L2 norm (Bou-Franch, 1998, 2012; Kasper & Blum-Kulka, 1993). According

to Kasper and Blum-Kulka (1993), evidence has suggested that there is a universal pragmatic knowledge base, which includes the realization strategies for linguistic action and the sensitivity to contextual constraints in a particular strategy choice, similar to that of native speakers and equally available for use in L2 to all language learners, regardless of their L1 or their learning context (Bou-Franch, 2012). In spite of the availability of this universal pragmatic knowledge base, learners' patterns of pragmatic production are still deviant from those of native speakers. It was argued that the main obstacle preventing learners from accessing the universal pragmatic knowledge base is their restricted L2 linguistic knowledge. Also, other factors such as a lack of L2 pragmalinguistic knowledge, together with negative transfer of sociopragmatic norms from L1, and willingness to remain loyal to L1 cultural patterns can intervene and inhibit learners, even those with high L2 proficiency, from exploiting the universal pragmatic knowledge base and producing native-like linguistic action patterns (Kasper & Blum-Kulka, 1993). Therefore, ILP researchers have worked their way to explain learners' linguistic interlanguage knowledge, L1 transfer, and appropriate sociocultural perceptions in the L2 community (Bou-Franch, 2012; Kasper & Blum-Kulka, 1993).

Pragmatic Transfer

As learners' convergence or divergence from pragmatic norms of native speakers is generally considered an ideal aim for language learners, pragmatic transfer has become one of the foremost focuses of SLA and ILP research (Bou-Franch, 2012). Pragmatic transfer is regarded as an influence from learners' pragmatic knowledge of the language and culture from their L1 on their production, comprehension, and learning of pragmatic knowledge in the L2 context (Bou-Franch, 1998, 2012; Kasper & Blum-Kulka, 1993). The two most obvious manifestations of pragmatic transfer are negative transfer and positive transfer (Bou-Franch, 1998). The former refers to "the influence of L1 pragmatic competence on interlanguage pragmatic knowledge that differs from the L2 target", whereas the latter refers to "pragmatic behaviors or other knowledge displays consistent across L1, [interlanguage], and L2" (Kasper & Blum-Kulka, 1993, p. 10). However, attention has been drawn more significantly to the occurrence of negative or interference transfer than positive or facilitative transfer for not only it results in learners' deviant pragmatic production from L1 norms, but also, it is found to potentially affect their self-presentation, as well as hinder their success in communication (Bou-Franch, 1998, 2012; Kasper & Blum-Kulka, 1993). Because of such impact of pragmatic transfer on learners' L2 competence, indicating the "transferability constraints" (Bou-Franch, 1998, p. 5) – factors and conditions which influence the promotion or the inhibition of pragmatic transfer – has been one of the main objectives of research within this area (Bou-Franch, 1998, 2012). Bou-Franch (1998, 2012) mentioned three potential constraints, found in previous research, including first, the learners' L2 linguistic knowledge and degree of reliance on their L1 influence; second, perceived linguistic and cultural information and the learners' willingness to adapt the L2 linguistic action patterns and use them in the L2 context; and

third, the learners' length of stay in the L2 community or exposure to L2 knowledge. Apart from attempting to identify the information that is transferred from learners' L1 knowledge, a body of research on pragmatic transfer has also tried to discover the correlation between these constraints and the occurrence of transfer (Bou-Franch, 1998).

Previous Studies On Pragmatic Transfer From Thai To English

There have been several previous studies focusing on pragmatic transfer from Thai to English on topics such as apologies and thanks (e.g. Bergman & Kasper, 1993; Intachakra, 2004; Khamyod & Aksornjarung, 2011), compliment responses (e.g. Phoocharoensil, 2012), and refusals (e.g. Wannaruk, 2008). The results from all these studies manifested learners' negative pragmatic transfer from L1 Thai patterns. Bergman and Kasper (1993) found that Thai speakers of English tended to produce more utterances than necessary when compared to native speakers of English. Intachakra's (2004) study found that limited common practices in Thai context resulted in less variety of strategies in apologizing and thanking used by Thai speakers than native speakers of English. Also, learners' L2 proficiency in relation to their degree of reliance on their L1 influence as well as the occurrence of pragmatic transfer was investigated in the studies by Khamyod and Aksornjarung (2011), Phoocharoensil (2012), and Wannaruk (2008). The findings agreed that learners, possessing lower English proficiency showed higher degree of reliance on their Thai influence which allowed the evidence of pragmatic transfer in their L2 performance.

To the best of my knowledge, it appears that studies within the area of pragmatic transfer from L1 Thai to L2 English, particularly on negative responses to negative yes/no questions have not been found. However, evidence on pragmatic transfer of L1 Thai patterning of a negative response to a negative question when communicating in English has been mentioned in the literature review of Senawong (1999). It is claimed that a negative response to a negative yes/no question in Thai usually begins with an affirmative response which is then followed by a negative statement. When native Thai speakers use this same pattern of utterance in English, it is seen as violating the semantic rules of English, where an affirmative response should be followed by an affirmative statement while a negative response should be followed by a negative statement (Senawong, 1999).

This present study was designed to fill in the gap by exploring the production of negative responses to English negative yes/no questions of L1 Thai speakers for evidence of pragmatic transfer from their L1 as previously claimed by Senawong (1999) as well as taking into consideration their L2 proficiency and degree of reliance on their L1 influence.

Negative Responses To Negative Yes/No Questions In Thai And English

Negative responses to negative yes/no questions in Thai

According to Senawong (1999), it is claimed that in Thai context, a negative response to a negative yes/no question

commonly begins with a polite sentence particle: either /*kháp* / for male speakers or /*khâ?*/ for female speakers in order to reinforce the speaker's status with respect to the hearer and also to show acceptance and confirmation of the addresser's statement and correct understanding. Thai speakers of English often assume that the word 'yes' is an appropriate equivalent in English context; as a result, the answers are usually seen in a pattern of a negative statement after an affirmative response (Senawong, 1999). For example:

(1) A: māj dāj paj rk rt
 NEG¹ COMP² go PAR³ QUES⁴
 Didn't you go?
 B: khâ? māj dāj paj
 PAR NEG COMP go
 Yes, I didn't go.

(adapted from Senawong, 1999, p. 24)

Furthermore, Smyth (2002) suggested that yes/no answers to negative questions in Thai are reversed from English context. "[I]n English, we say 'No (I didn't)' and 'Yes (I did)', Thai has 'Yes (I didn't)' and 'No (I did)'" (Smyth, 2002, p. 149). For example:

(2) A: khun māj rúu chây māj?
 you NEG know yes QUES
 Don't you know?
 B: chây (māj rúu) /māj chây (rúu)
 yes (NEG know) /NEG yes (know)
 Yes (I don't know) /No (I do know).
 (adapted from Smyth, 2002, p. 149)

Negative responses to negative yes/no questions in English

In the language of modern English, there is no such word like 'si' and 'doch' to distinctively accommodate responses to negative yes/no questions in French and German, respectively (Ginzburg & Sag, 2001; McCulloch, 2014). The synonymy of negative and positive yes/no questions arises as both of them can elicit similar responses (Ginzburg & Sag, 2001). The following examples demonstrate possible responses to both positive yes/no question 'Is two an even number?' and negative yes/no question 'Isn't two an even number?' Hopelmann (1983) suggested that (3c) and (3d) further confirm that the negative yes/no question "is not answered differently" (as cited in Ginzburg & Sag, 2001, p. 339) from the positive yes/no question.

- (3) (a) Yes, two is an even number.
 (b) No, two is not an even number.
 (c) #No, two is an even number.
 (d) #Yes, two is not an even number.

(Hopelmann, 1983 as cited in Ginzburg & Sag, 2001, p. 339)

HYPOTHESES

Hypothesis 1: Because L1 Thai and L2 English linguistic action patterns of negative responses to negative yes/no questions differ, L1 Thai speakers will demonstrate negative pragmatic transfer in their deviant patterns of L2 English production of negative responses to negative yes/no questions.

Hypothesis 2: The production of negative responses to English negative yes/no questions by L1 Thai speakers with lower L2 English proficiency will show higher degree of reliance on their L1 Thai influence, which will trigger higher

tendency of negative pragmatic transfer in their performance than those with higher L2 English proficiency.

METHOD

Participants

There were a total of 14 participants in this study, consisting of 2 male participants and 12 female participants whose age ranged from 19 to 22 years old. These participants were native Thai undergraduates, including first-year students to fourth-year students from 4 universities: Assumption University (n = 1), Chulalongkorn University (n = 10), King Mongkut's Institute of Technology Ladkrabang (n = 2), and Thammasat University (n = 1) in 7 diverse fields of study: Architecture (n = 1), Arts/Liberal Arts (n = 7), Business (n = 1), Communication Arts (n = 1), Economics (n = 1), Fine and Applied Arts (n = 1), and Science (n = 2). All of the participants had been exposed to approximately 15 years of L2 English learning experience.

The participants were further divided into two groups on the basis of their L2 English proficiency by the results from the quick placement test (version 1) of Oxford University Press and University of Cambridge Local Examinations Syndicate (2001). The lower-proficiency (LP) group consisted of 8 participants, 3 of whom were in the intermediate level and the remaining 5 were in the upper-intermediate level. The higher-proficiency (HP) group included 6 participants, 5 of whom obtained the advanced level and only 1 achieved the mastery level.

Materials

All of the materials used in this study were in English. In addition to the quick placement test (Oxford University Press & University of Cambridge Local Examinations Syndicate, 2001) used in grouping participants on their L2 English proficiency, the participants were also given a questionnaire and a discourse completion task (DCT). The questionnaire was designed to collect participants' biodata information while the DCT allowed for elicitation of participants' negative responses to negative yes/no questions (See APPENDIX). In the DCT, the participants were provided with a brief description of a situation and asked to complete their turns in the given conversation. Among 16 responses in 8 situations, 4 responses were intended to elicit the target negative responses to negative yes/no questions whereas the rest were simply distracters. The examples are as follows:

- (4) Situation:

Last night, you stayed up all night studying and did not get any sleep. You come to the university in the morning, feeling very sleepy. You think a cup of coffee would help you feel better.

- (a) Friend: You look so tired! Didn't you get enough sleep last night?
 (b) You: _____
 (c) Friend: I'm going to the cafeteria. Can I get you something?
 (d) You: _____

The question in (4a) is a negative yes/no question targeted for eliciting a negative response. The participant was expected to use the key information from the given situation which is ‘Last night, you stayed up all night studying and did not get any sleep’ in order to reply in (4b) with a negative response, i.e. ‘No (I didn’t)’. The question in (4c) is merely a distracter which can also be responded with the key information provided. The participant was expected to answer with his/her own choice of language structure asking for ‘a cup of coffee’ in (4d).

(5) Situation:

You have invited an American friend over at your place for some Thai food. You cannot eat spicy food because it troubles your stomach. So, you decide to cook Pad Thai and Pork Satay.

(a) American friend: The food doesn’t seem spicy. What are they?

(b) You: _____

(c) American friend: I’ve always thought that all Thai dishes are spicy. Can’t you eat spicy food?

(d) You: _____

The question in (5a) plays a role of a distracter which the participant could respond with the overtly provided answer, i.e., ‘Pad Thai and Pork Satay’ in (5b). The question in (5c) is a negative yes/no question asking for a targeted negative response from the participant. According to the key information given, ‘You cannot eat spicy food because it troubles your stomach’, the participant was expected to answer in (5d) with a negative response, i.e. ‘No (I can’t)’.

Data Collection

For the convenience of the participants and to maximize their response, the materials were distributed and then collected via e-mail. The participants were asked to follow some brief guidelines, concerning instructions, and time limits provided by the researcher. Although the researcher was not present at the time when the materials were being completed, the researcher’s contact information was available for the participants if any questions or concerns arose. The participants were not informed that they were being tested on the production of negative responses to negative yes/no questions.

Data Analysis

The participants’ four target responses were examined and analyzed, referring to the previously discussed differences between patterns of negative responses to negative yes/no questions proposed by Hopelmann (1983), Senawong (1999), and Smyth (2002) in Section 2.4. Therefore, negative type of responses such as ‘no’, whether followed by a negative statement or by nothing at all, such as (6a) below, was regarded a target-like production. On the other hand, affirmative type of responses such as ‘yes’ either followed by a negative statement or nothing, such as (6b), was considered a deviant production, demonstrating negative pragmatic transfer from participants’ L1. For instance, the situation from example (4) is repeated here for convenience as (6).

(6) Situation:

Last night, you stayed up all night studying and did not get any sleep. You come to the university in the morning, feeling very sleepy. You think a cup of coffee would help you feel better.

Friend: You look so tired! Didn’t you get enough sleep last night?

You: (a) No (I didn’t).

(b) *Yes (I didn’t).

The responses of the two groups of different L2 English proficiency were counted and calculated separately in order to find the average number and percentage of responses in each type (i.e., negative and affirmative types of responses) out of the overall target responses. Then the results from both groups were compared.

RESULTS AND DISCUSSION

Results

The results revealed that both negative and affirmative types of responses could be found in the production of negative responses to negative yes/no questions from both the LP group and the HP group. The following Table 1 and Figure 1 show the results from the DCT from both groups of participants:

The percentages of the negative and the affirmative types of responses of the LP group were relatively similar, i.e. 43.7% for the former and 46.9% for the latter, while the percentages of both types of responses of the HP group were significantly different, i.e. 75% for the former and 20.8% for the latter. The percentages indicated that the LP group produced less than 50% of the target-like responses and the slightly higher percentage of the affirmative type than the negative type of responses suggested that the LP group was more likely to produce deviant production of negative responses when asked negative yes/no questions. In contrast, for the HP group, the percentage of the target-like responses counted as three quarters, i.e. 75% of all the responses, whereas less than a quarter, i.e. 20.8% of the responses were not target-like. It could be inferred that the HP group tended to be able to produce more target-like production of negative responses to negative yes/no questions. When the percentages were compared between the different groups of participants, they manifested a relatively big gap between the percentages of the LP group and the HP group within the same type of responses. The LP group’s production of the

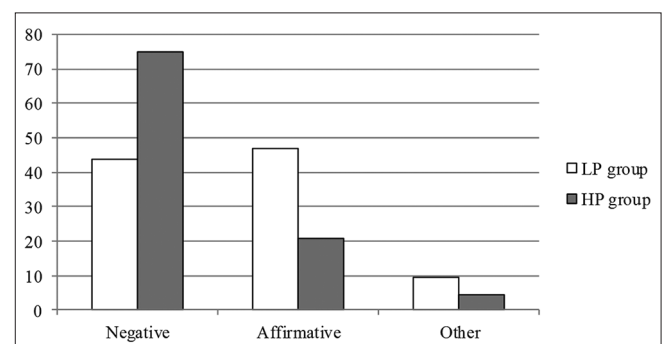


Figure 1. Percentage of responses in each type from both groups

Table 1. Average number and percentage of responses in each type from both groups

Responses	Negative		Affirmative		Other		Total	
	No.	%	No.	%	No.	%	No.	%
LP	1.7	43.7	1.9	46.9	0.4	9.4	4	100
HP	3	75	0.8	20.8	0.2	4.2	4	100

affirmative type of responses was more than twice as high as the HP group (27.5% difference) whereas the opposite trend was evident in the production of the negative type of responses where the HP group’s production nearly doubled the LP group’s production (32.5% difference).

The elicited responses from the participants showed that the negative type of responses such as (7a) and (8a) and the affirmative type of responses such as (7b) and (8b) were not the only two possible types of responses to negative yes/no questions found in the data, but other possible responses such as (7c) and (8c) were also evident. For example, Situations (4) and (5) are repeated here for convenience as (7) and (8), respectively.

(7) Situation:

Last night, you stayed up all night studying and did not get any sleep. You come to the university in the morning, feeling very sleepy. You think a cup of coffee would help you feel better.

Friend: You look so tired! Didn’t you get enough sleep last night?

(a) HP 1: No, I didn’t. I haven’t slept a wink actually.

(b) LP 7: Yes, I did not get enough sleep last night.

(c) LP 6: I stayed up all night studying and didn’t get any sleep.

(8) Situation:

You have invited an American friend over at your place for some Thai food. You cannot eat spicy food because it troubles your stomach. So, you decide to cook Pad Thai and Pork Satay.

American friend: I’ve always thought that all Thai dishes are spicy. Can’t you eat spicy food?

(a) HP 3: No, I can’t eat spicy food. It upsets my stomach.

(b) LP 2: Yes, I can’t eat spicy food because it will cause trouble to my stomach.

(c) LP 3: I chose the dishes that aren’t spicy because spicy food troubles my stomach.

It can be seen from (7c) and (8c) that, in this type of response, the participant did not explicitly state either a negative response such as ‘no’ or an affirmative response such as ‘yes’, but they simply responded with statement(s). However, four of these responses found which were categorized under the ‘other’ type of responses are not the concern of this present study and more investigation is still needed in order to conclude whether or not they were influenced by negative pragmatic transfer from L1. They were only included for the calculation of the results, but they were not part of the focus of the analysis.

Discussion

The results confirmed both hypotheses.

Hypothesis 1 states that L1 Thai speakers will demonstrate negative pragmatic transfer in their deviant patterns

of L2 English production of negative responses to negative yes/no questions. It can be seen that the affirmative type of responses, considered evidence of negative pragmatic transfer from L1 Thai, appeared in both the production of the LP group, i.e. 46.9% and of the HP group, i.e. 20.8%.

Hypothesis 2 states that the production of negative responses to English negative yes/no questions by L1 Thai speakers with lower L2 English proficiency will show higher degree of reliance on their L1 Thai influence, which will trigger higher tendency of negative pragmatic transfer in their performance than those with higher L2 English proficiency. The same percentages also led to the confirmation of this hypothesis that the overall performance of the LP group tended to rely more on their L1 Thai pragmatic knowledge, influencing higher promotion of negative pragmatic transfer in their production of negative responses to negative yes/no questions in L2 English context than the HP group. The results were similar to those found in Khamyod and Aksornjarung (2011), Phoocharoensil (2012), and Wannaruk (2008).

The results from this study provide some support to the major frameworks, introduced previously in Section 2.1 and Section 2.2. As proposed by Kasper and Blum-Kulka (1993), the main obstacle of learners’ access and exploitation of the universal pragmatic knowledge base – the same range of pragmatic knowledge as possessed by native speakers, which is equally available to all language learners, disregarding their L1 or learning context – is their restricted L2 linguistic competence. It can be seen from the evidence of the relationship between the two groups of L1 Thai speakers of different L2 linguistic knowledge and their different tendencies of deviant patterns of production of negative responses to negative yes/no questions from L2 English pragmatic norms. The more limited English proficiency of the speakers in the LP group hindered them from accessing the universal pragmatic knowledge base, resulting in the less target-like responses they produced. On the contrary, the higher level of English proficiency of the speakers in the HP group allowed them to benefit more from the universal pragmatic knowledge base, resulting in the more target-like responses they produced. Moreover, this same evidence also lends its support to one of the three “transferability constraints” (p. 5) which is learners’ L2 linguistic knowledge and degree of reliance on their L1 influence, suggested by Bou-Franch (1998), in relation to the occurrence of negative pragmatic transfer. It is shown that L1 Thai speakers with lower L2 English proficiency were more likely to rely more on their L1 Thai patterns of linguistic action and this triggered higher tendency of negative pragmatic transfer to occur in their production; while the other group of speakers with higher proficiency and apparently, less reliance on their L1 Thai influence, was able to perform nearer to the target pragmatic norms.

CONCLUSION

This paper attempted to examine the deviant patterns of production of negative responses to L2 English negative yes/no questions, produced by L1 Thai speakers and their possible causes based on pragmatic transfer within the discipline of interlanguage pragmatics (ILP). It was found that the different linguistic action patterns of negative responses to negative yes/no questions in L1 Thai context negatively transferred to the speakers' L2 English production as evident in their non-target-like responses. Despite finding that the divergence from L2 English pragmatic norms was found from both lower and higher groups of L2 English proficiency, the overall performance of the speakers with lower proficiency demonstrated higher degree of reliance on their L1 Thai pragmatic influence, triggering higher tendency of occurrence of negative pragmatic transfer in their production than the other group with higher proficiency. It can be inferred that negative pragmatic transfer, influenced by speakers' L1 Thai pragmatic knowledge, as well as the level of L2 English linguistic proficiency and degree of reliance on L1 Thai influence play a major role in L1 Thai speakers' persistent deviations from L2 English production of negative responses to negative yes/no questions.

However, this study fell short in conducting on only a small number of participants. Also, the target-like patterns of responses were assumed by relying on the existing theoretical references, but there was no actual control group of native English speakers involved in the study.

The results from this study led to some pedagogical implications. L1 usually plays an influential role on learners' acquisition as well as performance. Increased awareness of the different patterns of linguistic action between L1 and L2, allowing higher possibility of negative pragmatic transfer and production of errors, should be raised among teachers and learners of English. Moreover, attention should be paid not only to the acquisition of linguistic knowledge, but also to the acquisition of pragmatic knowledge in order to yield effective and successful communicative performance in L2 context.

Suggestions for further research would be to investigate other patterns of pragmatic transfer from L1 Thai such as responses to English tag questions and responses to requests in the interrogative structure of 'Would you mind ...?' It might also be interesting to compare the results from a task in the target language with a similar task in learners' L1 in order to examine the possibility of bidirectional negative pragmatic transfer among L2 learners.

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END NOTES

- Note 1 NEG = negative (Senawong, 1999, p. 31)
 Note 2 COMP = completive verb (Senawong, 1999, p. 31)
 Note 3 PAR = sentence particle (Senawong, 1999, p. 31)
 Note 4 QUES = question marker (Senawong, 1999, p. 31)

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APPENDIX

Discourse Completion Task (DCT)

Instructions: Complete the following conversations according to the given situations. Promptly respond to the questions as the way you would say them in real situations.

Situation 1:

You made an appointment to meet with your advisor yesterday. Unfortunately, you had caught a cold from the rain the day before and you could not make it. After a few days of rest, you start to feel better.

• Advisor: Why didn't you come to see me yesterday?

• You: _____

• Advisor: That's okay. Are you getting better now?

• You: _____

Situation 2:

It is time for lunch, but you are not really hungry. Besides, you still have some leftover sandwiches from this morning. You decide to remain at the office and get your work done instead.

• Colleague: Would you like to go out for lunch with us?

• You: _____

• Colleague: Are you sure you don't need anything?

• You: _____

Situation 3:

Last night, you stayed up all night studying and did not get any sleep. You come to the university in the morning, feeling very sleepy. You think a cup of coffee would help you feel better.

• Friend: You look so tired! Didn't you get enough sleep last night?

• You: _____

• Friend: I'm going to the cafeteria. Can I get you something?

• You: _____

Situation 4:

Your car broke down when you were going to meet your sister at a tea party. You intended to give her a call then, but your cell phone was also dead. You could not get a hold of her until you came home.

• Sister: What happened to you this afternoon?

• You: _____

• Sister: I was waiting and worried. Why haven't you called me up?

• You: _____

Situation 5:

You are at a party and you are not feeling quite alright. You think it might be the drink that makes you sick. You want to go to the restroom, but you are too queasy to bring yourself there.

• Party guest: Excuse me. Aren't you feeling well?

• You: _____

• Party guest: How can I help you?

• You: _____

Situation 6:

It was an extremely busy day for you at the office. You have not eaten anything since breakfast. You have just ordered a pizza on the way home and you are expecting the delivery to arrive shortly.

• Mother: Oh dear! You must have been very hungry. Haven't you had a chance to eat?

• You: _____

• Mother: How about I fix you something to eat?

• You: _____

Situation 7:

Some of your friends are going to see the new sci-fi movie tonight. You like sci-fi works and would love to go too, but you have to babysit your little brother as your parents will be away.

• Friend: I remember you enjoy reading sci-fi fictions. Do you also like sci-fi movies?

• You: _____

• Friend: Why don't you join us for the new sci-fi movie tonight?

• You: _____

Situation 8:

You have invited an American friend over at your place for some Thai food. You cannot eat spicy food because it troubles your stomach. So, you decide to cook Pad Thai and Pork Satay.

• American friend: The food doesn't seem spicy. What are they?

• You: _____

• American friend: I've always thought that all Thai dishes are spicy. Can't you eat spicy food?

• You: _____