

Pragmatic Development of Thai EFL Hospitality Undergraduates through YouTube Intervention Instruction: A Case of the Speech Act of Request at Hotel Front Desk Service

Boonyarit Omanee *

School of Modern Languages, Philosophy and Civilisation, Universiti Utara Malaysia

Hariharan N Krishnasamy

School of Modern Languages, Philosophy and Civilisation, Universiti Utara Malaysia

Abstract

This study aimed to investigate the development of strategies and pragma-linguistic competence in speech acts of request produced by Thai EFL Hospitality undergraduates (TEHU) in learning making polite requests of hotel front office service host-guest communication using YouTube intervention instruction. The participants were 30 third year hospitality students at Rajamangala University of Technology Srivijaya in Songkhla, Thailand. A set of request tutorial YouTube clips, receptionist and guest conversation clips and movies fragment clips together with students' handout on pragmatics were the instructional materials used in this study. Seven and half hours of lessons on requests were conducted for a period of five weeks. The instruction followed the five stages of speech act teaching namely: Form search, Form comparison, Form analysis, Practice, and Discussion. A Discourse Completion Task (DCT) concerning hotel front desk scenarios (Sirikhan, 2011) was adapted and used to collect the data. A quasi-experimental design (pretest –treatment - posttest) was used in the study. Descriptive statistics and t-test were used to compare pragmatic performance in requesting before and after treatment. The collected data were assessed by two raters using a pragmatic rating scale developed by Hudson, Detmer, and Brown (1995). The request strategies and pragma-linguistic students performed in the pretest and the posttest were analyzed based on the analytical framework of Taguchi (2006) and BlumKulka et al.'s (1989). The results of the study showed that the mean scores of the pretest and posttest were statistically significant at 0.05 level and bared better request performance on request strategies and pragma-linguistics after treatment indicating pragmatic development after YouTube Intervention Teaching Method (YITM) instruction.

Keywords: Pragmatic competence, Request, Speech act theory

INTRODUCTION

Hospitality industry, the important business sector which significantly contributed the growth of the country's income requires hotel employees with respectable English intercultural communication skills (Inkaew, M., 2016). Matiu (2011) revealed that the costs of not trying to develop language skills in English for human resources may have a

huge negative impact upon business activities and also future country development. It is obviously important for the government of Thailand and educational institutions to product hospitality graduates with virtuous English competency in order to fulfill the increasing need of the hospitality industry and to raise overall service standards (Jeharsae (2012).

Furthermore, Ruiz- Garrido and Iborra (2006) and Vandermeeren (2005) highlighted that expert workers in the hospitality services require not only linguistic competence in host- guest services and communication, but also pragmatic skills. This declaration supported Blum-Kulkas' (1982) assertion that good English communication needs more than linguistic understanding, but also pragmatic competence which refer to the skills to suitably produce and comprehend utterances in that language.

Focusing on teaching English in Thailand, Wichien and Aksornjarung (2011) stated that the quantity and quality of pragmatic information in English course materials used in Thai universities inadequately serve as a source to gain pragmatic competence for EFL learners. Furthermore, they stated that English teachers who are non-native speakers of English may hesitate to teach pragmatics in their classrooms since they have learned English as a foreign language and have limited knowledge of English pragmatics.

As the above mentioned, Ishihara and Cohen (2010) suggested that the use of technology feature, for instance films and situational comedies, audio/visual materials and other forms of visual support could enable teachers diversify their instruction in ways that greatly benefit their learners. Correspondingly, YouTube would be considered as the pragmatic input which is seen to be rich in high technology audiovisual teaching materials. YouTube offered the scenarios related to authentic language communication.

Concentrating on the benefit of YouTube in learning pragmatics, several researches have confirmed that the YouTube can be crucial material for learning pragmatic knowledge and skills in English classes (Al-Aghbari, 2016; Martinez Flor, 2004; Rodrigez, 2015).

LITERATURE REVIEW

Pragmatic competence

Pragmatic competence is one of the components of communicative competence in Canale and Swain's (1980) view. Scholars (e.g. Bachman, 1990; Canale, 1983; Faerch & Kasper, 1984; Hymes, 1972) pointed out three components of communicative competence: grammatical competence, sociolinguistic competence (or pragmatic competence in Canale and Swain's view), and strategic competence. Sociolinguistic competence (or pragmatic competence) covers the learners' ability to display their sensitivity to linguistic variation in different social contexts. Canale (1988) then elaborates the notion of pragmatic competence, describing pragmatic competence as "illocutionary competence, or the knowledge of the pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context" (p. 90).

Speech act and the speech act of request

A speech act is an act uttered and performed by a speaker by making statements, asking questions, giving orders, and thanking, among others. Austin (1962) first developed and

introduced the concept of the speech act. Speech acts are regarded as the functional aspects of language. Austin (1975) claimed that people do things with their words as well. Speech acts can be split into firstly, constative which is used to state or describe something and is judged in terms of truth and falsity and secondly, performative which refers to doing something, or to perform an action and is judged as either happy (felicitous) or unhappy utterances (Austin, 1962). The speech acts mirror the culture and social norms of the language. Therefore, the lack of such cultural, social, and pragmatic contexts and norms in communication may cause misunderstandings and pragmatic failure. Austin (1965) stated that an utterance involves three types of linguistic acts: the locutionary act (what is said), the illocutionary act (what is meant) and the perlocutionary act (the effect on the hearer). Requests are expressed by different linguistic structures (e.g., declaratives, interrogatives or imperatives), and for a variety of purposes or aims. A request is a face-threatening act. Brown and Levinson (1987) maintained that requests are face-threatening acts since they threaten the addressee's negative face.

A speaker needs to follow some strategies to decrease or lighten causing offence (Achiba, 2003). The strategies used to request, based on previous studies, particularly on those of Austin (1962) and Searle (1969) as revised by Brown and Levinson (1978, 1987), House and Kasper (1987), and Blum-Kulka and Olshtain (1984), were classified by Trosberg (1995) into four forms: (1) direct, (2) conventionally indirect (hearer-based), (3) conventionally indirect (speaker-based), and (4) indirect. The concept of indirectness and politeness has a great influence on face in the realization of speech acts such as requests. Indirectness on the part of the speaker is preferred for certain reasons, for example, to lessen and mitigate the threat, to avoid the risk of losing face or to smoothen the conversational interaction. It has been noticed that higher levels of indirectness may lead to higher levels of politeness.

Recently, Taguchi (2006) correspondingly classified the request strategies as shown in Table 1.

Table 1. Taxonomy of request strategies

Categories	Request strategies	Examples
Direct	1. Informative	Please lend me a pen.
	2. Performatives	I'm asking you to lend me a pen.
	3. Implicit Performatives	I want to ask you to lend me a pen.
	4. Obligation Statements	You should lend me a pen.
	5. Want Statements	I want you to lend me a pen. I really wish you 'd stop bothering me
Convention-ally indirect	6. Preparatory Questions	Could you lend me a pen?
	7. Suggestions	How about lending me a pen?
	8. Permissions	May I borrow a pen?
	9. Mitigated Preparatory	I'm wondering if you could lend me a pen.
Indirect	10. Mitigated Wants	I'd appreciate it if you could lend me a pen.
	11. Strong-Hint	My pen just quit. I need a pen.
	12. Mild Hint	Can you guess what I want?

Taguchi (2006) based on Blum-Kulka et al.'s (1989) "Cross-Cultural Speech Act Realization Project" (CCSARP).

Teaching Pragmatics

Hasaskhah and Embrahami (2015) claimed that explicit instruction can foster pragmatic competence development by raising ESL or EFL learners' awareness about pragmatic and cultural differences. They revealed that this kind of instruction is particularly effective in an EFL context where there is no or really little opportunity outside the classroom for learners to communicate in the target language. Research has demonstrated that there is a need for explicit pragmatic instruction to teach speech acts (Al-Shar, 2017; Eslami, Liu, 2013; Kasper, 1997; Jianda, 2007; Fahim & Ghobadi, 2009; Hasaskhah & Embrahami, 2015; Schauer, 2009; Kasper & Schmidt, 1996 & Franch, 1998). With the intention to teach pragmatic effectively, teachers need to look for creative ways to make students aware of the cultural differences and provide them with a better knowledge of pragmatics through awareness-raising tasks and input enhancement techniques including role-plays, audio-visual materials. Ishihara and Cohen (2010) suggested that pragmatic learners need to attend to the language form and to the relevant factors that affect the form in the given context which exposes the learners to the contextualized input and then leads them to learn pragmatics. Audio-visual materials especially films which offer rich pragmatic contexts are powerful instructional tools to have a motivational, attentional, and affective impact on audiences and also enable their auditory processing. In this regard, Davies (2004) specified that video clips from movies can expose learners to speech activities as discourse and help them explore cultural differences through the movies' dialogues.

As mentioned above, YouTube have been used for educational purposes and have particularly been used in English teaching. Currently, YouTube is considered as audio-visual materials for teaching pragmatics. Previous research guarantees the beneficial of YouTube intervention in foreign language teaching and English instruction (Alimemaj, 2010; Jaturongkachoke & Chanseawressamee, 2013; Hayikalang, Nair and Krishnasamy, 2017; Nejadi, 2010; Singhkhachorn, 2014; Yuan-Hsiang, 2012).

Cognitive theory of multimedia learning

The central principle of the cognitive theory of multimedia learning (CTML) is based on the extent to which multimedia learning works, that is, how the learners understand the instructional materials and build up their relationship with the acquired knowledge (Sorden, 2012). Researchers have agreed that the core elements of multimedia learning and how the mind works are embedded in three learning assumptions: dual channels, limited capacity, and active processing. The activation and works of these assumptions are described below:

A. Dual channels

According to Austin (2009), "the dual channel processing assumption is based on the seminal work by Paivio" (p. 1340). Learners have different channels in their brain for processing visual and verbal materials separately (Mayer & Moreno, 2003). The learner will select relevant words for processing in verbal working memory and relevant images for processing in visual working memory (Toh, Munassar, & Yahaya, 2010).

B. Limited capacity

There is a limit to the amount of information (verbal and visual) each channel can process.

C. Active processing

For meaningful and deeper learning to occur, it is dependent on the learner's cognitive processing to be able to select, organize, and integrate the information (verbal and visual) being presented with prior knowledge (Mayer, 2008).

This research adapted the cognitive theory of multimedia learning in teaching the speech act of request using YouTube as intervention which is mainly based on three learning assumptions: dual channels, limited capacity, and active processing. Moreover, Cognitive Load Theory (CLT) was considered in selecting and arranging a set of YouTube videos to teach the speech act of request.

Teaching English through YouTube

Specifically, Walker and White (2013) suggested that YouTube is a video-sharing website which allows users to upload, view, and share videos. Several studies strongly suggested the use of YouTube to aid the students in learning and improving their English skills. (Alimemaj,2010; Jaturongkachoke & Chanseawressamee, 2013; Hayikalang, Nair and Krishnasamy 2017; Nejati,2010; Singhkhachorn, 2014; Yuan-Hsiang, 2012). Students used this tool because it provides a rich resource for them to explore the educational content. Nejati (2010) identified the benefits of using YouTube in EFL learning. She pointed out that YouTube is an unlimited resource for language acquisition/learning in which learners can listen to all kinds of spoken language (formal, neutral, informal) and genres (songs, parodies, debates, political speeches, talk shows, lectures) and learn vocabulary in context, which, without a doubt, will help recall. In addition, Alimemaj (2010) claimed that YouTube can help students explore the target language in a variety of ways, and it can help students develop their learning autonomy levels as it encourages them to watch videos and clips continuously. YouTube for teaching English in general has been investigated.

Therefore, the present study aimed to determine the effects of YouTube Integration Teaching method on the Thai hospitality students' learning of pragmatics. This study selects the speech act of request as the focus of teaching. The study aimed to answer the following questions:

1. Is there any significant difference between the pretest and posttest scores of the students learning pragmatics through YouTube intervention in four pragmatic aspects which were using the correct speech act, expression and vocabulary, amount of information and degree of appropriateness and how pragma-linguistics is performed?
2. What are request strategies performed by the students before and after they learned pragmatics through YouTube Intervention Teaching Method?

METHOD

Participants

A group of 30 third year hospitality students from Rajamangala University of Technology Srivijaya who had enrolled for hotel classes in Songkhla campus includes in this study. The research included only those who obtained 2.5 to 3.5 grade point average in their previous English courses based on the university's grading criteria. These selected students were also tested by English comprehension test to find out the level of their English proficiency. It was found that the students were at A2 and B1 levels according to the Common European Framework of Reference of Language (CEFR). Then, they were taught with *YouTube Intervention Teaching Method* on pragmatic competence on making polite request. All the participants were native speakers of Thai who did not experience living in a foreign country and had English language learning experience ranged from 8 to 12 years and were taking 90-minute sessions weekly in English for Hotel classes for 5 weeks.

Teaching materials

The explicit pragmatic instruction on requests were delivered ninety minutes per week over a five-week period. The sessions were delivered as part of an English for hotel course and were scheduled for three hours per week. The length of treatment was selected to maximize the instructional effects. It was suggested by Jeon and Kaya (2006) that treatments of over five hours have proved more beneficial for learners.

The student handout consisted of two units focusing on pragmatic awareness and three units dealing with making polite requests which adapted the teaching speech acts procedure (form search, form comparison and form analysis, practice, and discussion & feedback) by Bardovi-Harlig, (2001); Eslami and Liu (2013), and Uso-Juan's (2010). The conversations dealing with request scenarios from YouTube video clips and the request taxonomy were explained in the student handout. The handout was used along with selected video clips from YouTube, including clips on how to perform polite requests (BBC learning English), clips on hotel front desk service conversations and movies fragments on requesting scenarios in episodes of "Notting Hill", and "How Not to Live Your Life". The package of selected YouTube videos was evaluated by five ESP experts and 10 video clips were cut into 2-5 minute clips using Jet audio software and used as the teaching material in the YouTube Intervention Treatment sessions. They also used the student handout and textbook of "English for hotel course". Hence, the learners were exposed to authentic uses of requests in YouTube videos, which could lead to the awareness of pragma-linguistic use, socio-pragmatic factors, and avoid pragmatic failure in request situations.

The learners were taught by Thai female English teacher who had qualification and experiences in teaching English for hotel courses. The textbook for this course was "Highly recommended English for the hotel and catering industry" written by Trish Stott and Alison Pohl (2010).

Assessment of Pragmatic Competence

An open-ended Written Discourse Completion Test (WDCT) was employed to assess the students' pragmatic competence, both for pre- and post-test in the present study. The WDCT in this study were designed based on the hotel front desk service situations, particularly on the speech act of request.

The reliable WDCT was devised which represented as much contextual and social clues as possible, so that learners were provided with hotel front desk situations which approximate authentic communication. All situations were described with regard to the time and place of the event, participants, social relations and distance, and purpose and intention of the speaker. The five situations in the front desk service encounter required EFL learners' polite and appropriate requests when serving guests at hotel front desk. This test was used to elicit students' performance on request at hotel front office communication situations.

Procedure

This study adopted a pre-test experimental design to measure the effects of instruction medium on the participants' performance in their use of request. The research involved five 90-minute sessions of treatment for five weeks. The students learning pragmatics through YouTube Intervention Teaching Method (YITM): They were taught the speech act of request that allowed them to acquire pragmatic in an authentic context of native speaker communication for five weeks. Participants watched YouTube video clips and practiced a number of oral activities that covered authentic speech acts and dialogues from YouTube and students' handout. They were instructed to watch various YouTube series which were adopted from request tutorials, movies clips and dialogues of hotel receptionist clips. Each request occurring in the videos were explained to them by the teacher. The students were also given time to react and imitate some situations through role plays, pair work and group work.

More specifically, the participants watched, listened to, traced, and repeated the functional expressions of the pragmatic aspects of requests. They tried to grasp the expressions used in each aspect in a comfortable atmosphere. The course instructor encouraged them to participate and tried to make the conversations in class more fun and authentic. The pretest was run before the instruction, and the post test was administered after the implementation of YITM.

Data Analysis

In order to determine if any pragmatic development occurred between the pre- and post-test in four pragmatic aspects, namely correct speech act, proper expression and vocabulary, the amount of information, and degree of appropriateness and to measure groups differences, Mean and standard deviations were estimated then paired sample *T-test* was used. The data of request strategies as well as pragma-linguistic performed from participants were further analyzed based on the analytical framework of Taguchi (2006) and BlumKulka et al.'s (1989) Cross-Cultural Speech Acts Realization Patterns (CCSARP) for request. The coding framework for requests distinguishes twelve types of expressions

classified into three main categories: direct, conventionally indirect, and indirect requests. Descriptive statistics was used to examine the frequency of the participants' overall strategy use. To measure the appropriateness of the participants' responses pragmatically, the elicited data were rated by two raters using a rating scale developed Hudson, Detmer, and Brown (1995) in four factors: correct speech act, proper expression and vocabulary, amount of information and degree of appropriateness.

RESULTS

Research question 1

Is there a significant difference between the pretest and posttest scores of the students learning request through YITM intervention in terms of using correct the speech act, proper expression & vocabulary, amount of information and degree of appropriateness and how pragma-linguistics is performed?

Table 2 The request performance mean scores of students learning pragmatics through YouTube intervention before and after treatment

Variables	n	Mean	SD	t	p
Correct speech act					
After treatment	30	39.35	3.69	13.09*	00
Before treatment	30	24.82	6.91		
Expression and vocabulary					
After treatment	30	36.45	3.56	12.08*	00
Before treatment	30	22.67	6.80		
Amount of information					
After treatment	30	34.60	4.52	11.93*	00
Before treatment	30	21.00	6.75		
Degree of appropriateness					
After treatment	30	36.08	4.23	11.58*	00
Before treatment	30	22.30	6.67		
Overall					
After treatment	30	146.48	14.73	12.48*	00
Before treatment	30	90.78	26.63		

*p<0.05

Table 2 showed the overall pragmatic competence scores of learners learning the speech act of request through YouTube intervention. The results show that there was statistically significant difference between the mean scores of pretest and posttest at 0.05. Furthermore, it also shows statistically significant difference between the mean scores of pretest and posttest at 0.05 in all four pragmatic aspects, namely correct speech act, expression and vocabulary, amount of information and degree of appropriateness. The result is presented in Figure 1 with the bar graph as follows

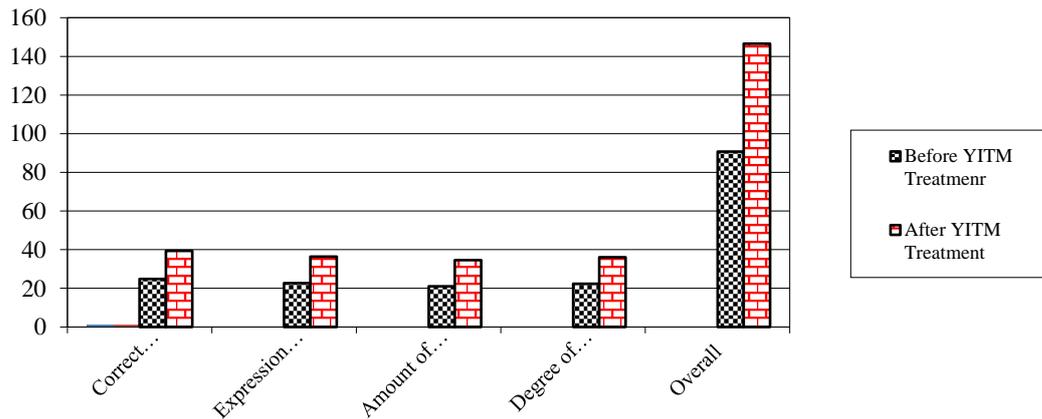


Figure 1. Students' Mean Before and After Learning with YITM

This study found out how YITM in pragmatics teaching affected the students' performance in requesting in terms of the four main aspects. The first aspect was the ability to use the correct speech act which refers to the students' understanding of function requests in given situations and was able to correctly and smoothly perform the speech act required in a given situation. The second aspect was the students' ability to provide sufficient information needed in a given situation in a proficient and effective mode, using a variety of sentence length and adding comprehensive explanations in a given situation. The third referred to the wide range of appropriate vocabulary and expressions, and a good command of idiomatic expressions related to the responses in the given situation. Lastly, the fourth aspect included word choice, phrases, terms of address and verb forms used appropriately and effectively with high awareness of the listeners' wants by using polite linguistic forms to respond in the given situation. Figure 1 shows that students performed better in all four aspects after the intervention.

Table 3. Samples of Students' Development in the Use of Correct Request Speech Act

DCT situations	Pragmatics Test	Student's pragma-linguistic response
Situation 1	DCT Pretest	Excuse me, about your information (Informing)
	DCT Posttest	I'm sorry, I was wondering if you could give me some information please? (Request)
Situation 2	DCT Pretest	Sorry I do not got the keys from you. (Informing)
	DCT Posttest	I'm sorry, could you give me the hotel room key card please? (Request)
Situation 3	DCT Pretest	Sorry, the hotel has rule when the guest broke the hotel property, the guest pay it. (Informing)
	DCT Posttest	I apologize, may you pay for the damaged hotel when you broke the hotel property please? (Request)
Situation 4	DCT Pretest	Sorry, the hotel has a smoking zone on the righthand side. (Informing)
	DCT Posttest	I'm sorry, the hotel has the area provided for smoking on the right hands side. Could you use smoking are please? (Request)
Situation 5	DCT Pretest	Sorry, the hotel has rule to wear swimming suit before go swimming in the pool. (Informing)
	DCT Posttest	I'm very sorry, could you please be requested to wear swimming suit for using the hotel's swimming pool? (Request)

As can be seen in Table 3, a student (student no. 6 who made a clear improvement in pragmatic use) produced better requests in terms of using the correct speech act in all five request situations of hotel front desk. It is noticeable that in the pretest, the student produced somewhat inappropriate requests ("Sorry I do not got the keys from you" as a request) which may cause customers' unsatisfaction and misunderstanding of what the speaker wanted to communicate. On the contrary, in the posttest, the student was able to use the more proper speech act.

Table 4. Samples of Students' Development in the Use of Proper Expressions and Vocabulary Use

DCT situations	Pragmatics test	student's pragma-linguistic response
Situation 1	DCT Pretest	Can you filling in some information please?
	DCT Posttest	Could you please filling in <i>your information in the registration from?</i>
Situation 2	DCT Pretest	Sorry sir, <i>Will you give room key card?</i>
	DCT Posttest	I'm sorry, sir. <i>Could you return the room key card, please?</i>
Situation 3	DCT Pretest	Sorry Sir, May I have you pay for <i>the damaged hotel broke? Will you pay in cash or credit card ?</i>
	DCT Posttest	I'm so sorry, sir. <i>Could you please pay for broken property of the hotel. What would you like to pay credit card or cash?</i>
Situation 4	DCT Pretest	<i>Excuse me sir, we have the area provided for smoking.</i>
	DCT Posttest	<i>I'm so sorry sir. Could you smoke in the area provided for smoking please?</i>
Situation 5	DCT Pretest	ขอโทษนะคะคุณลูกค้า กฎทางโรงแรม เล่นน้ำในสระควรสวมใส่ชุดว่ายน้ำเรียบร้อยนะคะ หากลูกค้าไม่มีทางโรงแรมมีบริการให้ฟรีค่ะ (Student tried to response in Thai)
	DCT Posttest	Excuse me sir. <i>Would you please wear a swimming suit for using the hotel swimming pool?</i>

As can be seen in Table 4, a student (The student no. 10) used a wider range of appropriate vocabulary and expressions and a good command of idiomatic expressions in the given situations compared to her performance in the pretest. In situation 5, she particularly tried to request the hotel guest to wear swimsuit to be able to use the swimming pool but she did not know how to communicate appropriately in English. Hence, she used Thai in expressing her request. In her posttest, she used words, phrases and verb form that seems to be more appropriate to the interlocutors' relationship in the hotel front desk situations.

Table 5. Samples of Students' Development in Amount of Information in Requests

DCT situations	Pragmatics test	Student's pragma-linguistic response
Situation 1	DCT Pretest	Excuse me madam could you give us the information in registration card
	DCT Posttest	Excuse me madam, could you please fill your information in registration card. <i>We need to know it. Thank you</i>
Situation 2	DCT Pretest	Excuse me madam, you give me a hotel room key card please!
	DCT Posttest	Excuse me madam, could you please return room key card to me. <i>Thank you</i>

Situation 3	DCT Pretest	Madam. In hotel rules who broke the hotel property should pay for damaged property
	DCT Posttest	Excuse me Sir, we need to tell you about hotel's policy, if you broke the hotel property you need to pay for that damaged. <i>So we need you to pay sir. Thank you</i>
Situation 4	DCT Pretest	Sorry sir. Could you please smoke in the area on the left hand. This area provided for smoking.
	DCT Posttest	Excuse me sir, <i>I'm sorry to bother you but if you don't mind</i> please move to smoking area. <i>This area not allowed because it is for children. Thank you.</i>
Situation 5	DCT Pretest	Sorry madam. In hotel rules who need to swim in the pool could wear swimming suit thank you.
	DCT Posttest	I do apologize madam. Would you mind wearing swimsuit before enjoy swimming? Thank you.

Based on Table 5, a student (the student No. 25) produced better requests in terms of amount of information clearly in four request situations after learning how to make requests through YITM. It shows that in the pretest, the student produced somewhat limited information in given situations. In contrast, she performed better in the posttest as she used a variety of sentence length and added explanations appropriately in the given situations.

Table 6 Samples of Students' Development in Appropriateness in Making Requests

DCT situations	Pragmatic Test	Pragmatic-linguistic Response
Situation 1	DCT Pretest	Would you tell me about yourself? (<i>Personal Interaction</i>)
	DCT Posttest	Could you fill out in the registration card, please? (<i>Host-Guest Interaction</i>)
Situation 2	DCT Pretest	Sorry Madam, are you give back the hotel room key card? (<i>Informal Direct Request</i>)
	DCT Posttest	Could you please checking the hotel room key card, you may forgot to give it back. Thank you. (<i>Conventional Indirect Request</i>)
Situation 3	DCT Pretest	Sorry Madam, This thing is the hotel property. (Written in Thai: <i>You have to pay.</i>) (<i>Hint + Command in Thai</i>)
	DCT Posttest	Excuse me madam /sir. This is a hotel property. You are needed to pay for the damaged hotel property please. (<i>Hint + More polite request</i>)
Situation 4	DCT Pretest	Sorry Mr., We have the smoking area that way. (<i>Hint</i>)
	DCT Posttest	I am sorry Madam/Sir, would you please smoke in our smoking area that way sir? (<i>Hint + More polite request</i>)
Situation 5	DCT Pretest	Sorry madam, please change is a swimming suit before swimming. (<i>Indirect Command</i>)
	DCT Posttest	Excuse me madam, would you please wear a swimming suit before you go swimming, thanks. (<i>Polite Conventional Indirect Request</i>)

Table 6 shows that a student (student no. 27) produced words, phrases, terms of address and verb forms appropriately and effectively with high awareness of listener's want by using polite linguistic forms to respond to all the situations in the posttest. In the pretest,

however, she produced rather inappropriate forms of request in the given situations. It can be pointed out that students changed the request strategies from direct requests to more conventional indirect requests after their learning pragmatics through YITM.

Research question 2

What are request strategies performed by the students before and after they learned pragmatics through YouTube Intervention Teaching Method?

This section presents the overall request strategies performed by the students in front desk service situations. Particularly, the frequency and percentage of request strategies they used in pretest and posttest are presented as shown in Table 7.

Table 7. The Frequency and Percentage of Request Strategies Used by Students Before and After Intervention

Categories	Request strategies	Pre-test Frequency/ Percentage	Posttest Frequency/ Percentage
1 Direct (Pretest= 67) 46.6% (Posttest= 14) 9.3%	1. Imperative	37 (24%)	7 (4.6%)
	2. Performatives	12 (8%)	3 (2%)
	3. Implicit Performatives	6 (4%)	1 (0.6%)
	4. Obligation Statements	10 (6.6%)	3 (2%)
	5. Want Statements	2 (1.3%)	0
2 Conventionally indirect (Pretest = 60) 40% (Posttest= 136) 90.6%	6. Preparatory Questions	56 (37.3%)	94 (62.6%)
	7. Suggestions	0	0
	8. Permissions	3 (2%)	4 (2.6%)
	9. Mitigated Preparatory	4 (2.6%)	26 (17.3%)
	10. Mitigated Wants	0	12 (8%)
3 Indirect (Pretest= 2) 1.3% (Posttest= 2) 1.3%	11. Strong-Hint	2(1.3%)	0
	12. Mild Hint	0	2(1.3%)
No respond (Pretest= 21) 14% (Posttest= 0)		20 (13.3%)	0

The request strategy taxonomy suggested by Taguchi (2006) were used as a coding scheme to determine and categorize the strategies performed by the students before and after learning pragmatics through YITM.

As shown in Table 7, in the pretest, the students used conventional indirect request strategies which are preferred in hotel front desk service interaction at the very low frequency (40%). In contrast, these conventional indirect request strategies were used in greater frequency (90.6%) in posttest.

Similarly, they often used direct requests (46.6%) in their pretest. In the opposite, only a few numbers of direct request strategies (9.3%) were used by the students in the posttest.

According to Brown and Levinson (1987), using a more indirect request will mitigate the face threat while an indirect request seems more polite than a direct one. When making requests in the situations in which social distance, power and imposition are exercising,

like the hotel staff-guest interaction, conventionally indirect requests or indirect requests are preferred (McGuthrie, 2015).

CONCLUSION AND DISCUSSION

The aim of this study was to shed light the effectiveness of YouTube materials in L2 pragmatic teaching and learning. This study focused on the effects of YouTube Intervention Teaching Method (YITM) on hospitality students' pragmatic performance of certain requests in hotel front desk service situations. This study appears to contribute to research on the facilitative effects of YouTube instructional intervention on foreign language learning in general (Alimemaj, 2010; Almurashi, 2016; Alwehaib, 2015; Hayikalang, Nair & Krishnasamy, 2017; Nejati, 2010; Singhkhachorn, 2014; Yuan-Hsiang, 2012), and the benefits in teaching pragmatics in particular (Hasaskhah & Emrahimi, 2015; Ishihara & Cohen, 2010). This study is seen to contribute to the field of research on the effectiveness of YouTube videos on pragmatic competence, particularly making polite requests in hotel front desk host-guest interaction which has not been extensively explored within SLA disciplines.

In light of the present findings which reveal that YITM can be an effective tool in teaching requests, certain pedagogical implications may be proposed. Teaching materials developers and instructors can adopt YouTube videos in teaching pragmatics into their second and foreign language instruction to better develop students' pragmatic competence.

It is important to note that using YouTube videos in teaching pragmatics may involve greater preparation than just following the dialogues in the videos. The teachers need to watch and select appropriate YouTube videos in preparation for class and must also give their students information about the presented situations and relevant pragmatic and cultural aspects (Washburn, 2001). Some enhancement techniques may need to be designed and implemented carefully by language instructors to equip learners with a better knowledge of pragmatics using YouTube videos. It is hoped that it will draw L2 instructors' attention to the effectiveness of different types of YouTube materials in teaching different speech acts and will encourage L2 instructors to design their teaching materials in ways that will best facilitate the students' acquiring pragmatic competence.

REFERENCES

- Al-Aghbari, D. (2016). Integrating pragmatic competence in teaching English to the students of medicine at Taiz University (Doctoral dissertation) University of Strasbourg, France. Retrieved from <https://tel.archives-ouvertes.fr/tel-01494800/document>
- Alimemaj, Z. (2010). YouTube, Language learning, and teaching techniques. *Anglo higher: The Magazine of Global English-Speaking Higher Education*, 2(3), 10-12.
- Almurashi. (2016). The effect of YouTube video use for teaching English language in classrooms as supplementary material at Taibah University Alulat. *International Journal of English Language and Linguistics Research*, 4(3). 32-47.

- Al-Shar. (2017). Efficacy of teaching pragmatic aspects on improving undergraduate english major students' conversational skills and expressive abilities in authentic situations, *Research on Humanity and Social Science* 7(8), 11-23.
- Alwehaib. (2015). The impact of using YouTube in EFL classroom on enhancing EFL students' content learning, *Journal of College Teaching & Learning* 121-126. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1061416.pdf>
- Aostinho, Tindall-Ford, & Roodenys, (2013). Exploring how primary school students self-manag cognitive load. The 6th International Cognitive Load Theory Conference (pp. 3-6). France: The CLLE Research Institute.
- Austin, J. L. (1962). *How to do things with words*. Oxford: Clarendon Press.
- Austin, J. L. (1965). *How to do things with words*. Oxford: Clarendon Press.
- Austin, J. L. (1975). *How to do things with words*. Cambridge, Massachusetts: Harvard University Press.
- Bardovi-Harlig, K. (2001). Evaluating the empirical evidence: grounds for instruction in pragmatics. In K. R. Rose & G. Kasper (Eds.), *Pragmatics in Language Teaching* (pp. 13–32). Cambridge: Cambridge University Press.
- Blum-Kulka, S., & Olshtain, E. (1984). Requests and apologies: A cross-cultural study of speech act realization patterns (CCSARP). *Applied linguistics*, 5(3), 196-213.
- Brown, P., & Levinson, S. (1978). Universals in language usage: Politeness phenomena. In: Goody, E. (Ed.), *Questions and Politeness: Strategies in Social Interaction*. (pp. 56-310). Cambridge: Cambridge University Press.
- Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Canale, M. (1983). Communicative competence to communicative language pedagogy. In Richards, J. & Schmidt, R. (ed.) *Language and Communication*. (pp.2-27) London: Longman Group Ltd.
- Canale, M. (1988). The measurement of communicative competence. *Annual review of applied linguistics*, 8, 67-84. doi.org/10.1017/S0267190500001033
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Eslami, Z., & Liu, C. N. (2013). Learning pragmatics through computer-mediated communication in Taiwan. *International Journal of Society, Culture & Language*, 1(1), 52-73. Retrieved from http://www.ijscsl.net/article_2002_dbe5aec3b536c88d64d64baf8fb0ea61.pdf
- Faerch, C., & Kasper, G. (1984). Two ways of defining communication strategies. *Language learning*, 34(1), 45-63. doi.org/10.1111/j.1467-1770.1984.tb00995.x
- Ghobadi, A., & Fahim, M. (2009). The effect of explicit teaching of English “thanking formulas” on Iranian EFL intermediate level students at English language institutes. *System*, 37(3), 526-537. doi.org/10.1016/j.system.2009.02.010
- Hassaskhah, J., & Ebrahimi, H. (2015). A study of EFL learners'(Meta) pragmatic learning through explicit (teacher explanation) and implicit (foreign film) interventions: The Case of Compliment. *Journal of Language Teaching and Research*, 6(2), 292-301. doi.org/10.17507/jltr.0602.08

- Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2017). Using YouTube to improve EFL reading comprehension among vocational. *Proceedings of the ICECRS*, 1(1). 391-398. doi.org/10.21070/picecrs.v1i1.507
- House, J., & Kasper, G. (1987). Interlanguage pragmatics: Requesting in a foreign language. In: Lörtsche, W. Schulze, R. (Eds.), *Perspectives on Language in Performance* (Vol. 2,). Tübingen, Germany: Narr, pp. 1250–1288.
- Hudson, T., Brown, J. D., & Detmer, E. (1995). *Developing prototypic measures of cross-cultural pragmatics*. Hawaii; University of Hawaii Press
- Hymes, D. H. (1972). On communicative competence. In Pride, J. B., & Holmes, J. (Eds.), *Sociolinguistics*, 269-293. Baltimore, Penguin Books Ltd.
- Ibrahim, M., Antonenko, P. D., Greenwood, C. M., & Wheeler, D. (2012). Effects of segmenting, signalling, and weeding on learning from educational video. *Learning, Media and Technology*, 37(3), 220-235. doi.org/10.1080/17439884.2011.585993
- Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics: Where language and culture meet*. Harlow, UK: Pearson Education.
- Jaturongkachoke, K., & Chanseawrassamee, S. (2013). Powerful impact of YouTube upon presentation skill development of MBA students. *Journal of Modern Education Review*, 3(1), 30-47. Retrieved from http://iafor.info/archives/offprints/ace2012/offprints/ACE2012_0448.pdf
- Inkaew, M. (2016), An Analysis of Intercultural Communicative Competence: Hotel Front Office Personnel in Bangkok. *PASAA*, 51, pp. 185-214.
- Jeharsae, F. (2012) English Oral Communication and strategies Used by Thai Employees in an International Workplace to Communicate with Native and Non-Native English Speaking Customers. (Master Thesis). Srinakharinwirot University. BKK, Thailand.
- Jianda, L. (2007). Assessing EFL learners' inter-language pragmatic knowledge: Implications for testers and teachers. *Reflections on English Language Teaching*, 5(1), 1-22. Retrieved from <https://pdfs.semanticscholar.org/95cd/956e4486405846a2744d19849257999080a3.pdf>
- Judd, E. (1999). Some issues in the teaching of pragmatic competence. In E. Hinkel (Ed.). *Culture in second language teaching and learning* (pp. 152– 166). Cambridge: Cambridge University Press.
- Kasper, G. (1997). *Can pragmatic competence be taught?* Retrieved from <http://www.nflrc.hawaii.edu/NetWorks/NW06/>
- Kasper, G., & Schmidt, R. (1996). Developmental issues in interlanguage pragmatics. *Studies in second language acquisition*. 18(2), 149-169. doi.org/10.1017/S0272263100014868
- Martínez Flor, A. (2004). *The effect of instruction on the development of pragmatic competence in the English as a foreign language context: A study based on suggestions*. (Doctoral dissertation), Universitat Jaume I: Spain Retrieved from <https://www.tdx.cat/bitstream/handle/10803/10438/martinez2.pdf>
- McGuthrie, M. E. L. (2015) *An interventional study: Adult ESL beginners and advanced learner on acquiring and producing pragmatic requests*. (Master thesis) California State University, Long Beach. Retrieved from <https://pqdtopen.proquest.com/doc/1712619200.html?FMT=AI>

- Nejati, M. (2010). *Annals of language and learning*. London: Universal.
- Rodriguez. (2015). *Instruction of foreign language pragmatic: The teaching and acquisition of multiple speech act using an explicit focus on form approach, audiovisual input and conversation analysis tool*. (Doctoral dissertation), Universitat Jaume I: Spain Retrieved from www.tdx.cat/bitstream/10803/362941/1/mrodriguez.pdf
- Matiu, O. (2011) The Impact of Poor Language Skills on International Business Revista, *economica*, 55, 453-455. Retrieved from <https://core.ac.uk/download/pdf/6272851.pdf#page=30>
- Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
- Searle, J. R., Kiefer, F., & Bierwisch, M. (Eds.). (1980). *Speech Act Theory and Pragmatics*. Cambridge: Cambridge University Press.
- Singhakhachorn, S. (2014). Development of Learning and Teaching by Social Network. *The Asian Conference on Society, Education, and Technology 2013*.
- Sirikhan, S., & Prapphal, K. (2011). Assessing pragmatic ability of Thai hotel management and tourism students in the context of hotel front office. *Asian EFL Journal Professional Teaching Articles*, 53, 72-94. Retrieved from <http://70.40.196.162/PTA/Volume-53-ss.pdf>
- Sorden, S. (2012). Emerging trends in foreign language teaching with information and communication technologies. Retrieved May 3, 2014, from <http://www.slideshare.net/ssorden/emerging-trends-in-foreign-language-teaching>
- Trosborg, A. (1995). *Interlanguage Pragmatics: Requests, Complaints and Apologies*. Berlin: Mouton de Gruyter.
- Uso-Juan, E. (2010). Requests: A sociopragmatic approach. In A. Martinez-Flor & E. Uso-Juan (Eds.), *Speech act performance: Theoretical, empirical and methodological issues* (pp. 237–256). Amsterdam: John Benjamins Publishing Co.
- Vandermeeren, S. (2005). English language need of business firms. In Michael H. (Ed.), *Language Second Language Needs Analysis* (pp.169-181). Cambridge: Cambridge University Press.
- Washburn, G. N. (2001). Using Situation Comedies for Pragmatic Language Teaching and Learning. *TESOL journal*, 10(4), 21-26.
- Wichien, S., & Aksornjaurung, P. (2011). Pragmatic features in English course materials used at a Thai university. Retrieved from <http://kb.psu.ac.th/psukb.handle.2011.8726>
- Yuan-Hsiang, L. (2012). *What is the participant learning experience like using YouTube to study a foreign language?* (Doctor Dissertation), University of Arkansas, Arkansas; USA.