

**EFL LEARNERS' PRAGMATIC LEARNING THROUGH CONVENTIONAL
TEACHING AND YOUTUBE INTERVENTIONAL TEACHING: THE CASE 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: *The present study compared the impacts of two methods of teaching pragmatics: Conventional Teaching Method (CTM) and YouTube Interventional Teaching Method (YITM), on the process of teaching request speech act in hotel front desk service to 60 EFL Thai hospitality students. To examine the effects of each type of instruction, the data collected through a written discourse completion test (WDCT) were later analyzed using descriptive statistics, t-test, and ANCOVA. The results indicated that both types of instruction improved learners' performance of request. However, students who learned pragmatics through the YITM outperformed the group of students who learned through the CTM in using requests in situations related to hotel front office service in terms of the ability to use the correct speech act, expressions and vocabulary, the amount of information, and the degree of appropriateness. The findings provide insights into the facilitative impact of pragmatic instruction with YouTube and present suggestions for ESP teachers and materials developers.*

KEYWORDS: Pragmatic instruction, Conventional Teaching Method (CTM) and YouTube Interventional Teaching Method (YITM), Request, Pragmatic performance.

INTRODUCTION

The hospitality industry, one of the most important tourism industries in Thailand, has contributed significantly to the growth of the country's income. This industry requires hotel employees with good English communication skills. It is a very crucial issue that the government of Thailand through educational agencies and institutions need to seriously pay attention to English instruction in hospitality-oriented curriculums in order to fulfill the increasing need of the hospitality industry and to raise overall service standards. Thai hotel staff generally uses English as the primary medium of communication with foreign guests because they have the highest frequency of interaction with visitors, and they are concerned with guest satisfaction. However, the English

usage among these set of individuals are at the low level (Hassan & Tik, 2019; Lin & Vajirakachorn, 2015). According to previous studies (Anothai, 1998; Charunsri, 2011; Rujiporn, 2006; Songkhro, 2014; Sureewan, 1994; Traiger, 2008; Teraporn, 2014; Wannana, 2005) the deficiency of English communication abilities of Thai hotel personnel is one of the major problems for the operation of satisfactory services for the hotel guests. Therefore, the abilities to communicate in English are important for hotel staff (Sirikhan & Prabpal, 2011). Nevertheless, Vandermeeren (2005) has emphasized that expert workers in the hospitality services require not only linguistic competence, but also pragmatic skills. This statement supports Blum-Kulka's (1984) assertion that good English communication needs more than linguistic understanding, but also the skills to suitably produce and comprehend utterances in that language. More significantly, Vandermeeren (2005) reveals that limited sociolinguistic and pragmatic knowledge affects the achievement of business interaction. Similarly, Vande Berg (1997) points out that communication breakdown in the business realm, either at the linguistic or pragmatic level, could damage customer relations or lose a contact in various business encounters, including hotel business. Thus, a good and appropriate communication in hotel business does not rest only on grammatical competence, but also on pragmatic awareness.

LITERATURE REVIEW

Pragmatics and Language Instruction

Pragmatic competence is an important component of communicative competence. Scholars pointed out the three components of communicative competence which are grammatical competence, sociolinguistic competence (or pragmatic competence), and strategic competence (Bachman, 1990; Canale, 1983; Faerch & Kasper, 1984; Hymes, 1972). Canale (1988) stated that pragmatic competence covers the learners' ability to display their sensitivity to linguistic variation in different social contexts, and he explained the notion of 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).

As regards second language acquisition research, Noticing Hypothesis (Schmidt 1990, 1993a, 1994a, 1995), which describes the role of conscious attention in L2 acquisition plays a crucial role in language learning. Schmidt proposed that learning the aspects of the target language requires a certain level of awareness for the learners to be able to notice the target structures derived from or practiced in classroom activities. Schmidt (2001) pointed out that in order to acquire pragmatics, learners must attend to both the linguistic forms of utterances and the relevant social and contextual features with which they are associated. Schmidt's Noticing hypothesis distinguishes noticing and

understanding, in which the former is defined as the conscious registration of the occurrence of some events, while the latter can be described as the ability to recognize some general principles, rules, or patterns. These two elements are the essential keys which turn input into intake and also make further processing available, which leads to awareness. Moreover, Schmidt's consciousness-raising approach includes the issue of the learners' need to pay conscious attention to relevant forms, pragma-linguistic functions and also the socio-pragmatic constraints these particular forms involve. This perception necessitates conscious attention to pragmatic information, with the intention of the input becoming an intake and being stored in long-term memory

In order to communicate successfully in a target language, Kasper (1997) suggested that pragmatic competence in L2 must be reasonably well-developed. Similarly, Alcon (2005) stated that learners should be exposed to pragmatic input through classroom interaction, textbook conversations, and films. Nevertheless, Alcon and Martinez-Flor (2008) revealed that several studies conducted in FL settings report that in the EFL context the range of speech acts, realization strategies and opportunities for practicing them is quite narrow. In this matter, Jianda, (2007) suggested that one way of remedying the lack of direct exposure to target culture and pragmatic issues could be done through teaching pragmatics in foreign classes where teachers would be able to raise learners' awareness about the target pragmatic features. Therefore, the present study particularly aims to ascertain the effectiveness of using YouTube intervention Teaching Method (YITM) to teach pragmatics on the speech act of request to Thai EFL hospitality undergraduates.

Teaching Pragmatics

Eslami and Liu (2013) investigated the effectiveness of explicit pragmatic instruction on the acquisition of requests by EFL learners in Taiwan. Their study intended to determine the use of explicit pragmatic instruction, examining relative effectiveness of teaching pragmatics through face to face in-class activities and computer-mediated communication (CMC) via e-mail and WebCT. The findings indicated that technology can be a valuable tool for delivering pragmatics instruction. Similarly, Al-Shar (2017) studied the effectiveness of teaching pragmatic aspects on the conversational skills and expressive abilities in authentic situations of EFL students in Jordan in teaching speech acts and dialogues, which allowed them to speak pragmatically in an authentic context, compared with teaching by using activities in textbook. The results indicated that teaching dialogues that offered opportunities in the acquisition of pragmatic competence in different authentic situations has more positive effects on the participants' expressive abilities. Furthermore, Hasaskhah and Embrahami (2015) compared the impact of two types of teaching conditions: explicit teacher explanation and implicit foreign film watching, on the process of pragmatic learning (compliment) of Iranian female elementary EFL learners in order to examine the effects of each type of instruction. The results indicated that both types of instruction improved the

learners' awareness of compliments and were beneficial in terms of raising their pragmatic use. They also claimed that explicit instruction can foster pragmatic competence development by raising learners' awareness about pragmatic and cultural differences. They reveal 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 the target language and also keep their identity in cross-cultural communication.

Research has demonstrated that there is a need for explicit pragmatic instruction to teach speech acts (Al-Shar, 2017; Eslami & Liu, 2013; Fahim & Ghobadi, 2009; Hasaskhah & Emrahimi, 2015; Kasper, 1997; Schauer, 2009; Kasper & Schmidt, 1996). Previous studies suggested that to teach pragmatics effectively, teachers need to look for creative ways to make students aware of 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, interviews, among others. Ishihara and Cohen (2010) suggested that pragmatic learners need to attend to the language forms and to the relevant factors that affect the forms in the given context, exposing learners to the contextualized input and then leading them to learn pragmatics. They also suggested that audio-visual materials especially films which offer rich pragmatic contexts are powerful instructional tools to have a motivational, attentional, and affective impact on the audience, as well as 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 in the movies' dialogues.

Previous studies have confirmed the necessity of pragmatic instruction for EFL learners whereas the benefit of high technology and authentic language situation in teaching pragmatics is obviously mentioned. Kasper (1997) suggests that if the researchers intend to examine the impact of instructional contexts and activities on pragmatic learning they should mainly consider the pragmatic components to be taught, when they should be offered in the classroom, the kind of instructional approaches and their effectiveness.

In response to the above suggestions, the present study aims to address which specific instructional approach, YouTube Integration Teaching or Conventional Teaching, is more effective on the pragmatic learning of hospitality students.

This research focused on the request speech act suggested by Blum-Kulka and Olshtain, (1984). Request was identified by Sirikhan and Prabpal, (2011) in their study as one of the most problematic speech acts for Thai hotel front office staff. Furthermore, Dechabun (2008) suggested

that the functional language of requests is the most essential functional pattern in hospitality services.

Research Questions

1. Is there a significant difference between the overall pragmatic performance of learners who learned the speech act of request through YouTube intervention and that of the learners who learned through Conventional teaching method?
2. Is there a significant difference in four elements of pragmatic performance (correct speech act, expression and vocabulary, amount of information, and degree of appropriateness) of learners who learned the speech act of request through YouTube intervention and those who learned through conventional teaching method?

RESEARCH METHOD

Participants, Teaching and Assessment Materials

A total of 60 third year hospitality students from Rajamangala University of Technology Srivijaya (RUTS) in Songkhla and Trang campuses participated in this study. The research participants from these two campuses share similar teaching curriculum, course syllabus, teaching facilities, educational background, age, ratio of different gender in classes and experience in learning English as EFL. In order to determine the starting English language proficiency of the participants and to make sure that they are homogeneous, only those who were at moderate level in grade point average of their previous English courses based on the Rajamangala University of Technology Srivijaya grading criteria were selected. The selected students were evaluated by an English Comprehension test and found that they were at A2, B1 and B2 according to the proficiency levels of the Common European Framework of Reference of Language (CEFR). Only 60 willing students who were at A2 and B1 level were chosen for this study. They were divided into two groups with equal number of students at the A2 and B1 levels, each of which consisted of 30 students receiving a particular type of instruction (Conventional Teaching Method and YouTube Integration Teaching Method). All the participants were native speakers of Thai who did not experience living in a foreign country and had English language learning experience ranging from 8 to 12 years. The explicit pragmatic instruction on requests was delivered 90 minutes per week for a period of 5 weeks. The sessions were delivered as part of an English for hotel course which were scheduled for three hours per week. The length of treatment was selected to maximize instructional effects as it is suggested by Jeon and Kaya's (2006) that treatments of over five hours have proved more beneficial for learners.

Teaching Materials included a handout containing 2 units focusing on pragmatic awareness, and 3 units dealing with making polite requests which adapted the 5 stapes of teaching speech acts procedure from Bardovi-Harlig (2001), Eslami and Liu (2013), and Uso-Juan (2010). The conversation dealing with request scenarios from YouTube video clips and the request taxonomy were explained in this student hand out. This students' handout was used along with video clips from YouTube selected by the researcher which contained clips on how to perform polite requests (BBC learning English), clips on hotel front desk service conversations and movies fragments on requesting scenarios in "Notting Hill", and "How Not to Live Your Life". The YouTube videos evaluated by five ESP experts were cut for about 2 to 6 minutes using Jet audio software to use during the YouTube intervention treatment sessions based on the request structure and strategies. The YouTube clips were played, and the handout was used for the Experimental group (YouTube intervention group). The participants in the controlled group (Conventional teaching group) used the same handout and textbook in "English for hotel course" but did not use any YouTube video clips. In this group, learners were taught pragmatics through examples of conversations, role-plays, and teacher explanations in a traditional way. The learners in both groups were taught by two Thai female English teachers who share similar qualifications 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).

A Written Discourse Completion Test (WDCT) was employed to collect data in pre- and post-tests in the present study. The WDCT in this study was designed based on the hotel front desk service situations between guests and hotel receptionists which were used to elicit learners' performance on the speech act of request at hotel front desk service. 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 speaker. The five situations in the front desk service encounter required EFL learners' polite and appropriate requests when serving guests at hotel front desk.

Procedure and Data analysis

This study adopted a two-group pre-test experimental design to measure the effects of instruction medium on the participants' performance in their use of request. The research involved five sessions of treatment for five weeks with approximately 90 minutes of instruction for each session per week. The treatment that each group received is described below:

Group1. Thirty Students in the experimental group learned pragmatics through YouTube Intervention Teaching Method (YITM) They watched YouTube video clips and practiced a

number of oral activities that covered authentic dialogues of request from YouTube and students' handout. They were instructed to watch various YouTube series which were adopted from tutorials about request clips, movie clips and dialogue of hotel receptionist clips, and they were explained by the teacher. The learners were taught through this teaching procedure was adapted from Bardovi-Harlig (2001), Eslami and Liu (2013), and Uso-Juan(2010). It involved form search, form comparison and form analysis, practice, and discussion and feedback, and the participants were given time to react and imitate some situations through role play, pair work and group work. The pretest was run before the treatment, and the posttest was done in the last session.

Group2. Thirty Students in the controlled group learned pragmatics through Conventional Teaching Method (*CTM*). The conventional teaching focused on teacher explanation of texts and role play activities on pragmatic awareness and request structures and strategies. The participants in Conventional pragmatic teaching used textbook and student handout for five weeks. The pretest was run before the treatment, and the posttest was done in the last session.

In order to determine if any pragmatic development occurred between the pre- and post-test in four pragmatic aspects, namely, use of correct speech act, the amount of information, expression and vocabulary and appropriateness. In order to measure group differences, Mean and standard deviations were calculated, then independent t-test, and a one-way analysis of covariance (ANCOVA) were used for data analyzing.

RESULTS

Research Question 1 Is there a significant difference between the overall pragmatic performance of learners who learned the speech act of request through YouTube intervention and that of the learners who learned through Conventional teaching method?

In order to investigate the significance of the difference in each group before the treatment, independent t-test was used. Table 1 shows the differences in the mean scores of the learners' pragmatic performance of request for both groups before the treatment:

Table 1 *The Overall Pragmatic Performance Scores in the Speech Act of Requests of YouTube Intervention Teaching Group and Conventional Teaching Group before the Treatments*

Variables	n	Mean	SD	t	p
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Request Act					
-YouTube Intervention					
-Conventional teaching	30	54.63	16.78	1.42	0.16
	30	49.18	12.66		

*p<0.05

Table 1 shows the results of an independent samples t-test for the Pre-test. As there were a dependent and an independent variable, an Independent Samples t-test was run to calculate the scores. The results indicate that the difference between the two groups is not significant at 0.05 level. This shows the two groups' homogeneity at the beginning of the experiment in terms of their ability in the speech act of request based on the WDCT used in the study.

Table 2 The Pragmatic Performance Scores in the Speech Act of Request of YouTube Intervention Teaching Group and Conventional Teaching Group after the Treatments

Variables	df	SS	MS	F	P
Request Act					
Covariate Between					
Within	1	220.79	220.79	4.39*	0.04
Total	1	1923.05	1923.05	38.24*	0.00
	57	2866.33	50.29		
	59	5010.17			

Table 2 shows the results of one-way analysis of covariance (ANCOVA) which was run to reveal the significant difference between the YouTube intervention teaching group and Conventional teaching group after the treatment as there were a dependent variable (the participants' post-test scores), an independent variable (YouTube intervention teaching group and Conventional teaching group), and the covariate was the participants' pre-test scores. The results indicate that the Mean difference between the two groups is statistically significant at 0.05 level. In other words, the students in the experimental group outperformed those in the control group.

Research Question 2: Is there a significant difference in four elements of pragmatic performance (correct speech act, expression and vocabulary, amount of information, and degree of appropriateness) of learners who learned the speech act of request through YouTube intervention and those who learned through conventional teaching method?

Table 3 The Pragmatic Performance Scores in the Speech Act of Request of YouTube Intervention Teaching Group and Conventional Teaching Group before the Treatments

Variables	n	Mean	SD	t	p
Correct speech act					
-YouTube Intervention	30	14.85	4.48	1.85	0.07
-Conventional teaching	30	12.88	3.71		
Expression and vocabulary					
-YouTube Intervention	30	13.85	4.37	0.08	0.93
-Conventional teaching	30	13.93	3.20		
Amount of information					
-YouTube Intervention	30	12.67	4.16	1.74	0.09
-Conventional teaching	30	11.03	3.04		
Degree of appropriateness					
-YouTube Intervention	30	13.27	4.19	1.98	0.052
- Conventional teaching	30	11.33	3.32		

*p<0.05

Table 3 shows the results of Independent Samples t-test for the Pre-test. As there were a dependent and an independent variable, an Independent Samples t-test was run to calculate the scores. The results indicate that the difference between the two groups is not significant at 0.05 level. This shows the two groups' homogeneity at the beginning of the experiment in all four factors: correct speech of request, expression and vocabulary, the amount of information and degree of appropriateness.

Table 4 *The Pragmatic Performance Scores in the Speech Act of Request of the Two Groups after the Treatments in four pragmatic aspects*

Variables	df	SS	MS	F	P
Correct speech act					
Covariate					
Between	1	5.82	5.82	2.07	0.17
Within	1	72.67	72.67	25.81*	0.00
Total	57	160.49	2.82		
	59	238.98			
Expression and vocabulary					
Covariate	1	2.18	2.18	0.72	0.40
Between	1	37.01	37.01	12.14*	0.00
Within	57	173.74	3.05		
Total	59	212.93			
Amount of information					
Covariate					
Between	1	12.18	12.18	3.09	0.08
Within	1	107.41	107.41	27.27*	0.00
Total	57	224.53	3.94		
	59	344.12			
Degree of appropriateness					
Covariate	1	15.93	15.93	4.33*	0.04
Between	1	222.78	222.78	60.60*	0.00
Within	57	209.55	3.68		
Total	59	448.26			

Table 4 shows the results of one-way analysis of covariance (ANCOVA) which was run to reveal the significant difference between Mean of the YouTube intervention teaching group and Conventional teaching group. It shows that the difference between the two groups is statistically significant at 0.05 level. In other words, the treatment through YouTube intervention had been effective in developing the participants' pragmatic performance in producing requests at hotel front desk. Thus, it indicates that the students' performance in the experimental group improved significantly in terms of correct speech of request, expression and vocabulary, amount of information and degree of appropriateness.

Table 5 Mean and Standard Deviation of Pretest and Posttest Scores of the Two Groups

Variables	Conventional teaching method				YouTube intervention teaching method			
	Before Treatment		After Treatment		Before Treatment		After Treatment	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Correct speech act	12.88	3.71	17.87	1.66	14.85	4.48	20.28	1.73
Expression and vocabulary	13.93	3.20	17.65	1.71	13.85	4.37	19.21	1.78
Amount of information	11.03	3.04	15.12	1.88	12.67	4.16	18.07	2.15
Degree of appropriateness	11.33	3.32	14.45	1.95	13.27	4.19	18.70	1.99
Overall	49.18	12.66	64.42	8.06	54.63	16.78	76.65	6.44

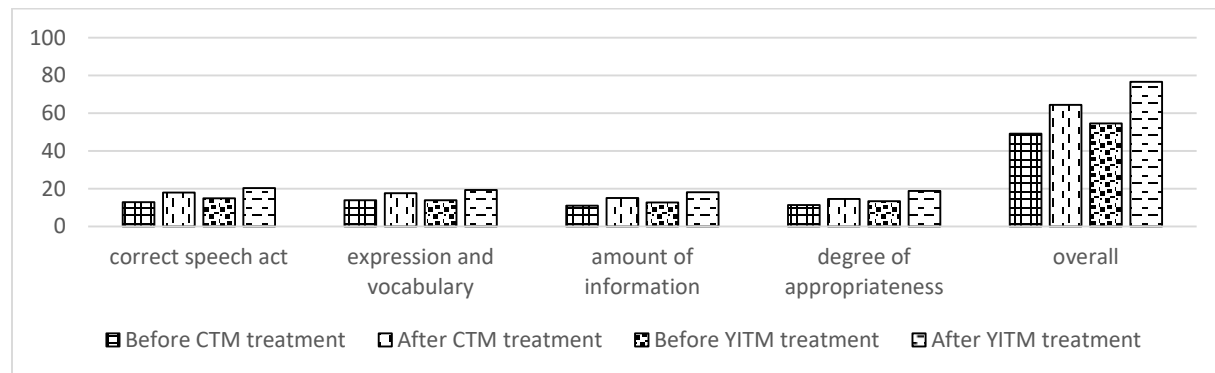


Figure 1. The performance scores of students in both groups before and after treatment.

Table 5 shows the mean and standard deviation of students' scores in YouTube Intervention Teaching groups and Conventional Teaching group before and after the treatments. It can be seen that the mean scores of the posttest were higher than those in the pretest in both groups. Thus, it suggests that there was an improvement in the students' performance in all four factors using the two teaching methods. The Mean scores of the two groups are shown in Figure 1. It shows that YouTube intervention group outperformed the Conventional teaching group in the overall score and in four pragmatic aspects namely, using correct speech of request, the amount of information, the expression and vocabulary and degree of appropriateness.

DISCUSSION AND CONCLUSION

Schmidt (1993, 1995) notes that learning requires awareness at the level of "noticing" and addresses the role of conscious processing in second language acquisition. This study tested whether YouTube integration pragmatic instruction makes learners notice aspects of the target language pragmatics and leads to greater language acquisition. Results of this study show that the

participants of both groups gained a noticeable improvement in their pragmatic performance; however, learners who were given YouTube integration pragmatic instruction performed better than those in the conventional instruction which relied on text driven approach with teacher explanation in the traditional way of teaching English (control group). This finding supports Schmidt's noticing hypothesis that "noticing" facilitates the acquisition of target-language features. It can be assumed that YouTube intervention instruction on pragmatics has a positive impact on the language learners' pragmatic competence. The results of this study highlight the role of pedagogical intervention in helping language learners recognize pragmatic features in appropriate contexts. The findings of this study are consistent with those from previous research (Al-Shar, 2017; Davies 2004; Eslami & Liu, 2013; Hasaskhah & Emrahimi, 2015. Specifically, the pedagogical intervention help participants aware about specific feature in the target language.

Furthermore, the results of the present study show the importance of YouTube intervention instruction on pragmatics for ESP learners' development of target language pragmatic competence. The previous research has indicated that using YouTube in a language-learning environment has numerous benefits (Hayikalang, Nair and Krishnasamy 2017; Jaturongkachoke & Chanseawressamee, 2013; Singkhachorn, 2014; Yuan-Hsiang, 2012). Nevertheless, there is a lack of research on the use of YouTube in teaching pragmatics. The results of the present investigation show that YouTube intervention is a potentially beneficial channel for helping learners better recognize and notice than those who learn through the traditional way.

From the results, it is suggested that YouTube intervention teaching can be a valuable tool for delivering pragmatics instruction. The results of the learners' pragmatic performance especially in using appropriate vocabulary and vocabulary acquisition are similar with the results of previous studies. For instance, Kabooa and Alyas (2015) reported that in vocabulary learning, students who viewed YouTube videos outperformed the group who was not exposed to YouTube videos. In the same vein, Gomathi, Geetha and Raa (2017) explored the use of vocabulary influenced by the movie "Slumdog Millionaire" and indicated that YouTube video movies have potential impact on students' vocabulary acquisition. Consequently, it can be claimed that teaching pragmatics with a typical method such as input enhancement by YouTube can be an effective instruction approach which requires implementation of various awareness raising on pragmatic tasks, and teachers' explanation of expression and pragmatic aspects. Particularly, in learning how to make polite requests in terms of expression and vocabulary from YouTube videos, teachers should carefully select YouTube videos which are suitable to the learners' English competence. They should not be too difficult for them to understand the target input.

The results of this study show the effect of YouTube on learners' pragmatically appropriate

production of certain requests in English. It contributes to previous research on the facilitative effects of YouTube intervention instruction on foreign language learning in general (Alimemaj, 2010; Hayikalang, Nair & Krishnasamy 2017; Jaturongkachoke & Chanseawressamee, 2013; Nejati, 2010; Singkhachorn, 2014; Yuan-Hsiang, 2012), and the benefits of instruction on the development of learners' pragmatic competence in requests for Thai EFL Hospitality undergraduates in particular (Hasaskhah & Emrahimi, 2015; Ishihara & Cohen 2010). In light of the present findings which reveal that YouTube intervention instruction can be effective in teaching requests, certain pedagogical implications may be proposed. First, teaching materials developers and instructors should adapt YouTube videos in teaching pragmatics into their second and foreign language instruction to better develop learners' pragmatic competence. Particularly in teaching English for specific purposes such as English for Hotel courses, teachers should make use of appropriately selected YouTube clips which offer plenty of authentic pragmatic scenarios for students to notice, analyze, compare, understand and then practice for better achievement of pragmatic competence. Second, awareness-raising tasks and input enhancement techniques need to be operationalized and implemented by language instructors to equip learners with a better knowledge of pragmatics.

It is worthwhile to note that this study has several limitations. The findings of this study were based on the EFL students from one university in Thailand. The findings may vary if applied to other groups of participants.

Furthermore, the data analysis for the present study was based heavily on answers to a WDCT questionnaire. The WDCT format is constructed for eliciting pair responses, so multiple turns of interaction cannot be examined. Thus, studying speech act communication in more than one conversational turn can provide researchers with additional information about how the speaker and hearer deal with pragmatic issues in conversation of target language. Hence, future studies may use an ethnographic approach to determine if the findings of this study can be corroborated with qualitative data.

In addition, the WDCT was primarily based on host and guest communication which involved only one direction of social context, in which speaker has a lower rank, lower social position, or is not in control of the assets in the situation. The speaker and hearer do not know each other well. They are strangers interacting in a social circumstance. Hence, only one social, power and imposition direction of interaction played a major role in the evaluation of the WDCT. Even though this direction is a nature of host-guest communication, the research in the future should take more into account the variety of host- guest interaction variables such as situations with less power, social distance and imposition in hospitality services and concern factors such as

age, gender, and speaker-hearers' mood, among others, in order to examine pragmatic issues in more detail.

Moreover, studies involving the teaching of pragmatics to language learners at various proficiency levels are needed in order to provide further support for pragmatics instruction to be incorporated into EFL courses in general and ESP curriculum in particular. Studies of language learners at various proficiency levels can help instructors find the type of pragmatic instruction that is most beneficial for the learners at a specific proficiency level.

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