

The Effect of Interaction on the Acquisition of Pragmatic Polite Expressions ผลของปฏิสัมพันธ์ต่อการรับวัจนปฏิบัติศาสตร์ของสำนวนสุภาพ

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ABSTRACT

This study investigates the effect of interaction on the acquisition of pragmatic conventional expressions in English. The expressions which concern politeness include the speech acts of suggestions, questions, requests, asking for permissions, and refusals. The current study is quasi-experimental research. The 20 participants were non-English major students in Khon Kaen University, divided into two groups: 1 interaction group with 3-treatment sessions and 1 control group without treatment. The data were analyzed from scores obtained from the pretest and posttest, which contain written and oral test. The results revealed a significant improvement of interactional group on the use of polite expressions, considered from the accurate use of the expressions in the written test and the ability to apply the expressions to the oral test. In contrast, the control group did not show significant improvement. Thus, this study suggests that interaction can facilitate the acquisition of pragmatics on polite expressions in second language.

บทคัดย่อ

การวิจัยนี้ศึกษาผลของปฏิสัมพันธ์ซึ่งเป็นการสนทนาที่มีต่อการรับวัจนปฏิบัติศาสตร์ ซึ่งเป็นการกระทำโดยใช้คำพูดที่เกิดขึ้นภายใต้เงื่อนไขที่เหมาะสมของการกระทำนั้น วัจนปฏิบัติศาสตร์ในงานวิจัยนี้คือสำนวนที่เป็นแบบแผนในภาษาอังกฤษ สำนวนในงานวิจัยนี้คำนึงถึงความสุภาพของการให้คำแนะนำ คำถาม การขอร้อง การขออนุญาต และการปฏิเสธ แบบแผนของการวิจัยเป็นการวิจัยเชิงทดลอง ผู้เข้าร่วมงานวิจัยทั้ง 20 คนจากมหาวิทยาลัยขอนแก่นเป็นนักศึกษาที่ไม่ได้เรียนวิชาเอกภาษาอังกฤษ แบ่งออกเป็นกลุ่มแบบฝึกหัดปฏิสัมพันธ์ 12 คน เข้าร่วมการทดลอง 3 คาบเรียน และกลุ่มควบคุม 8 คน ไม่มีการทดลอง การวิเคราะห์ข้อมูลได้แก่คะแนนจากแบบทดสอบก่อนเรียนและหลังเรียน ซึ่งประกอบด้วยแบบทดสอบแบบเขียนและแบบพูด พบว่ากลุ่มปฏิสัมพันธ์มีการพัฒนาการใช้สำนวนสุภาพอย่างมีนัยสำคัญ ซึ่งพิจารณาจากการใช้สำนวนอย่างถูกต้องในแบบทดสอบแบบเขียน และความสามารถในการประยุกต์ใช้สำนวนในแบบทดสอบ

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แบบพูด ขณะที่กลุ่มควบคุมไม่มีการพัฒนาอย่างมีนัยสำคัญ ดังนั้น งานวิจัยนี้พบว่าปฏิสัมพันธ์หรือการสนทนานั้นช่วยส่งเสริมการรับวัจนปฏิบัติศาสตร์ของภาษาที่สองในรูปของสำนวนสุภาพ

Keywords: Interaction, Expressions, Pragmatics

คำสำคัญ: ปฏิสัมพันธ์ สำนวน วัจนปฏิบัติศาสตร์

Introduction

Interaction in the field of second language acquisition (SLA) can be defined as a face-to-face mutual communicative activity between two interlocutors [1-2]. Such process can lead to the negotiation of meaning and forms causing mutual understanding as well as the acquisition of a new language. Long's interaction hypothesis argues that when encountering communication difficulty, a conversation pair negotiates for understanding. Native speakers or more proficient speakers adjust their speech to ease language learners' comprehension. The hypothesis suggests that the adjustment during speaking leads to comprehension for learners and becomes acquisition [3]. Language acquisition might occur during feedback provision. Adams [4] investigated whether L2 learners benefit from interaction, adopting the target of question formation, past tense form, and collocations. The result of this previous study insists that interaction can be used in L2 learning because it is efficient for the learning of both linguistic form and function at the same time. Learners can take advantage from interaction to develop sentences, vocabulary, and grammar rules.

Different methods have been adopted to investigate the effectiveness of interaction. Researchers organized activities, such as

story retelling and sentence composing, to let students produce oral output and had a chance to receive different kinds of feedback in order to make interaction. Some studies found success in using interaction with feedback on the instruction of articles (a/an, the), past tense (-ed), and comparative (-er) [5-7]. Considering the comparison between explicit and implicit feedback, it was found that explicit feedback, such as metalinguistics, is more effective than the implicit, such as recast [5, 7]. These previous studies confirm the accomplishment of lexical level acquisition gained by interaction.

Although findings from previous interactional studies have presented sufficient evidence to support language learning of many kinds of target structures, such as lexical and syntactic, the effects of interaction on the acquisition of pragmatics has rarely been researched [8-9]. In real use of any language, interlocutors have to consider not only grammar rules, but also pragmatic awareness concerning the connection involving language forms, messages, and language users [10]. A speech community has different language use which relates to their different cultures and affects people's comprehension [11]. When people interact with others, they consider suitable, related, and persuasive

conversation [12]. In general, the main purpose of former L2 pragmatic studies has concentrated on the politeness in communication [13]. Politeness is essential for social interaction because interlocutors can use this strategy to make listeners from different cultures feel comfortable while communicating [14]. In addition, the study of pragmatics involves many kinds of communicative actions or speech acts, such as requests, suggestions, and constructive criticism, being learned in the form of conventional expressions. The conventional expression is claimed as important and difficult to be acquired and might be suitable for advanced learners [15].

Previous studies on pragmatic acquisition investigated various methods, such as discourse completion tasks (DCT), role plays, input-noticing activities, writing remarks of pragmatic-usage aspects, guessing correct expressions for given specific situations, to improve pragmatic proficiency. According to the examples, oral practice has been adopted in some pragmatic studies, but the two-way task such as interaction is rarely found in this research field. Soler [16] examined and focused on only the different strategies used by teacher versus peer interlocutors separately during interaction for the learning of speech act of requests. Therefore, more research on the effects of interaction on acquiring L2 pragmatics is required.

Since there are still little investigations between interaction and pragmatics, the current study aims to investigate the effect of

interaction on the acquisition of pragmatic conventional expressions in English as polite expressions. Empirical evidence is required to determine whether interaction practice promotes the acquisition of polite expressions. The current study was expected to find a new way to develop language learners' appropriate communicative skills.

Methodology

1. Participants

The total number of participants in this study was 20 non-English-Major students from various faculties including Management, Education, Sciences and Public Health. At the time of study, they were studying English language in level 2 out of all 6 (starting from main stream followed by level 1 to 5) at the Khon Kaen University Language Institute. Thus, their English proficiency could be described as low intermediate. However, they had sufficient speaking proficiency to create basic English conversations.

The participants who had no significantly different scores in the pretest were randomly divided into 2 groups including 12 in interaction group and 8 in control group. The interaction group which is the treatment group received formal instruction and interaction practice, but the control group did not receive treatment.

2. Target Structure: Polite expressions

Polite expression involved polite structure and polite refusal. The target expressions were piloted with native English

speakers teaching English at Khon Kaen University at the time of this research. The results confirmed the use of the target structure by native speakers.

Polite structure in this study was included the speech acts of suggestion, question, request, and asking for permission. Modal verbs were regarded as polite in English language in this study, such as 'You might + V'. The polite structures were adjusted from the book (1) *English for Sales and Purchasing* [17], (2) *English for Customer Care* [18], and (3) Nguyen, Pham, & Pham's study [19].

In addition, polite refusal in this study was a strategy used to gently and appropriately refuse invitations and requests instead of direct refusals. The target expressions and task used for the polite refusal exercise could be free downloaded from an online website for English language teaching (ELT) [20].

3. Research Instruments

Two kinds of instruments, test instruments and task instruments, were piloted with both native speakers and students who had the same qualifications as the participants. Both test and exercise were improved before the administering to the participants.

3.1 Test Instruments

The test materials for the two groups' pretest and posttest included discourse completion test (DCT) and oral interaction test (OIT). The questions in both pretest and posttest consisted of both Thai and

English language because the target of this study focused more on pragmatic knowledge rather than grammar. The purpose of DCT which is the most common method of pragmatic research [21] is to measure the grammatical accuracy of pragmatic use [7]. For each test, there were 10 assumed situations and blanks requiring appropriate answers from the participants. This study used the word "assumed situations" as general term of the questions which provided short story for the participants to let them think about the responses in different positions and situations. The assumed situations included the questions requiring five types of the target expressions. There was test specification (parallel form) in the pretest and posttest. Each of 5 speech acts was separated as 20% (2 out of 10 items) in the pre and post tests.

The OIT contained every kind of the target expressions as in DCT. The purpose of OIT is to measure the accurate use of the target expressions in the speaking performance. OIT is implicit method taken to elicit language use as Ellis [7] claimed that oral test focuses on meaning and generates learners' feel at the time of speaking as seen from their immediate responses. The situations required students to discuss with their pairs. The first one is the consensus: a situation requiring students to find mutual acceptance with the use of appropriate suggestions. The second and third were open role-play. The pairs had different roles interacting with each other using polite questions, requests, asking for

permission, and refusals.

3.2 Task Instruments

Task material was used for only the treatment group. Firstly, lesson sheet contained polite expression structures together with sample sentences to let the participants understand the lesson more easily. Secondly, situation cards contained assumed situations and positions of participants. The cards were distributed to students to discuss with their peer interlocutors as the oral practice. The feature of situations was similar to OIT, but there was no translation in Thai language because students could ask and discuss with others in the class. Thirdly, digital voice recorders *Olympus WS-110 WMA* were used to record every conversation during both interactional treatment of the treatment group and during the oral tests of the two groups.

4. Treatment

Students in the control group received only the pretest and posttest in order to compare their scores with the interaction group. At the same time, the interaction group took pretest, received treatment, and then took the posttest. For the treatment, they received formal instruction on the topic of English polite expressions. According to Robinson's study [22], learners in instructed learning group, showed the highest accuracy on new grammatical items over implicit, incidental, enhanced groups. Thai language which is the participants' L1 was used in the instruction. The lesson was started by introduction to appropriate language in

English usage. During each studying session, participants were able to ask questions if they did not understand, and to discuss sociopragmatic and pragmalinguistic aspects of L1 and L2.

The interactional group received a situation card to practice in pairs as learner-learner interaction and interact in front of the teacher once per each session in order to receive immediate feedback. The studies of Adams [4] and Soler [16], for instance, showed that learners can produce more conversation with friends than with a teacher. However, students' perception of learning has been shown as greater in teacher-learner interaction rather than learner-learner interaction [16]. Each pair had approximately 10 minutes to discuss with the allowance to see their lesson sheet during the interaction. The teacher provided various types of feedback, as recast and metapragmatics, depending on the errors. When more detail of the correct form was needed, the metapragmatics was given.

5. Data Collection and Research Design

An experimental design used in this study was the Pretest Posttest Control Group Design. The DCT and OIT pretest were administered to the participants to measure the existing knowledge of target expressions. A week later, the treatment group received initial treatment session. There were a total of three treatment sessions with 1:30 hour per each session, once a week. The treatment period was expected to be sufficient for learning because it was derived

from previous successful interaction studies which spent a few sessions of the practicing, such as the study of Adams [4], Sheen [5], and Ellis [7]. The posttest was taken approximately one week after the treatment for interaction group and four weeks after the pretest for control group. The complete data collection process lasted about four weeks (figure 1).

For the DCT (discourse completion test), participants had approximately 30 minutes to take the 10-item test. For the OIT (oral interaction test), each individual was given 10 minutes to prepare, and then interacted with each other for approximately 15 minutes on three situations in both pretest and posttest. The participants were instructed to use voice recorders and recorded OIT on their own. The appropriate expressions and accurate language structures were counted after the recordings had been transcribed.

6. Data Analysis

6.1 Scoring

The DCT and OIT were evaluated with two kinds of scoring criteria: 5-point scale for polite-structure items and for polite-refusal items separately. Regarding the full score for DCT, each 10 item had 5 scores, so the full scores of each pretest and posttest were 50. On the other hand, there were no limited full scores for OIT because the situations did not fix the answers (figure 2). The researcher transcribed the conversation from the recorded files. A sentence which was expected to be uttered with polite structure was counted as one opportunity for a polite

sentence which was valued 5 scores. Then the responses were coded to be scores by considering the appropriateness in language use for the situations. Polite-structure scoring was considered from pragmatic concern first and linguistic accuracy later. On the other hand, polite-refusal scoring was assessed from appropriate responses first and appropriate reasons after that (*See Appendix A*). The researcher and another researcher were the test inspectors and raters.

6.2 Statistic Analysis

Paired-Samples t-test and independent t-test were used to determine differences between score on the tests. The paired-samples t-test was used to compare mean scores from pretest to posttest of each group. The independent t-test was used to compare the mean scores between groups to see the difference of each test session.

Results

The results of both written (DCT) and oral (OIT) were analyzed separately to show clearer aspects of each skill derived from the treatment. The Shapiro-Wilks test showed that the data set for DCT and OIT were normal. The difference is significant at .05 level.

1. The DCT Results

Table 1 illustrates mean scores of the accurate use of the polite conventional expressions from the pretest to posttest of the interaction group and control group with the full score of 50. In the pretest, an independent t-test revealed no significant difference between the two groups, $t(18) = 1.84 = p =$

.08. Therefore, at the beginning of the study both groups were similar in their abilities to use polite expressions.

Figure 3 shows the changes of the two groups' performance. From the pretest to posttest, paired-samples *t*-test of interaction group revealed a significantly higher score $t(11) = 11.14, p = .00$. In contrast, there was no statistically significant difference of the control groups between the pretest and posttest $t(11) = .87, p = .41$.

Table 2 shows that in the DCT posttest, the interaction group produced significantly higher scores than the control group, $t(18) = 8.99, p = .00$. The results of written test can be interpreted that interaction practice leads to improvement of the knowledge of the conventional expressions determined by the accurate use of the linguistic targets.

2. The OIT Results

Table 3 shows oral test mean scores of the polite-expression accuracy from pretest to posttest of the interaction group and control group. The full score was calculated into percentage because of the score-base equation in speaking test. There was a slightly higher score for control group in the pretest, but in the posttest, the score of interaction group was much higher than that of the control group.

Figure 4 shows the improved scores of interaction group over the control group. For the interaction group, paired-samples *t*-test revealed significantly higher speaking scores in the posttest, $t(11) = 9.14, p = .00$. However,

the control group did not show significant improvement from the pretest to posttest $t(7) = .86, p = .42$.

Table 4 shows independent *t*-test scores from OIT revealing no significant difference on the pretest between the two groups, $t(18) = .77, p = .45$. However, in the posttest, results show that the interaction group produced significantly higher scores than the control group, $t(18) = 5.24, p = .00$. It can be interpreted that interaction practice can help students to improve their use of polite expressions in spontaneous communication.

Discussion and Conclusion

The results of this study are concerned two kinds of learners' ability, the use of polite expressions which are the accurate use of the expression and the applying of expression in speaking. The results from both DCT and OIT showed that the interaction group produced significantly higher scores than the control group, and there was no significant improvement in the control group at all.

It seems that the acquisition of polite expressions can be facilitated via interaction practice. As stated in Adams [4], L2 language learners need opportunity for form and meaning connection. The opportunity might occur during interaction which allows language learners to connect input, attention, and output as stated by Mackey, Abbuhl, & Gass [9]. Regarding the pragmatics, the application of pragmatic learning using interaction might allow opportunity for learners to connect the target form to the

function when they practice with face-to-face method. Thus, this learning method is evident to facilitate pragmatic learning which has been found difficult to be acquired by previous methods.

In addition, a qualitative analysis suggests that students preferred to use expressions which they have known before the instruction, such as “Would you like + N”. The limited use of the target expressions might be caused from students’ proficiency and the limited time of learning. Students’ proficiency might prevent the acquisition of new expressions which require grammatical knowledge, such as “*It might be better if you ...*” and “*If you + V, it may + V*”.

Regarding the result from interaction practice with other previous studies, the results of this study diverge from the Soler’s study [16] which adopted the same process of explicit instruction and interaction practice, but showed insignificant improvement on requests. The reason might be that the current study adjusted the findings of Soler’s study by adopting peer interaction which is found to increase the negotiation [4, 16]. This is the opportunity to develop second language. Moreover, the current study adopted the feedback given from teacher who was suggested to draw more students’ perception [16]. On the other hand, for the view of awareness, the current study supports Bardovi-Harlig and Griffin’s study [12] regarding students’ increasing awareness of politeness. Students used more various and greater number of polite expressions after the

activities encouraging the appropriateness in the language. They could adjust some usage of the expressions and the purposes in the meaning as well.

In conclusion, the current study aims to investigate the effect of interaction on the acquisition of pragmatic conventional expressions in English. Participants were assigned into an interactional group and control group. The findings suggest the effectiveness of pragmatic acquisition through interaction. The outperformance in both written and oral test of interaction group who participated in the interaction practice over the control group suggests that the interaction practice facilitates both the accurate use of English polite expressions and the more concern of politeness during oral communication.

Pedagogical Implications

Regarding the findings, this study suggests some pedagogical implications. First, pragmatics can be acquired through instruction and interaction practice because these activities encourage learners to use more suitable expressions in a second language. The chance for more oral practice might assist students to connect the target forms and knowledge in conversation. Second, this research recommends that some expressions need enough time for learning because, in the posttest, it seemed like the participants rarely used the expressions requiring more grammatical information.

Limitations

When generalizing the results of the current study to the field of SLA, some limitations should be noted in the future studies. Firstly, there was small sample size in this study because the study was managed during an academic semester, and it might cause a doubt about the statistic calculation. However, some previous studies, such as Soler [15] and Ellis [7] which had small sample size also used parametric scales to calculate the scores. Secondly, the participants had different available time to participate the study. Thus, the researcher needed to provide not only the same activities in class, but also same additional suggestion to students. Thirdly, this study provided only the overview of pragmatic acquisition using interaction and leave further investigation on using interaction to assist the specific speech acts in pragmatic field.

Future Studies

The present study suggests directions for future studies as follows. Firstly, a larger sample size is required in order to confirm the generalization of the study because the more amounts of participants can characterize a clearer aspect of population. Secondly, the researchers should control the activities to perform in the same class in order to confirm the same learning factors and the practice. The different treatment time might influence students' output. Thirdly, each speech act should be examined specifically because they might have different aspect, such

as grammatical relation, and need specific understanding. Finally, a longer learning period with the same way of this study might be needed to let learners have enough time to acquire more target structures. This is because of the finding that students still used limited target structures after the treatment.

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Table 1 DCT mean scores and paired-samples t-test result from pretest to posttest

Group	N	Pretest		Posttest 1		<i>t</i>	<i>p</i> -value
		$\bar{x}$	S.D.	$\bar{x}$	S.D.		
Interaction	12	24.83	5.13	43.75	2.70	11.14	.00**
Control	8	21.25	2.31	23.13	7.32	.87	.41

Table 2 Independent t-test from DCT posttest

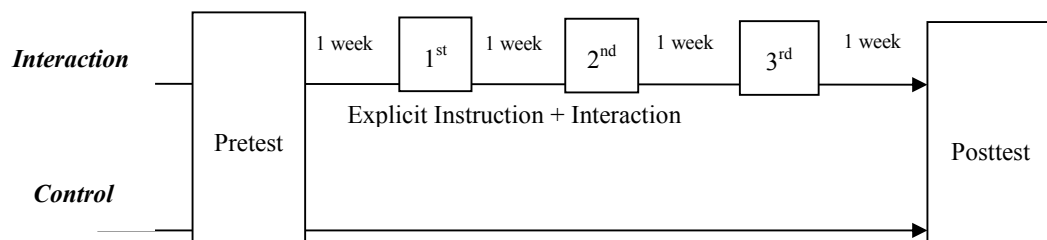
Group	N	$\bar{x}$	S.D.	<i>t</i>	Sig.
Interaction	12	43.75	2.70	8.99	.00**
Control	8	23.13	7.32		

Table 3 OIT mean scores and paired-samples t-test result from pretest to posttest

Group	N	Pretest		Posttest 1		<i>t</i>	<i>p</i> -value
		$\bar{x}$ (%)	S.D.	$\bar{x}$ (%)	S.D.		
Interaction	12	36.72	9.70	71.49	10.48	9.14	.00**
Control	8	40.36	11.45	45.32	11.66	.86	.42

Table 4 Independent t-test from OIT posttest

Group	N	$\bar{x}$	S.D.	<i>t</i>	Sig.
Interaction	12	71.49	10.48	5.24	.00**
Control	8	45.32	11.66		

**Figure 1** Data collection

$$\text{DCT Scores} = \frac{\text{Total scores from every items}}{10 \text{ items} \times 5}$$

$$\text{OIT Scores} = \frac{\text{Total scores on each oppotunity}}{\text{Oppotunities} \times 5} \times 100$$

Figure 2 Score coding of DCT and OIT

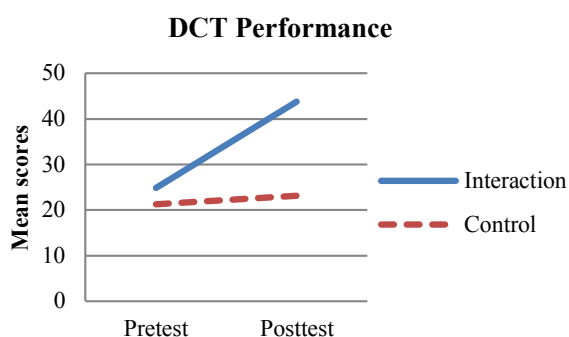


Figure 3 DCT scores of Interaction and Control groups from pretest to posttest

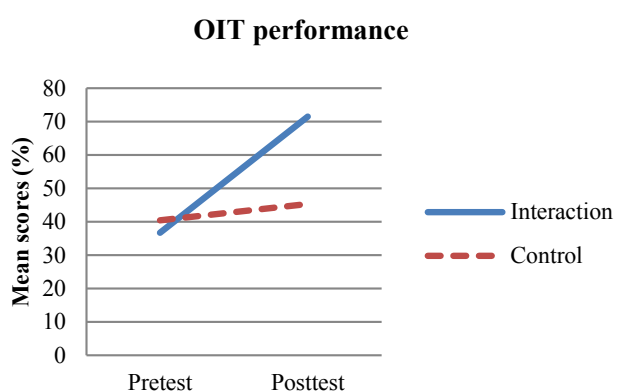


Figure 4 OIT scores of Interaction and Control groups from pretest to posttest

Appendix A

Polite structure

Score	Criteria	Examples
0	The answer is not related to the question at all, or there is no answer at all.	-
1	X – Use direct statement/question. – Answer the question but there is no target expression in the required position. X / ✓ – Wrong or correct grammar.	We must leave the horse here. We leaving the horse here. (We <i>might want to</i> leave the horse here...) I want to make an appointment to see a doctor.
2	X – Use or <i>try</i> to use expressions but not the target expression; try to use any appropriate compensation. – Still use direct statement/question. X / ✓ – Wrong or correct grammar.	<i>Excuse me</i> , I want to make an appointment. What is the capacity of the convention room, sir? Don't swim in this area, please . I think/offer we delete salad because I don't like vegetable.
3	✓ – Use some target expressions but not the complete expression which impact the meaning X – Clearly wrong <i>grammar</i> or <i>meaning</i> at the main sentences which impact the meaning	It (<i>would be</i>) better if you could revising (<i>revise</i>) it. You can help me? (<i>Can you</i> help me?) I would like the chair to table for you . (...from your table)
4	✓ – Use appropriate target expressions even the sentences still sound not complete. ✓ – Very few <i>grammatical</i> and <i>meaning</i> errors.	Can I ask what is the capacity of the room? (<i>Can I ask what</i> the capacity of the convention room <i>is?</i>) Can I ask if you can buy a cereal give (<i>for</i>) me?
5	✓ – Expressions (including other non-target expressions which) are fully appropriate for the situation ✓ – No or almost no <i>grammatical</i> and <i>discourse</i> errors. The main sentence is not affected by the wrong grammar.	We might not have enough money to hire him. Would you mind signing here? I'd like to order (<i>a</i>) cup of tea.

Polite refusal

Score	Appropriate Response	Reason	Description	Examples
0	-	-	There is no answer at all.	-
1	X	X	No response or direct refusal with no reason or inappropriate reason.	I don't believe that. No, I don't like that place. I don't want to go because I don't trust you.
2	X	✓	Direct refusal but there is some acceptable reasons.	No, I really have to do report to submit tomorrow.
3	X ✓	✓ X	Indirect refusal but too short that may sound inappropriate No reason or with inappropriate reason.	Sorry boss, I'm very busy. That sounds great but I think it is a boring trip.
4	✓	✓	Appropriate response/not direct refusal with appropriate reason but still sound not clearly appropriate.	I'm sorry/that's really nice of you, but I am busy. That sounds great but I can't.
5	✓	✓	Appropriate refusal and response with clear and appropriate reason.	I'm sorry/that's really nice of you, but I have to finish homework today.

**แบบฟอร์มการส่งต้นฉบับบทความวิจัย เพื่อพิจารณาตีพิมพ์
ในวารสารวิจัย มข. (ฉบับบัณฑิตศึกษา)**

เลขที่.....

1. ข้าพเจ้า นาย/นาง/นางสาว
 2. ตำแหน่งทางวิชาการ (ถ้ามี)
 3. สถานภาพผู้เขียน ☐ นักวิชาการ ☐ นักวิจัย ☐ บุคคลทั่วไป
 สถานที่ทำงาน.....
☐ นักศึกษาระดับบัณฑิตศึกษา รหัสนักศึกษาสาขาวิชา.....
 คณะ.....มหาวิทยาลัย.....
 4. ประเภทของบทความวิจัย ☐ บทความวิชาการ ☐ บทความปริทัศน์ ☐ บทความวิจารณ์หนังสือ
☐ บทความวิจัยที่เป็นส่วนหนึ่งของวิทยานิพนธ์/การศึกษานิพนธ์ ☐ อื่นๆ
 5. บทความวิจัยจัดอยู่ในสาขา ☐ วิทยาศาสตร์และเทคโนโลยี ☐ มนุษยศาสตร์และสังคมศาสตร์
 เรื่อง
 6. ที่อยู่ที่สามารถติดต่อได้สะดวก เลขที่ ถนน แขวง/ตำบล
 เขต/อำเภอ จังหวัด รหัสไปรษณีย์..... โทรศัพท์(บ้าน/หน่วยงาน)
 โทรศัพท์ (มือถือ) โทรสาร E-mail :
- หมายเหตุ :** ได้แนบบทตรวจสอบโปรแกรมค้นหาความซ้ำซ้อนของเนื้อหาบทความวิจัย (Plagiarism) (Turnitin Program and etc.). มาพร้อมนี้
- *** ข้าพเจ้าขอรับรองว่าบทความนี้เป็นผลงานของข้าพเจ้าที่เป็นชื่อจริง โดยบทความนี้ไม่เคยลงตีพิมพ์ในวารสารใด มาก่อน และไม่อยู่ระหว่างการพิจารณาของวารสารอื่น ข้าพเจ้าจะไม่ส่งไปเพื่อพิจารณาของตีพิมพ์ในวารสารอื่น ภายใน 60 วัน นับจากวันที่ข้าพเจ้าได้ส่งบทความนี้ ***

1.ผู้รับผิดชอบ (.....) วันที่/...../.....	2.เจ้าหน้าที่รับเรื่อง (.....) วันที่/...../.....
3. เรียน บรรณาธิการ เพื่อโปรดพิจารณา (นางพณภักดิ์ พระชัย) วันที่/...../.....	
4. เรียน (กองบรรณาธิการ) เพื่อโปรดพิจารณาบทความวิจัย และสรรหาผู้ทรงคุณวุฒิในการตรวจอ่านและพิจารณาบทความวิจัยดังกล่าว (บรรณาธิการ) วันที่/...../.....	
5. เสนอผู้ทรงคุณวุฒิท่านที่ 1 (กองบรรณาธิการ) วันที่/...../.....	6. เสนอผู้ทรงคุณวุฒิท่านที่ 2 (กองบรรณาธิการ) วันที่/...../.....

(สำหรับผู้รับผิดชอบ)

บัณฑิตวิทยาลัย มหาวิทยาลัยขอนแก่น ได้รับบทความวิจัย ของ นาย/นาง/นางสาว
 เพื่อพิจารณาตีพิมพ์ใน วารสารวิจัย มข. (ฉบับบัณฑิตศึกษา) เรียบร้อยแล้ว และจะแจ้งผลการพิจารณาให้ทราบ ตามที่อยู่และเบอร์
 โทรศัพท์ที่ให้ไว้ข้างต้น หากมีข้อสงสัยโปรดติดต่อ คุณพณภักดิ์ พระชัย โทร. 0-4320-2420 ต่อ 42421 หรือ 42421
หมายเหตุ : ไม่มีค่าใช้จ่าย ในการดำเนินการส่งต้นฉบับเพื่อขอลงตีพิมพ์

(.....)
 วันที่/...../.....

อีก

KKU Research Journal (Graduate Studies) Submission Form

No.....

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1.Student (.....) Date/...../.....	2.Officer (.....) Date/...../.....
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5. Peer Review 1 (Editorial Board) Date/...../.....	6. Peer Review 2 (Editorial Board) Date/...../.....

(For Student)

Graduate School, Khon Kaen University, has received the research article of Mr./Mrs./Miss to publish in KKU Research Journal (Graduate Studies). Graduate School will inform the result via mentioned address and phone number. If there are any inquiries, please contact Ms. Panipak Prachai (Tel. 0-4320-2420 ext. 42421 or 42421). **Note:** To submit the manuscript, there is no expense for the publication.

.....
(.....)
Date/...../.....

Cut

วารสารวิจัย มข. (ฉบับบัณฑิตศึกษา)

สาขามนุษยศาสตร์และสังคมศาสตร์

คำแนะนำสำหรับผู้เขียน

จัดเตรียมบทความให้อยู่ในรูปของบทความวิจัย (Research Article) และผลงานวิชาการต่าง ๆ ซึ่งมีรายละเอียด ดังนี้

การเตรียมต้นฉบับ

1. เรื่องที่จะส่งเพื่อขอลงพิมพ์ต้องเป็นผลงานวิจัยในลักษณะบทความวิชาการ บทความปริทัศน์ และบทวิจารณ์หนังสือ ในสาขาวิชาสหวิทยาการด้านมนุษยศาสตร์และสังคมศาสตร์ เศรษฐศาสตร์ บริหารธุรกิจและการจัดการ ครุศาสตร์ ศึกษาศาสตร์ และจิตวิทยา ซึ่งไม่เคยตีพิมพ์เผยแพร่ในวารสารใด วารสารหนึ่งมาก่อน และไม่อยู่ระหว่างเสนอขอลงตีพิมพ์ในวารสารอื่น เขียนเป็นภาษาไทย หรือภาษาอังกฤษก็ได้
2. บทความต้องมีส่วนประกอบ ดังนี้
 - 2.1 ชื่อเรื่อง (Title) ทั้งภาษาไทย และภาษาอังกฤษ
 - 2.2 ชื่อผู้เขียนทุกคน (Authors) (ระบุเฉพาะชื่อและนามสกุลโดยไม่ต้องมีคำนำหน้าชื่อ ยกเว้นอาจารย์ที่ปรึกษาคุณวุฒิปริญญาเอก มี ดร./Dr. นำหน้าได้) ทั้งภาษาไทย และภาษาอังกฤษ และ Email ของ Correspondent author
 - 2.3 บทคัดย่อ (Abstract) ทั้งภาษาไทย และภาษาอังกฤษ ความยาวรวมกันไม่เกิน 1 หน้ากระดาษ A4
 - 2.4 คำสำคัญ (Key Words) ทั้งภาษาไทย และภาษาอังกฤษ อย่างละไม่เกิน 3 คำ
 - 2.5 รายละเอียดเกี่ยวกับผู้เขียน (Author Affiliation) และอาจารย์ที่ปรึกษา (ที่ร่วมเขียน) ระบุรายละเอียดเกี่ยวกับผู้เขียนแต่ละคนไว้ในเชิงอรรถ (Footnote) โดยใช้สัญลักษณ์ * อ้างอิงตามลำดับในส่วนของเชิงอรรถ สำหรับนักศึกษาให้ระบุชื่อหลักสูตรและสาขาวิชาที่กำลังศึกษา/สำเร็จการศึกษา ส่วนอาจารย์ที่ปรึกษา (ที่ร่วมเขียน) ให้ระบุตำแหน่งทางวิชาการ คุณวุฒิ (ถ้าต้องการระบุ) และสถานที่ทำงาน
 - 2.6 เนื้อเรื่องบทความ สำหรับบทความวิจัย ประกอบด้วยหัวข้อตามลำดับ คือ
 - บทนำ (Introduction) (ครอบคลุมความสำคัญของปัญหา วัตถุประสงค์ และวรรณกรรมที่เกี่ยวข้อง)
 - วัสดุ/วิธีการวิจัย (Materials/methods)
 - ผลการวิจัย (Results)
 - สรุป (Conclusion)
 - อภิปรายผล (Discussion)
 - กิตติกรรมประกาศ (ถ้ามี) (Acknowledgement) (If any)
 - เอกสารอ้างอิง (References)
3. บทความต้นฉบับความยาวไม่เกิน 12 หน้ากระดาษ ขนาด A4 การตั้งค่านักกระดาษ บนและซ้าย กำหนด 1.2 นิ้ว ล่างและขวา กำหนด 1 นิ้ว พิมพ์หน้าเดียว เว้นระยะ 1 บรรทัด จัดพิมพ์แบบ 1 คอลัมน์ ใช้ชนิดตัวพิมพ์แบบ Angsana New ขนาด 14 พอยต์ และ Times New Roman ขนาด 10 พอยต์ สำหรับบทความที่เขียนเป็นภาษาอังกฤษ ทั้งบทความที่เขียนเป็นภาษาไทยและภาษาอังกฤษ จัดพิมพ์ลงบนกระดาษ จำนวน 2 ชุด พร้อมแผ่นบันทึกข้อมูล หรือสกรีนผ่านระบบออนไลน์ของวารสาร
4. ตารางและภาพประกอบ (Tables and Illustrations) ให้แยกไว้ที่ตอนท้ายของบทความ (หลังเอกสารอ้างอิง) โดยตารางและภาพประกอบต้องมีความคมชัด จัดเรียงตามลำดับหรือหมายเลขที่อ้างถึงในบทความ โดยวิธีเขียนควรระบุชื่อตารางไว้เหนือตารางแต่ละตาราง และระบุชื่อหรือคำอธิบายภาพแต่ละภาพไว้ใต้ภาพนั้น ๆ

การอ้างอิงเอกสาร (References)

เอกสารอ้างอิง ให้ใช้ระบบ Vancouver Style และต้องเป็นภาษาอังกฤษเท่านั้น ในกรณีที่ภาษาไทย ให้แปลเป็นภาษาอังกฤษและต่อท้ายด้วย Thai (ดูตัวอย่างใน web site ของวารสาร <http://journal.gs.kku.ac.th/>)

- จำนวนการอ้างอิงในเนื้อเรื่องบทความต้องเท่ากับในส่วนเอกสารอ้างอิงท้ายบทความ
- ให้ใส่ชื่อผู้เขียนทุกคนถ้ามากกว่า 6 คน ให้ใส่ชื่อ 6 คนแรกตามด้วย และคณะ หรือ *et al.*

1. การอ้างอิงในเนื้อเรื่อง ใส่หมายเลขเรียงตามลำดับเลขที่มีการอ้างถึงในบทความ และหมายเลขที่อ้างถึงในบทความนั้น จะต้องตรงกับหมายเลขที่มีการกำกับไว้ในส่วนเอกสารอ้างอิงด้วย โดยเรียงลำดับจากหมายเลข 1 ไปจนถึงเลขที่สุดท้าย ให้เขียนหมายเลขอยู่ในวงเล็บ [] ต่อท้ายข้อความที่นำมาอ้างอิงในบทความ ดังตัวอย่าง

- ...การสื่อสาร และการทำงานบริการ สอดคล้องกับงานวิจัยของชัยณรงค์ [1] ...
- ...พฤติกรรมทางเพศของวัยรุ่น [2]...

2. การอ้างอิงท้ายเรื่อง
อ้างหนังสือ

1. Murray PR, Rosenthal KS, Kobayashi GS, Pfaffler MA. Medical microbiology. 4th ed. St. Louis: Mosby; 2002.
อ้างบทความในวารสาร
2. Patta T, Nuchanat M. The relationship between emotional quotients and sexual behavior among adolescent in Bangkok. Thai Mental Health J. 2007; 15(1): 22. Thai.

การส่งต้นฉบับ

สำหรับผู้สนใจสามารถสมัครผ่านระบบออนไลน์ทาง <http://journal.gs.kku.ac.th/> หรือส่งบทความต้นฉบับด้วยตนเองที่ บัณฑิตวิทยาลัย มหาวิทยาลัยขอนแก่น ชั้น 3 อาคารพิมล กลกิจ ต.ในเมือง อ.เมือง จ.ขอนแก่น 40002 ณ จุด One Stop Service หรือทางไปรษณีย์ตามที่อยู่ และทาง Email: ppanip@kku.ac.th **หมายเหตุ :** ไม่มีค่าใช้จ่าย ในการดำเนินการส่งต้นฉบับเพื่อขอลงตีพิมพ์

