CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research methodology which is used in this research. Participants of the study, research design and instrument, data collection and data analysis are going to be discussed in this chapter.

3.1 Population and Samples

The participants of the study were Myanmar nationalities, classified into three groups of three different countries in the model of Kachru's Three Concentric Circles of English. Participants who reside in the United States of America (English as a native language), the Republic of Singapore (English as a second language) and the Republic of the Union of Myanmar (English as a foreign language) were selected to represent three circles: Inner circle, Outer circle and Expanding or Extending circle in the model. Abbreviations were given to the three groups namely, MA, MS and MS, consisting 15 participants in each group with the total number 45. Participants used in this study were acquaintances of the researcher which helps to save time in finding participants in the countries under Kachru's Three Concentric Circles of English. Criteria of the participants were set out as below for standardization.

MA represents Myanmar participants in the United States of America and the residency period in the U.S. must be at least a year. The age range of the participants is from 20 to 30 years old. They must be born and raised in Myanmar and move to the U.S after the age of 18.

MS represents Myanmar participants in the Republic of Singapore and the residency period in Singapore must be at least a year. The age range of the participants is from 20 to 30 years old. They must be born and raised in Myanmar and move to Singapore after the age of 18.

MM represents Myanmar in the Republic of the Union of Myanmar and the residency period in Myanmar for their whole life. The age range of the participants is from 20 to 30 years old.

3.2 Research Design and Instrument

3.2.1 Discourse Completion Test (DCT)

Discourse Completion Test (DCT) is a data collection instrument, a written questionnaire in English, was employed in this research to examine the compliment and compliment responses strategies used by three groups of Myanmar in Kachru's Three Concentric Circles of English. The reasons for using a DCT are that the purpose of the study is to investigate the use of compliment responses strategies under the given scenarios, rather than to study the dynamics of a conversation, for eg. turn-taking, code-switching, etc and to collect data in short period of time from three groups of participants abroad. The relationship between the interlocutors was set as friends or colleagues of the participants.

There are two parts in the structure of the DCT: the first part is the personal information of the participants i.e age, gender, years in the current country (for those who are in foreign countries) and the second part is the questionnaire with 9 given scenarios in English eliciting compliment responses and 3 choices are given to choose which depends on their preference. If the participant wants to say something to the compliments or do something as a response, they can write down in a given space. There is one more choice for those who would like to pretend that they don't hear the compliment, they can choose from another option given in the questionnaire.

Table 4 Scenarios in the Discourse Completion Test (DCT)

Appearance (Clothing)
A friend or colleague is giving compliments on participants' clothes.
Scenario 1
You have dressed up for your (friend/colleague)'s wedding dinner and everyone looks at you and says: "You're amazing today! You look great in that (dress/suit)."
Appearance (Physical)
A friend or colleague is giving compliments on participants' physical look.
Scenario 2
One day, you meet with a long lost friend. When your friend sees you, he/she says "Oh, you look more (handsome/beautiful) than before!"

Table 4 (continued)

Possession (Physical)
A friend or colleague is giving compliments to participants' physical appearance.
Scenario 3
You and your (friend/colleague) are at the beach and (he/she) says, "You have nice legs. Do you work out?"
Possession (Person)
A friend or colleague is giving compliments to someone related to participants.
Scenario 4
On your birthday, you receive an unexpected birthday present from your best friend in Japan. Everyone says, "How lucky you are! You have such a loving friend!"; "We're really jealous!"
Possession (Thing)
A friend is giving compliments on your owned things.
Scenario 5
Your friends come to your place for the first time and look around the room. One of them likes the painting hanging on the wall and says, "Oh! Look at this, it's very artistic. It looks perfect in your room!"
Performance (Performance)
A friend or colleague is giving compliments on your work done.
Scenario 6
You have just finished an important presentation. As you are leaving, one of your (friends/colleagues) says, "That was really fascinating! I really enjoyed your presentation."
Performance (Skill)
A friend or colleague is giving compliments on participants' skills (learnt).
Scenario 7
Your (friend/colleague) lost some important files and you helped (him/her) get back all the files. Your (friend/colleague) said, "Oh! Thanks a lot! You're really an expert at computers! You saved my life."

Table 4 (continued)

Performance (Ability)
Friends or colleagues are giving compliments through participants' ability (inborn).
Scenario 8
You went to sing Karaoke with your (friends/colleagues) where you sang. Your friend said, "Wow, we didn't know you had such a great voice. You sing like a professional singer."
Personal Trait (Attitude)
A friend is giving compliments to participants' attitude.
Scenario 9
Your friend was visiting your country and asked you to arrange a trip. You arranged everything and then your friend said, "Thanks a lot!", "You're my star. You're so organized and great at everything!"

3.2.2 Classification of Compliments

Given scenarios in the DCT was based on Manes and Wolfson's (1981) Classification of Compliments: "Appearance/Possession", "Performance/Skills/Abilities" and "Personal traits". The Compliment Responses Classification was modified and integrated with new compliment responses types. The modifications are listed below and the new Classification of Compliments used in this research is shown as Table 5.

1) Separate the topic "Appearance/ Possession" into individual topics.
2) Add two sub-categories "Clothing" and "Physical" under "Appearance"
3) Add three sub-categories "Physical (body)", "Person" and "Thing" under "Possession"
4) Divide "Performance/Skills/Abilities" into three sub-categories.

Table 5 Classification of Compliments

| Appearance	Possession	Performance/Skills/ Abilities	Personal Traits
Clothing	Physical (Body)	Performance	Attitude
Physical	Person	Skill	
	Thing	Ability	

3.2.3 Compliment Responses Categories

Holmes (1986 ; 1988) Compliment Responses Categories and Chiang and Pochtrger (1993) Compliment Responses Categories modified by Cedar (2006) were adapted in order to analyze the data from the Discourse Completion Test (DCT) questionnaire. Chiang and Pochtrger (1993) Compliment Responses Categories was employed and modified by adding and regarding "Smiling (laughing)" and "No Response" as compliment responses strategies in the study of Cedar in 2006.

Data analysis was carried out based on Holmes (1986 ; 1988) Framework of Compliment Responses Categories. The researcher was interested to know the use of non-verbal behavior of the participants since Holmes (1987) stated that responding to a compliment includes verbal and non-verbal behavior (body language) such as smiles. Moreover, Cedar's (2006) additional categories "Smiling (laughing) and No Response" were also influenced the researcher and smiling is regarded as a non-verbal communication that carries different meanings like verbal communication.

Therefore, "No Response" and "Non-Verbal Response" were added to take into account for no verbal responses and non-verbal expressions. Thus, three macro levels in the compliment responses strategies categorization by Holmes was integrated to five categories in the macro levels in this research as shown in Table 6.

Diagram 4 Modified Compliment Responses Categories
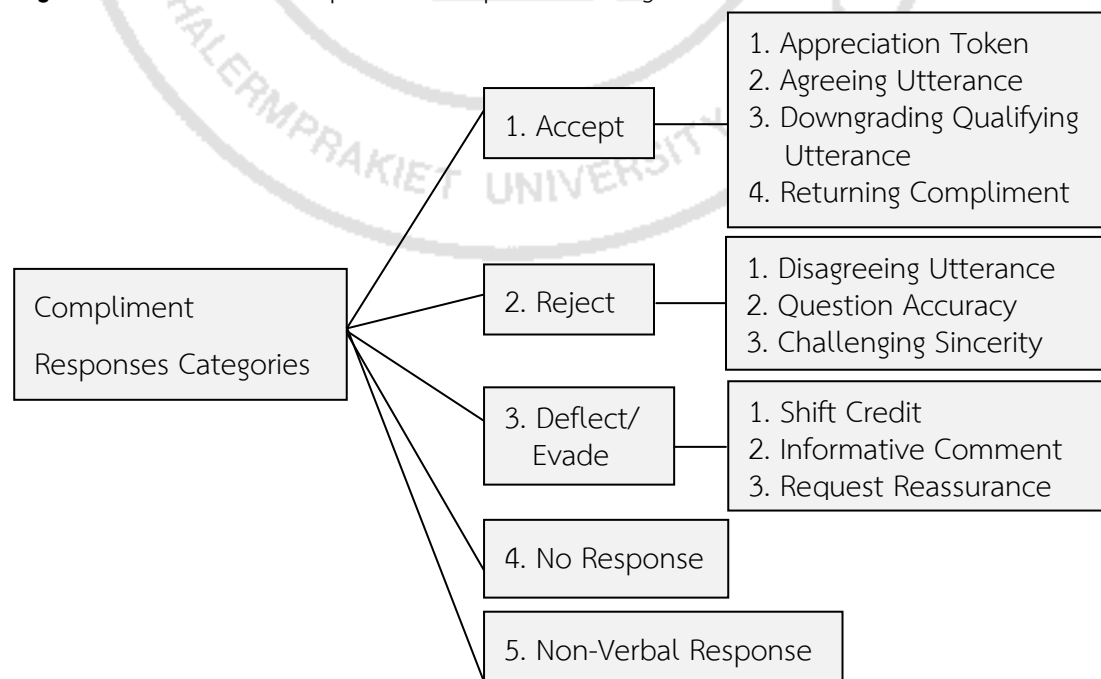
Source: Holmes. 1986 : 485-508 ; 1988 : 445-465.

3.3 Development of Discourse Completion Test (DCT)

After the development of a Discourse Completion Test (DCT), it was needed to be assessed and validated by at least three assessment specialists in order to attain a reliable instrument for the research. Assessment specialists for the validation process were selected with the set criteria as follows:

1. Assessment specialist must be the English lectures in the Universities in Thailand who must possess a master or a doctoral degree in linguistics or other related field.

2. Assessment specialist must have teaching experience in the field of Linguistics or other related field of English language in the universities in Bangkok.

Therefore, panel of experts in this stage included three English lecturers with doctoral degree and experience in the linguistics professions were invited to validate the questionnaire by using Item- Objective Congruence (IOC) form in this study. Instruments used for the DCT were validated by three experts and were trial prior to the actual use to ensure the reliability of the data gathered.

3.4 Data Collection

Data was collected through email by sending questionnaires to all participants in the United States of America, the Republic of Singapore and the Republic of the Union of Myanmar in May 2013. Researcher and the participants reside in different countries so that collecting data using email was the easiest and the rapid way of communication. Participants were informed about the data collection and explained the abstract and requirement of the research in advance. Once the participants received the questionnaire, they were asked to read the descriptions of the scenarios and write down their honest responses immediately to the given compliments and situations in the questionnaire to get authentic and accurate responses. They were allowed to finish the questionnaire within 5 days and to send back to the researcher after completion. The importance of the results of the study had been explained to the participants and they were reminded to complete the questionnaire by themselves, not to delegate others.

In addition to the questionnaire, interviews were used to support and clarify the questionnaire data. Interviews were conducted with 5 participants from each

group, 15 in total through the Internet mobile application "Viber", after the data analysis. The researcher selected the participants based on the results, especially for the special cases. The researcher asked the free time of the participants who are in the United States of America, the Republic of Singapore and the Republic of the Union of Myanmar for the interview and they were asked a few questions, mainly asking the reason why they gave such responses. Their answers were noted down and compiled for the discussion part.

3.5 Data Analysis

For the data analysis, the responses collected from three groups of participants through the Discourse Completion Test (DCT) were recorded into two parts: general information of the participants and the questionnaire. First of all, three scenarios, one scenario from each topic of compliment were randomly chosen and interpreted the results by using both Holmes (1986 ; 1988) and Herbert (1986 ; 1989) Compliment Responses Strategies since these two frameworks looked similar and difficult to decide at once. By observing the results, the researcher got to know that Holmes (1986 ; 1988) Compliment Responses Categories was more suitable for this research's data analysis process. The data received from all scenarios was then coded in units of analysis and entered into Microsoft Excel to calculate the total number of frequencies of the compliment responses strategies found in each scenario by each group were shown in percentage and in charts.