

February 2009

# Communication within the Tourism industry in Hong Kong

Emily Linda Bowen  
*Worcester Polytechnic Institute*

Francisco Andres Diaz  
*Worcester Polytechnic Institute*

Kevin E. Yee  
*Worcester Polytechnic Institute*

Yi-Yu Tsai  
*Worcester Polytechnic Institute*

Follow this and additional works at: <https://digitalcommons.wpi.edu/iqp-all>

---

## Repository Citation

Bowen, E. L., Diaz, F. A., Yee, K. E., & Tsai, Y. (2009). *Communication within the Tourism industry in Hong Kong*. Retrieved from <https://digitalcommons.wpi.edu/iqp-all/2142>

This Unrestricted is brought to you for free and open access by the Interactive Qualifying Projects at Digital WPI. It has been accepted for inclusion in Interactive Qualifying Projects (All Years) by an authorized administrator of Digital WPI. For more information, please contact [digitalwpi@wpi.edu](mailto:digitalwpi@wpi.edu).



# Communication within the Tourism industry in Hong Kong

In cooperation with:

Hong Kong Polytechnic University, Research Centre for Professional Communication in English

Submitted to:

Professor Winnie Cheng, of Hong Kong Polytechnic University

Professors Stanley Selkow, Jeanine Skorinko, of Worcester Polytechnic Institute

Submitted by:

Lindy Bowen

---

Francisco Diaz

---

James Tsai

---

Kevin Yee

---

Date of Submission: February 16, 2009

## **Abstract**

The tourism industry is a significant contributor to Hong Kong's economy. Since one of Hong Kong's official languages is English, Hong Kong attracts many English speaking tourists to Asia. Although tourism is important to Hong Kong, and English communication is necessary within the tourism industry, there is very little past linguistic research about tourism. The aim of this project is to collect descriptions and observe trends in English interactions within the tourism industry, to help fill this gap. Interactions that occurred naturally between tourists and tourism staff were recorded using Hymes's (1974) S-P-E-A-K-I-N-G model and were rated on level of Formality and English level. Observations were performed at nineteen hotels, eleven shops, and six museums and over eighty three interactions were recorded. Results show that the price range of the hotels influenced the level of English spoken and also found the staff's position (e.g. concierge, front desk staff, and doorman) had an effect on English level. By collecting information about interactions and analyzing them, a better understanding of English used in the tourism industry was gained.

## **Acknowledgements**

We would like to thank our sponsor, Professor Winnie Cheng of the Hong Kong Polytechnic University, for providing us with the opportunity to work on this project and for her support, guidance, and patience throughout the course of the project.

We would also like to thank our advisors; Professors Jeanine Skorinko and Stanley Selkow of the Worcester Polytechnic Institute, who helped us throughout the course of our project. We appreciate their patience editing our paper and their consistent assistance and support.

Finally, we would like to thank our writing tutor Charles Mezak for helping us write our IQP proposal. We would also like to thank him for sharing information about his past experience with IQP and insights about IQPs in general with us.

## Executive Summary

The tourism industry is of great importance to Hong Kong, as it accounts for approximately 3.2% of Hong Kong's GDP, or HK\$45.3 billion (Census and Statistics Department, 2008). Hong Kong attracts tourists from all over the world, including the US, Europe, Australia and mainland China. Because tourism is so economically important and there is substantial diversity among tourists, effective communication with people of different cultural backgrounds is extremely important to the tourism industry. In order to effectively improve communication with tourists, a collection of descriptions of interactions between tourism staff and tourists is necessary.

Although Hong Kong has two official languages, English and Cantonese, we will focus on English. Most Hong Kong residents, who speak English, speak it as a second language, and many tourism interactions occur in English. Exploring communicative abilities in a second language that a country's tourism industry relies is very important. Also exploring language abilities in Cantonese, the native language of most Hong Kong residents, would not be as worthwhile, because speakers will generally be very proficient in their native language. Furthermore, linguistics and tourism studies about communication in any language have not been sufficiently performed in Hong Kong. As a result, our first goal was to collect and record everyday English interactions within the tourism industry. Observation of interactions between tourism staff and tourists were made in museums, hotels, and shops in Kowloon and Hong Kong Island. Six museums, nineteen hotels, and eleven shops were observed. All interactions were observed through naturalistic observation and each interaction involved at least one tourism employee and at least one customer.

Notes about each interaction were taken using Hymes's (1974) S-P-E-A-K-I-N-G model, which helps identify and organize important characteristics of speech. Once notes were collected about the interactions, level of English and level of Formality for each interaction were determined using two standardized rubrics. Level of English ratings were made using a rubric that was based on the TOEFL's (Test of English as a Foreign Language) speaking rubric and included five aspects of effective speech: vocabulary, pronunciation, grammatical accuracy, flow, and ability to engage in meaningful conversation. Level of Formality was determined based on four criteria: degree of honorifics (e.g., sir/madam), use of slang and colloquial terms, jokes, and percent of talk related to business. Notes were also taken about the price range of the hotels and the position (e.g., sales associate, concierge, front desk employee) of the tourism staff involved in the interaction.

Once all interactions were evaluated for level of English and level of Formality, statistical analysis was used to identify trends in the interactions. Significant relationships were discovered between English level and price range of hotels and between English level and the position of the tourism staff. Employees at more expensive hotels were more likely to have a higher level of English. Concierges, museum tour guides and front desk workers (at both hotels and museums) were found to speak with higher levels of English, while restaurant staff and direction assistants were found to speak with the lower levels of English.

## Authorship Page

**Lindy Bowen** observed interactions at museums and electronics shops. She wrote the Abstract and Executive Summary with Kevin and the Introduction with Francisco and Kevin. She researched and wrote sections 2.2 Language in Hong Kong and 2.3 Linguistic studies and section 2.7 Conclusion in the literature review. She wrote the three rubrics for classification of various aspects of interactions (figures 1-3), and section 3.2 Museums Methods. She also wrote section 5.5 Recommendations for Future Research. Lindy edited, compiled, and formatted all sections of the paper, and put together the references pages.

**Francisco Diaz** observed interactions at hotels and shops. He wrote the Introduction with Kevin and Lindy. He researched and wrote sections 2.4 Communication, 2.5 Communicative competence, and 2.6 Models and measures of Communicative competence, including 2.6.1 Canale & Swain's model in the Literature Review. Francisco researched and wrote about the S-P-E-A-K-I-N-G model in the methods section. He performed a majority of statistical analyses for the group, and wrote sections 5.1 Description of Job Positions and English Level, 5.2 English and Price Range, and 5.3 Level of English and Types of Responses and Initiations. Francisco edited Appendix C: Complete interaction records with Kevin.

**James Tsai** observed interactions at hotels and shops. He researched and wrote section 2.6.2 TOEFL in the literature review, and researched section 2.1 Importance of Tourism, including all subparts of the section. James helped with statistical analysis, wrote section 4 Results, and compiled all graphs included in the section. James wrote Appendix A: Sponsor Organization and Appendix B: Cost Benefit Analysis.

**Kevin Yee** observed interactions at hotels and shops. He wrote the Abstract and Executive Summary with Lindy and the Introduction with Francisco and Lindy. He wrote section 2.1 including subparts 2.all subparts of the section. Kevin wrote most of section 3 Methods, with the exception of the three figures included, information about the S-P-E-A-K-I-N-G mode, and section 3.2 Museums Methods. Kevin also wrote section 5.4 Limitations. Kevin edited Appendix C: Complete interaction records with Francisco.

# Table of Contents

Abstract .....	ii
Acknowledgements .....	iii
Executive Summary .....	iv
Authorship Page .....	vi
Table of Contents .....	vii
List of Figures .....	viii
List of Tables .....	ix
1. Introduction .....	1
2. Literature Review .....	2
2.1 Importance of Tourism .....	2
2.1.1 Importance of Shopping .....	3
2.1.2 Importance of Hotels .....	4
2.1.3 Importance of Museums .....	5
2.2 Languages in Hong Kong .....	5
2.3 Linguistic studies .....	7
2.4 Communication .....	8
2.5 Communicative competence .....	9
2.6 Models and measures of Communicative competence .....	10
2.6.1 Canale & Swain's Model .....	11
2.6.2 TOEFL .....	11
2.7 Conclusion .....	12
3. Methods .....	13
3.1 Shopping Methods .....	18
3.2 Museums Methods .....	19
3.3 Hotels Methods .....	20
4. Results .....	22
5. Discussion .....	32
5.1 Description of Job Positions and English Levels .....	32
5.2 English and Price Range .....	38
5.3 Level of English and Types of Responses and Initiations .....	40
5.4 Limitations .....	42
5.5 Recommendations for Future research .....	42
5.6 Conclusion .....	44
Appendix A: Sponsor Organization .....	46
Appendix B: Cost Benefit Analysis .....	47
Appendix C: Complete Interaction Records .....	48
References .....	147



## List of Figures

Figure 1: Levels of English.....	16
Figure 2: Levels of Formality.....	16
Figure 3: Types of initiations and responses.....	18

## List of Tables

<b>Table 1:</b> <i>Reliability Analysis for Researcher 1 vs. Researcher 2</i> .....	22
<b>Table 2:</b> <i>Reliability Analysis for Researcher 1 vs. Researcher 3</i> .....	23
<b>Table 3:</b> <i>Reliability Analysis for Researcher 2 vs. Researcher 3</i> .....	23
<b>Table 4:</b> <i>Reliability Analysis for Researcher 2 vs. Researcher 4</i> .....	24
<b>Table 5:</b> <i>Reliability Analysis for Researcher 3 vs. Researcher 4</i> .....	24
<b>Table 6:</b> <i>Means and Standard Deviations English Level Vs Price Range</i> .....	25
<b>Table 7:</b> <i>Means and Standard Deviations English Level Vs Position</i> .....	26
<b>Table 8:</b> <i>Comparison of the mean English level for different positions of staff</i> .....	27
<b>Table 9:</b> <i>Means and Standard Deviations English level Vs Branch</i> .....	28
<b>Table 10:</b> <i>Means and Standard Deviations English Level Vs Locations</i> .....	28
<b>Table 11:</b> <i>Means and Standard Deviations English Level Vs Formality</i> .....	29
<b>Table 12:</b> <i>Means and Standard Deviations Formality Vs English level</i> .....	29
<b>Table 13:</b> <i>Means and Standard Deviations Formality Vs Location</i> .....	30
<b>Table 14:</b> <i>Means and Standard Deviations Formality Vs Price Range</i> .....	30
<b>Table 15:</b> <i>Means and Standard Deviations Formality Vs Position</i> .....	31
<b>Table 16:</b> <i>Concierges: English level, formality, and number of languages spoken</i> .....	32
<b>Table 17:</b> <i>Front Desk: Formality and level of English</i> .....	35
<b>Table 18:</b> <i>Sales Assistants: formality and English level</i> .....	37
<b>Table 19:</b> <i>English level and Types of responses and initiations used</i> .....	41

# 1. Introduction

In today's world of near-instant communication and global travel, communication between individuals from different cultures is a daily occurrence. The ability to communicate and do business with one another is essential, a necessity in the everyday lives of many people. Many businesses need to communicate effectively with individuals from other cultures in order for the business to grow and prosper (Kluver, 2000). As a result, being able to communicate across language barriers is extremely important for many people worldwide.

In the business world, intercultural communication has a very significant impact on the tourism industry. This is especially true in Hong Kong. In 2007, approximately 28 million people traveled to Hong Kong (World Tourist Organization, 2008). These individuals include Americans, Australians, Taiwanese, Mainland Chinese, and citizens of the United Kingdom and Europe. A majority of these individuals speak English either as a first or second language. Spending by these individuals has accounted for 3.2% of Hong Kong's GDP in 2006, and the tourism industry employs 176,300 Hong Kong residents. These factors make tourism one of the four key industries in the Hong Kong economy (Census and Statistic Department, 2008).

Tourism is very important to Hong Kong, but studies investigating communication between English speaking tourists and tourism staff in this city do not yet exist. Some studies of intercultural communication have been conducted in Hong Kong (Cheng, 2003; Cheng and Mok, 2008; Selmer and Louis, 1999); however, they have focused on communication between coworkers or friends. Since

research about communication between tourists and tourism staff has not yet been conducted, common challenges that occur within intercultural communication have not been identified and solutions have not been proposed or implemented. In order to correct this problem, research had to be done to develop a working description of the communication that takes place in the tourism industry.

Given the importance of the tourism industry in Hong Kong and the lack of empirical investigation on the effectiveness on communication within this field, we set out to examine the communication between tourists and Hong Kong's tourism staff. As a first step in better understanding the communication in the tourism industry, we conducted naturalistic observations to develop descriptions of the interactions tourism staff carry out in order to better understand how the level of competence in English varies within the tourism industry.

## **2. Literature Review**

### **2.1 Importance of Tourism**

Tourism is a driving force for economic growth in Hong Kong. Tourism provides employment for Hong Kong residents and brings money into the economy. In 2008, tourism revenues accounted for 3.2% of Hong Kong's GDP, or HK\$45.3 billion (Census and Statistics Department, 2008). Currently, there are approximately 176,300 Hong Kong residents employed within the tourism industry, 5.2% of the total work force of Hong Kong (Census and Statistics Department, 2008).

Although the tourism industry includes both inbound and outbound tourism, inbound tourism has a much greater effect within Hong Kong. Outbound tourism activities that affect Hong Kong are generally limited to the use of travel agents and airlines, because other monetary spending and cultural experiences occur at the destination. Overall, outbound tourism is only responsible for 22% of tourism related spending in Hong Kong (Census and Statistics Department, 2008).

In contrast, inbound tourism includes a much greater range of economic activities in many different industries, such as shopping, restaurants, transportation, hotels, and personal services. Inbound tourists experience the culture of Hong Kong and affect individuals living in the city by interacting with them. These activities shape many areas of Hong Kong, and overall have a much greater effect on the city than outbound tourism activities. Inbound tourism alone generates HK\$35.0 billion, which accounts for 2.5% of Hong Kong's GDP (Census and Statistics Department, 2008). Overall, inbound tourism is economically and culturally important to Hong Kong. Some of the types of businesses that play prominent roles in this industry and their specific impacts are discussed below.

### 2.1.1 Importance of Shopping

One type of inbound tourism activity that is important to Hong Kong is shopping. "For sheer variety of products and brands in all price ranges, Hong Kong is a unique shopping experience (Hong Kong Tourism Board, Shopping in Hong Kong, 2009)." Shopping is a significant factor in the economy and a significant employer, and many shopping areas in Hong Kong exist to cater to tourists. Almost 50% of the money spent by tourists during their time in Hong Kong is for shopping (Choi, 1999). In 2006, shopping generated HK\$8.3 billion, and accounted for 0.6% of Hong Kong's GDP (Census and Statistics

Department, 2008). The shopping industry alone employed over 63,900 people, 1.9% of Hong Kong's total employment (Census and Statistics Department, 2008).

However, the effects of shopping are not limited to direct economic impacts. Additionally, shopping is a primary reason why many visitors travel to Hong Kong (Choi, 1999). Shopping draws in tourists, who spend money at other businesses within Hong Kong's inbound tourism industry, such as hotels and restaurants.

### 2.1.2 Importance of Hotels

Since more than half of all tourists stay for longer than a day in Hong Kong (Hong Kong Tourism Board, Press Release, 2009), hospitality is also an important component of the tourism industry. According to a Hong Kong Tourism Board report, an average of 86% of rooms in hotels and guesthouses were occupied in 2007 (Tourism Commission, 2008). And, hotels generated HK\$11.4 billion and accounted for 0.8% of Hong Kong's 2007 GDP (Census and Statistics Department, 2008).

Hotels are not only essential because of their economic contribution, but are an important factor in attracting customers. "Room rates have long been considered as the prime factor that adds to the cost of a trip" and greatly influences the tourist's decision to visit Hong Kong (Choi, 1999). And the cost of staying in a hotel is the factor that most affects tourism in Hong Kong and has previously "contributing[ed] to tourism downturn" (Choi, 1999). With Hong Kong's economy dependent on tourism, hotels play an important role in bringing customers to Hong Kong and bringing business to other industries.

### 2.1.3 Importance of Museums

Cultural sites, within Hong Kong, primarily museums and temples, also attract many tourists. The Hong Kong government invests a significant amount of money on a yearly basis to the upkeep of museums, and to preserving cultural artifacts. In 2004, the Hong Kong government spent HK\$368 million on museums in general, HK\$51 million of which was spent on exhibitions and artifacts (Legal Cultural Service Department, 2006). This shows that the government highly values museums, and makes significant efforts to preserve cultural artifacts, which are an important part of the heritage of Hong Kong. In addition, museums are important to society, “not only because of their irreplaceable collections, but also because of their educational, social, and cultural value: the contribution that they make to improving people’s lives and to the understanding of unfamiliar cultures and viewpoints” (Lang, Reeve, and Woollard, 2006). Museums help tourists experience the culture of Hong Kong through educational exhibits and through displayed artifacts that help tell the story of the historical legacy of Hong Kong.

### 2.2 Languages in Hong Kong

“Part of the reason for Hong Kong’s success as an international city has been the ability to bridge the gap between the English-speaking, global business community and the Chinese-speaking merchants and traders in Hong Kong and the mainland of China. Being bi-literate and trilingual has been our competitive advantage.” (Hong Kong: Standing Committee on Language Education and Research, 2003, pp3). In order to better understand inbound tourism, which is economically and culturally important to Hong Kong, the communication that takes place between Hong Kong residents and tourists needs to be understood. Hong Kong has two official languages: English and Cantonese, although Putonghua, also

called Mandarin, is spoken by nearly as many Hong Kong residents as English (Census and Statistics Department, 2008).

Hong Kong is a popular tourist destination, in part because 44.7% of the population can speak English, and 40.2% can speak Putonghua (Census and Statistics Department, 2006). With approximately 1.5 billion speakers each (Crystal, 2003), Putonghua and English are the two most spoken languages worldwide, and combined allow communication with the greatest number of people. This allows Mainland Chinese, and Taiwanese tourists to speak Putonghua while visiting Hong Kong, while European, Australian, and North American tourists can speak English while visiting.

The total number of tourists to Hong Kong in 2008 from Australia, New Zealand, the South Pacific, Europe, Africa, the Middle East, and the Americas was 4,541,979 (Hong Kong Tourism Board, 2009). These groups are all more likely to speak English than Cantonese or Putonghua. Tourists from countries with English as their official language – New Zealand, Australia, the United States, and Canada – will almost all speak English. Also, in Europe, for example, in 19 out of 29 countries surveyed, English was the most common second language spoken (European Commission, 2006). Additionally, most of the Hong Kong English speakers have learned English as a second language (Census and Statistics Department, 2006). This means that many tourism interactions that occur in English are between two people who have each learned English as a second language. These interactions will be unique and deserve attention from linguists and discourse analysts, which they have not started to receive until recently.



### **2.3 Linguistic studies**

Cultural hybridization is the process by which new unique cultures form as multiple cultures combine together (Jamal and Hollingshead, 2001). Hong Kong is an excellent example of a location that has undergone significant cultural hybridization between the traditional Chinese culture and the imperial British culture, and is now a unique blend of Eastern and Western cultures. Hong Kong's cultural hybridization was due mostly to its status as a British colony, which resulted in the contact between the two cultures over a period of many years. In general, however, many cultural interactions that cause cultural hybridization are due to tourism activities. Understanding how this process occurs is important to understanding global interactions. However, tourism interactions have not been thoroughly studied from a linguistic point of view.

As discussed by Rojek and Urry (1997), tourism has changed considerably in past years. Tourism interactions once primarily took place in resorts, theme parks, and spas. These locations were created entirely for the purpose of attracting tourists and did not reflect the culture of the area the tourists had traveled to. These 'manufactured' locations allowed tourists to visit other parts of the world and essentially, experience different climates, but very little else about the destination country. Interactions that did occur with tourists in these locations were controlled interactions with the staff of the resort, or hotel, or spa, and carried little cultural content. Because interactions seemed essentially unrelated to the diffusion of culture, they were largely ignored by linguistic researchers. However, tourism has evolved and tourists now search out experiences where they interact with the culture of the region they are visiting. Therefore, tourism now causes genuine, meaningful interactions between cultures. (Rojek and Urry, 1997)

Although tourism has evolved, tourism studies (also called leisure studies) and linguistics have remained very independent of each other. The lack of communication between the two areas of study has resulted in exceptionally underdeveloped social theories about tourism interactions. Social scientists, discourse analysts and linguists in general have, by largely ignoring tourism studies, made the field seem unimportant (Jaworski and Pritchard, 2005).

Since the mid-1990's, more researchers have begun to pay attention to tourism studies. New journals have been founded (*The Journal of Hospitality and Tourism Management*, *Tourism and Hospitality Research*) and books have been written (Jaworski and Pritchard, 2005, Rojek and Urry, 1997). Those who research linguistics and tourism advocate using a variety of methods, including both qualitative and quantitative approaches (Morgan and Bischoff, 2003). This is important if a complete picture of tourism interactions and their effects on cultural hybridization is to be created. It is of great interest to both fields to have a variety of approaches used to conduct tourism research.

#### **2.4 Communication**

Communication is a fundamental aspect of tourism that has not yet been researched sufficiently. In order to research communication and tourism, background about effective communication is needed so that evaluations of interactions between tourists and tourism staff can be made accurately. In order to understand what qualifies as effective communication, it is first necessary to define communication.

“Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior” (Merriam-Webster, 2009).

When communication is defined simply as an exchange of information, many aspects of this complex process are overlooked (Lane, 2000). The shortfall of the previous definition is that it only mentions the absolute minimum requirement for anything to be classified as communication. Communication is not just transferring information, but also “how people use message to generate meanings within and across various contexts, cultures, channels, and media” (Lane, 2000). Communication is the exchange of information, for the purpose of creating meaning that is satisfactorily received and comprehended. But how does one measure how effectively an individual achieves this goal?

### **2.5 Communicative competence**

Measuring how effectively communicative goals are achieved is the topic addressed by researchers in the field of communicative competence. “Communicative competence is the ability of an interactant to choose among available communicative behaviors in order that he (she) may successfully accomplish his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interactants within the constraints of the situation” (Wiemann & Backlund, 1980).

When communicating, individuals attempt to achieve certain goals. These goals can generally be classified as self presentation goals, relational goals, or instrumental goals. Self presentation goals relate to using communication in order to define oneself and control self presentation. Relational goals relate

to the management of relationships with other individuals. And instrumental goals relate to the use of power and intellect in communication to facilitate the completion of tasks (Lane, 2000). And in order to achieve any of these goals “effectively in society, [an individual] needs to achieve a certain level of competence in the language and nonlanguage behaviors for the purpose of communication” (Wiemann & Backlund, 1980). In other words, an individual must have a minimum level of control over their use of a language in order to communicate in a way that will effectively achieve their goals.

Whenever a language is used, two versions of the language are created: there is the language that is formed in a person’s mind (cognitive version) and the language that is used in the actual performance (behavioral version). When the language used is a second language, the difference between these two is considerably more noticeable. In the past three decades, linguists have focused on the need to understand the communicative abilities necessary to adequately function within society through the control of these two versions. These abilities are known as communicative competence. (Wiemann & Backlund, 1980) Communicative competence will play a significant role in tourism, especially when two non-native speakers of a language are using it as a means to communicate. This study will work to investigate levels of communicative competence in Hong Kong’s tourism industry.

## **2.6 Models and measures of Communicative competence**

A few models have been created in an attempt to measure the communicative competence of an individual. These models seek to break down overall communication into components that can be more easily defined and observed.

### 2.6.1 Canale & Swain's Model

The most popular model of communicative competence is Canale & Swain's. In 1980, these two linguists divided communicative competence into four categories: grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Grammatical competence involves the "knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology (Theory of language assessment, 2009)." Essentially, grammatical competence is the ability to form individual sentences correctly. Discourse competence relates to the ability to connect sentences and form meaningful strings of utterances. Sociolinguistic competence pertains to the knowledge of societal and cultural rules of language. And strategic competence refers to the "verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence" (Theory of language assessment, 2009). Together, these four aspects describe the skills needed to communicate effectively.

### 2.6.2 TOEFL

One widely used measure of communicative competence is The Test of English as a Foreign Language or TOEFL. The TOEFL is currently required by more than 6,000 colleges and universities through out the world to determine the English proficiency of applicants from non-English speaking countries (ETS, 2008). The TOEFL is important in the field of second language testing, and has been continually improved since its development in 1963 (Hale, 1984). The TOEFL tests reading, listening, speaking and writing skills. Additionally it tests the ability to integrate these skills together, which creates a better overall picture of the language skills of the test-taker (Zareva, 2005).

Because this study focuses on verbal communication, discussing how the TOEFL evaluates spoken language is relevant. The speaking rubric is based on three criteria; delivery, language use and topic development. The delivery criterion takes into consideration level of fluidity of expression, intonation, and pronunciation of words. The language criterion judges the level of vocabulary structure of sentences. The topic development criterion takes into consideration whether the response is well-developed, and on topic (ETS, 2008).

## **2.7 Conclusion**

Hong Kong is an ideal location to perform a study about communication with tourists because the city is very dependent on tourists, and relies on communication in multiple languages to communicate with them. Three types of businesses where interactions with tourists regularly occur, are hotels, shops, and museums. These businesses are also culturally or economically important to Hong Kong. Because they fulfill these two criteria, these types of businesses are appropriate locations to perform a tourism study. Performing such a study will help fill in the current gap in linguistic research related to tourism and leisure. Only 2.8% of Hong Kong residents speak English as their 'usual language'; however, 44.7% of all Hong Kong residents do speak English (Census and Statistics Department, 2008). This means that unique intercultural interactions occur in Hong Kong, and they should be studied so that they can be better understood.

### 3. Methods

In order to better understand how effectively tourism staff are able to communicate in English, we conducted an ethnographic study to examine the English being used by staff in the tourism industry. Investigating the degree of effectiveness of the communication that occurs between tourists and tourism staff was a central goal of this project. In order to do this, we adopted a model to record details and observations about interactions. While many models could have been used to evaluate the various aspects of spoken interactions, most models focus on the grammatical aspects of speech. As we were more interested in the general comprehensiveness of speech, we wanted to focus on the general characteristics of the speech and behavior of the participants. Hymes's (1974) *S-P-E-A-K-I-N-G* model focuses on these behavioral and communicative characteristics through the analysis of 7 components of an interaction. Since our research will concentrate on the overall effectiveness of communication, Hymes's model is the most appropriate for our purposes.

Through the *S-P-E-A-K-I-N-G* model, Hymes (1974) investigates components of speech acts – “utterances that serve a function in communication” (What is a Speech Act? 2008). These components relate to the discourse and behavior observed, and the overall progress of the interaction. Each letter in “speaking” refers to one of the main components as follows:

*Setting* refers to the time and place of the interaction

*Participants* refers to the speaker and audience, where audience includes both individuals who are addressed and those not addressed but still listening

*Ends* refers to the goals and outcomes of the interaction which define the speech events

*Act Sequence* refers to the procedure of the speech events within the interaction. This component will focus on the presence of greeting, main body, and farewell.

**Key** refers to the spirit, tone, and attitude of the speech events. In order to avoid imprecise measurements, this was not recorded in our study.

**Instrumentalities** refers to the level of formality implemented throughout the interaction and the languages used.

**Norms** refers to the rules governing each speech event throughout the interaction and the different characteristics that spur from behavior. This section will also be used to describe the overall details of the interaction

**Genre** refers to the type of interaction that took place according to the traditional characteristics recognized in linguistics such as poem, myth, tale, lecture, commercial, editorial, form letter, etc...

Key will not be recorded since recording tone and attitude are difficult to assess accurately. By focusing on the other seven of these components, it was possible to identify how the different language and communication skills of tourism staff affected the outcome of an interaction depending on the setting, customers, languages spoken by the participants, and so on.

All of these trends, and the rules governing the interactions, helped identify the various intercultural issues and what skills are necessary to overcome these obstacles. In order to compare the various tourism staff across the industry, it was necessary to create a standardized way of measuring English level. The Level of English rubric (see figure 1), based on the TOEFL rubric, was created for this purpose. The rubric is separated into four levels: excellent, proficient, weak, and very weak English. When analyzing the levels of English, five aspects for effective communication were closely observed. These aspects were: vocabulary, pronunciation, grammatical accuracy, flow, and ability to engage in meaningful conversation. For more information see Figure 1.

Excellent English (3) - virtually native level speaking ability, few errors that do not affect meaning

- **Vocabulary:**
  - Word choice is appropriate. Vocabulary does not limit conversation.
- **Pronunciation:**
  - Pronunciation and intonation are correct for virtually all words.
- **Grammatical accuracy:**



- There are few grammatical errors. Errors that do occur are minor.
- **Flow:**
  - Speech is relatively fluid, and has few disruptive pauses. Pauses or lapses in fluidity that do occur are brief and cause minimal interruption to the conversation.
- **Ability to engage in meaningful conversation:**
  - Clear, complete, on-topic answers or explanations are given.
  - Clear, complete, on-topic questions are asked.

Proficient English (2) -errors occur and are noticeable, but meaning can still be communicated although it may take more effort

- **Vocabulary:**
  - Word choice is mostly appropriate. Vocabulary is somewhat limiting to the conversation.
- **Pronunciation:**
  - Some pronunciation and intonation errors may occur; some repetition may be needed to clarify. This causes some difficulty in understanding, but meaning can still be understood eventually.
- **Grammatical accuracy:**
  - Some grammatical errors may occur; some repetition may be needed to clarify. This causes some difficulty in understanding, but meaning can still be understood eventually.
- **Flow:**
  - Disruptive pauses or repetition of words may occur occasionally. This may cause some interruption to the conversation, but meaning can still be communicated.
- **Ability to engage in meaningful conversation:**
  - Answers and explanations are short and have little detail or may be incomplete or unclear.
  - Questions are simple and short, or may be incomplete or unclear.

Weak English (1) -errors cause difficulty in understand meaning, significant effort is required to understand

- **Vocabulary:**
  - Word choice is not appropriate frequently. Vocabulary is very limiting to the conversation.
- **Pronunciation:**
  - Pronunciation and intonation errors occur frequently. This impedes the conversation, and makes repetition necessary.
- **Grammatical accuracy:**
  - Grammatical errors occur frequently. This impedes the conversation, and makes repetition necessary.
- **Flow:**
  - Speech is choppy and words are often repeated. This causes significant difficulty in understanding.
- **Ability to engage in meaningful conversation:**
  - Most answers and explanations are very basic, incomplete, unclear, or entirely off topic.
  - Questions are very simple or are difficult to understand.

Very weak English (0) -English is barely used

- **Vocabulary:**
  - Word choice is not appropriate a majority of the time, if enough vocabulary is used to be able to make a judgment. Vocabulary is extremely limiting to the conversation, very few words are used.
- **Pronunciation:**
  - Pronunciation and intonation errors occur consistently.
- **Grammatical accuracy:**
  - Grammatical errors occur consistently, if enough speech is attempted to determine.
- **Flow:**
  - Flow is non-existent.
- **Ability to engage in meaningful conversation:**

- Most answers cannot be given
- Questions are not asked.

Figure 1: Levels of English

Along with English levels, the level of formality of each interaction was also analyzed and rated in order to compare formality to English levels. The four aspects of formality that were observed were: joking, degree of honorifics, percent of talk related to business, and use of slang or colloquial terms.

Formal (3):

- **Joking**
  - The staff does not make jokes with the customer
- **Degree of honorifics:**
  - Uses honorifics (sir, madam)
- **Percent of talk related to business:**
  - All responses are related to business (~100%)
- **Slang or colloquial terms:**
  - No slang or colloquial terms are used

Semiformal (2):

- **Joking**
  - The staff may make occasional jokes with the customer
- **Degree of honorifics:**
  - Occasional use of honorifics
- **Percent of talk related to business:**
  - Some responses may be unrelated to business (~75%)
- **Slang or colloquial terms:**
  - Occasional use of slangs and colloquial terms

Informal (1):

- **Joking**
  - The staff frequently makes jokes with the customer
- **Degree of honorifics:**
  - No use of honorifics
- **Percent of talk related to business:**
  - An equal number of responses are unrelated and related to business (~50%)
- **Slang or colloquial terms:**
  - Frequent use of slangs and colloquial terms

Figure 2: Levels of Formality

As each interaction was observed, notes were taken about the types of responses and initiations each tourism staff made during the course of the interaction. These interactions were classified into thirteen categories, as described in Figure 3. This was done so that types of responses could be compared to English level.

### **Greeting**

- Opening of conversation
- Typically, 'Hello', 'Good morning', 'How can I help you?' or similar phrases
- Beginning a conversation with an inquiry about a topic is not considered a greeting

### **Farewell**

- Ending of conversation
- Typically, 'Goodbye', 'Thank you', 'Have a nice day.'
- Ending a conversation by answering a question or giving an explanation is not considered a farewell

### **Inquiry about \_\_\_\_\_**

- First question about a topic

### **Clarifying questions**

- Used to help fix gaps in understanding, clear up miscommunications, or to make questions clearer to the person who they are being asked to
- May be a response to and incomplete, or unrelated answer (see below for definitions of these)

### **Follow-up questions**

- Questions related to previous question asking for more detail
- **NOT** Used to help fix gaps in understanding, or to clear up miscommunications

### **Complete answer**

- Answers the questions asked
- Provides more information than was explicitly requested

### **Basic answer**

- Answers the question asked
- Only provides information that was explicitly requested, no elaboration

### **Incomplete Answer**

- Partially answers the question or the answer must be guessed at from the response
- Often follow-up or clarifying questions are needed

### **Unrelated answer**

- Does not relate to the question asked

**No answer**

- No attempt to give a response is given, either verbal or non verbal
- Trying to communicate a lack of understanding is classified as No answer

**Non verbal response**

- Response is given using body language, such as pointing
- Response is given by showing written information, such as a map or brochure

**Explanations**

- Information given without a question being asked first
- **NOT** elaboration while answering a question.
- Independent, unrequested information

**Request for clarification**

- Method for coping with lack of understanding
- Shows that the speaker has a complete enough understanding of English to articulate their confusion, and ask for clarification

Figure 3: Types of initiations and responses

The study focused on three types of tourism businesses: hotels, shopping, and museums. For all three types, observations were made in Hong Kong Island and Kowloon. All interactions included at least one tourism staff and at least one tourist or customer who is not an employee. All interactions were observed through naturalistic observation and therefore did not require informed consent. The procedure for making these naturalistic observations at each of these types of tourism businesses varied according to the type of business and the limitations that each different environment presented.

**3.1 Shopping Methods**Participants

Fourteen (10 males; 4 females) shopping customer service staff were observed. These staff members were observed in shops selling electronic goods and optical goods. Customer service individuals working

at large chain electronic shops (Fortress and Citicall) were observed, as well as customer service staff working at smaller electronics shops (located at the Wan Chai Computer Center and Mong Kok Computer Center). In addition, we observed customer service staff at 3 optical shops (located at Harbour City, The Peninsula Arcade, and the International Finance Center (IFC) Mall).

### Design and Procedure

At each store, two researchers entered the establishment together acting as friends and unobtrusively observed the same interactions for 30 minutes. Researchers tried to be inconspicuous by posing as customers shopping for the respective products. As the researchers “shopped”, they each took separate notes on each interaction observed, and the notes were organized in accordance with the modified S-P-E-A-K-I-N-G model. In addition, the researchers observed the overall quality of the English being spoken, took notes about features of the English being used, and transcribed quotes when possible. After the 30-minute observation was complete, the researchers initiated a conversation with the staff and asked questions about the products available in the store. This was done to collect information about another interaction, and get additional dialogue that was used to determine the staff’s level of English.

It is important to note that the observations of the interactions (between customer & staff and researcher & staff) focused on the proficiency of the English used by the staff, not their ability to sell their products. After the interactions, each researcher rated the overall English used by the staff using the level of English rubric (see Figure 1.1).

## **3.2 Museums Methods**

### Participants

Six museums were observed, including five of the seven major museums – Dr. Sun Yet-Sen Museum, Museum of Art, Museum of History, Museum of Science, Museum of Space and one minor museum-The Museum of Tea Ware. All six museums visited during the study are run by the Leisure and Cultural Services Department. In the end, seventeen interactions with museum employees (4 males; 13 females) were observed. Within the museums, tour guides, front desk staff, and guards were observed and interacted with.

### Design and Procedure

At each museum, one researcher observed interactions. The museums were each visited for two to three hours, and English guided tours were taken at museums where these were available. The researchers tried to be inconspicuous by acting as visitors participating in the tour. Notes about each interaction were taken and organized using the modified S-P-E-A-K-I-N-G method by the researcher. After the interactions were over, an English level was assigned to all staff by the researcher, following the guidelines of the level of English rubric (see Figure 1.1). At each museum, the researcher also asked the employees questions that were used for English competence analysis. These questions related to information that each individual would be likely to know depending on their position in the museum. For example, guards were asked directions, and tour guides were asked information about specific items in the museum. This was done to avoid a potential error of attributing a poorly worded or incomplete response to English competency, when it could have been due to the staff not knowing the answer.

## **3.3 Hotels Methods**

### Participants

Forty one (33 males; 8 females) hospitality staff at nineteen hotels were observed. Within hotels, front desk staff, concierges, direction assistants, and food & beverage staff were observed. And, a total of thirty three interactions between tourists and hotel staff were observed. The nineteen hotels were selected from the Lonely Planet: Hong Kong & Macau travel guide (2008), which organized these by price and region of location. Hotels were observed in two districts of Hong Kong—Kowloon and Hong Kong Island. In the Kowloon region, ten hotels were visited. On Hong Kong Island, nine hotels were visited. The observed hotels varied in the prices they charged for rooms; eight hotels were in Lonely Planet's low price range, five were in the mid-range, and six were in the high price range. The low price range was HK\$400 to HK\$1400 per night, the mid range was from HK\$1400 to HK\$2500, and the high range was above HK\$2500.

#### Design and Procedure

At each hotel, two to three researchers entered the establishment together acting as friends and observed the same interactions for 45-90 minutes. Researchers tried to be inconspicuous by either posing as a visitors waiting for someone in the lobby lounge, or by having a food or beverages at the lobby café. Notes about each interaction were taken and organized using the modified S-P-E-A-K-I-N-G method by each researcher. After the interactions ended, an English level was assigned to all staff by each researcher, following the guidelines of the level of English rubric (see figure 1.1). At the end of this time frame, the researchers asked either the concierge or a front desk staff questions about the number of languages spoken at the hotel and the kinds of customers that regularly stay at the hotel. This data was collected so that possible correlations between price range, target audience, and number of languages spoken at the hotel could be analyzed.

## 4. Results

The overall goal of this study was to describe how spoken English varies though out the tourism industry in Hong Kong. English level and level of formality were compared to the price range, position of tourism staff, location, and the type of tourism business to determine which variables had significant relationships.

### Reliability

As most interactions were observed by two or more researchers, multiple English levels were given for each interaction. After the researchers discussed the details gathered from the modified S-P-E-A-K-I-N-G model, a final English level was awarded, which is recorded in all interactions within Appendix C.

A reliability analysis was run between the scores of all researchers who were present at the interactions in order to reassure the standardization of the English levels.

Researcher 1: Kevin Yee

Researcher 2: James Tsai

Researcher 3: Francisco Diaz

Researcher 4: Lindy Bowen

**Table 1:** *Reliability Analysis for Researcher 1 vs. Researcher 2*

		N	%
Cases	Valid	39	46.4
	Excluded <sup>a</sup>	45	53.6
	Total	84	100.0

a. Listwise deletion based on all variables in the procedure.



According to the reliability test run in SPSS, scores by researchers 1 and 2 are reliable ( $\alpha = 0.980$ ) and assure the compatibility of the English Levels rubric.

**Table 2:** Reliability Analysis for Researcher 1 vs. Researcher 3

**Case Processing Summary**

		N	%
Cases	Valid	10	11.9
	Excluded <sup>a</sup>	74	88.1
	Total	84	100.0

a. Listwise deletion based on all variables in the procedure.

According to the reliability test run in SPSS, scores by researchers 1 and 3 are reliable ( $\alpha = 0.986$ ) and assure the compatibility of the English Levels rubric.

**Table 3:** Reliability Analysis for Researcher 2 vs. Researcher 3

**Case Processing Summary**

		N	%
Cases	Valid	13	15.5
	Excluded <sup>a</sup>	71	84.5
	Total	84	100.0

a. Listwise deletion based on all variables in the procedure.

According to the reliability test run in SPSS, scores by researchers 2 and 3 are reliable ( $\alpha = 0.987$ ) and assure the compatibility of the English Levels rubric.

**Table 4:** *Reliability Analysis for Researcher 2 vs. Researcher 4*

**Case Processing Summary**

		N	%
Cases	Valid	4	4.8
	Excluded <sup>a</sup>	80	95.2
	Total	84	100.0

a. Listwise deletion based on all variables in the procedure.

According to the reliability test run in SPSS, scores by researchers 2 and 4 are reliable ( $\alpha = 1.000$ ) and assure the compatibility of the English Levels rubric.

**Table 5:** *Reliability Analysis for Researcher 3 vs. Researcher 4*

**Case Processing Summary**

		N	%
Cases	Valid	12	14.3
	Excluded <sup>a</sup>	72	85.7
	Total	84	100.0

a. Listwise deletion based on all variables in the procedure.

According to the reliability test run in SPSS, scores by researchers 3 and 4 are reliable ( $\alpha = 0.970$ ) and assure the compatibility of the English Levels rubric.

Since Researchers 1 and 4 did not observe any interactions together, there is no data to assess the scores awarded between the two researchers.

### English Level and Price Range

In order to examine if the price range of a hotel influenced the level of English spoken by the staff, we conducted a one-way ANOVA. The results showed that the price range of the hotel had a significant influence on the English level,  $F(2, 45) = 5.64, p = 0.01$ . More specifically, an LSD post-hoc analysis showed that staff at low price range hotels ( $M = 0.86, SD = 0.29$ ) spoke with a lower English level than at mid price range hotels ( $M = 2.13, SD = 0.27$ ),  $t(45) = 3.23, p = 0.00$ . Also, staff at low price range hotels ( $M = 0.86, SD = 0.29$ ) spoke with a lower English level than staff at high price range hotels ( $M = 1.83, SD = 0.25$ ),  $t(45) = 2.56, p = 0.01$ . The difference in English level between the mid and high price range hotels was not statistically significant,  $p = .43$ . These results suggest that overall a lower level of English is more likely to be spoken at lower price range hotels.

**Table 6:** Means and Standard Deviations English Level Vs Price Range

Price Range	n	Mean	Standard Deviation
Low	14	0.86	0.95
Mid	16	2.13	0.89
High	18	1.83	1.30
Total	48	1.65	1.18

### English level VS Positions

In order to examine if the position of an employee influenced the level of English he or she spoke, we conducted a one-way ANOVA. The results showed that the positions had a significant influence on the English level,  $F(6, 76) = 4.31, p = 0.001$ . For more specific information about which positions had statistically significant different average English levels, an LSD post-hoc analysis showed which positions had significantly different mean English levels. See table 3 for the results of this post-hoc analysis.

**Table 7: Means and Standard Deviations English Level Vs Position**

<b>Position</b>	<b>n</b>	<b>Mean</b>	<b>Standard Deviation</b>
Concierge	10	2.00	0.94
Direction Assistant	11	0.45	0.69
Doorman	5	1.60	1.14
Front Desk	21	2.10	1.14
Restaurant Staff	5	0.60	0.89
Sales Assistant	26	1.62	1.24
Tour Guide	5	2.40	0.55
Total	83	1.61	1.19

**Table 8: Comparison of the mean English level for different positions of staff**

Dependent Variable: English Level ( 0 = Minimal, 1 = Simple, 2 = Proficient, 3 = Excellent )

LSD

(I) Position ( 1 = Concierge, 2 = Direction Assistant, 3 = Doorman, 4 = Front Desk, 5 = )	(J) Position ( 1 = Concierge, 2 = Direction Assistant, 3 = Doorman, 4 = Front Desk, 5 = )	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Concierge	Direction Assistant	1.55*	.466	.001	.62	2.47
	Doorman	.40	.584	.495	-.76	1.56
	Front Desk	-.10	.409	.817	-.91	.72
	Restaurant Professional	1.40*	.584	.019	.24	2.56
	Sales	.38	.396	.335	-.41	1.17
	Tour Guide	-.40	.584	.495	-1.56	.76
Direction Assistant	Concierge	-1.55*	.466	.001	-2.47	-.62
	Doorman	-1.15*	.575	.050	-2.29	.00
	Front Desk	-1.64*	.397	.000	-2.43	-.85
	Restaurant Professional	-.15	.575	.801	-1.29	1.00
	Sales	-1.16*	.383	.003	-1.92	-.40
	Tour Guide	-1.95*	.575	.001	-3.09	-.80
Doorman	Concierge	-.40	.584	.495	-1.56	.76
	Direction Assistant	1.15*	.575	.050	.00	2.29
	Front Desk	-.50	.530	.353	-1.55	.56
	Restaurant Professional	1.00	.674	.142	-.34	2.34
	Sales	-.02	.520	.976	-1.05	1.02
	Tour Guide	-.80	.674	.239	-2.14	.54
Front Desk	Concierge	.10	.409	.817	-.72	.91
	Direction Assistant	1.64*	.397	.000	.85	2.43
	Doorman	.50	.530	.353	-.56	1.55
	Restaurant Professional	1.50*	.530	.006	.44	2.55
	Sales	.48	.313	.129	-.14	1.10
	Tour Guide	-.30	.530	.567	-1.36	.75
Restaurant Professional	Concierge	-1.40*	.584	.019	-2.56	-.24
	Direction Assistant	.15	.575	.801	-1.00	1.29
	Doorman	-1.00	.674	.142	-2.34	.34
	Front Desk	-1.50*	.530	.006	-2.55	-.44
	Sales	-1.02	.520	.055	-2.05	.02
	Tour Guide	-1.80*	.674	.009	-3.14	-.46
Sales	Concierge	-.38	.396	.335	-1.17	.41
	Direction Assistant	1.16*	.383	.003	.40	1.92
	Doorman	.02	.520	.976	-1.02	1.05
	Front Desk	-.48	.313	.129	-1.10	.14
	Restaurant Professional	1.02	.520	.055	-.02	2.05
	Tour Guide	-.78	.520	.136	-1.82	.25
Tour Guide	Concierge	.40	.584	.495	-.76	1.56
	Direction Assistant	1.95*	.575	.001	.80	3.09
	Doorman	.80	.674	.239	-.54	2.14
	Front Desk	.30	.530	.567	-.75	1.36
	Restaurant Professional	1.80*	.674	.009	.46	3.14
	Sales	.78	.520	.136	-.25	1.82

Based on observed means.

\*. The mean difference is significant at the .05 level.

### English Level VS Branches

In order to examine if the branches of the tourism industry influenced the level of English spoken by the staff, we conducted a one-way ANOVA. The results showed that the branches of the tourism industry did not have a significant influence on the English level,  $F(2, 80) = 0.16, p = 0.86$ .

**Table 9:** Means and Standard Deviations English level Vs Branch

<b>Formality</b>	<b>n</b>	<b>Mean</b>	<b>Standard Deviation</b>
Hotels	48	1.65	1.18
Museums	17	1.47	1.18
Shops	18	1.67	1.28
Total	83	1.61	1.19

### English Level VS Locations

In order to examine if the locations between Hong Kong Island and Kowloon influenced the level of English spoken by the staff, we conducted a one-way ANOVA. The results showed that the locations of Hong Kong Island and Kowloon did not have a significant influence on the English level,  $F(1, 81) = 3.04, p = 0.85$ .

**Table 10:** Means and Standard Deviations English Level Vs Locations

<b>Location</b>	<b>n</b>	<b>Mean</b>	<b>Standard Deviation</b>
Kowloon	46	1.41	1.28
Hong Kong Island	37	1.86	1.03
Total	83	1.61	1.19

### English Level VS Formality

In order to examine if the Formality of the interaction influenced the level of English spoken by the staff, we conducted a one-way ANOVA. The results showed that the Formality of the interaction did not have a significant influence on the English level,  $F(1, 59) = 3.47, p = 0.07$

**Table 11:** Means and Standard Deviations English Level Vs Formality

Formality	n	Mean	Standard Deviation
Informal	0	0.00	0.00
Semi-formal	23	2.43	0.79
Formality	38	2.05	0.77
Total	61	2.2	0.79

### Formality VS English Level

In order to examine if the English level influenced the level of Formality, we conducted a one-way ANOVA. The results showed that the English level of a staff did not have an overall significant influence on the Formality of the interaction,  $F(2, 58) = 2.65, p = 0.08$ . However, when looking more specifically, an LSD post-hoc analysis showed staff with Excellent English ( $M = 2.46, SD = 0.51$ ) are, on average, less formal than staff with Proficient English ( $M = 2.76, SD = 0.44$ ),  $t(58) = 2.14, p = 0.04$ . These results suggest that staff with excellent English tend to speak less formally than staff with proficient English.

**Table 12:** Means and Standard Deviations Formality Vs English level

Formality	n	Mean	Standard Deviation
Weak	14	2.71	0.47
Proficient	21	2.76	0.44

Excellent	26	2.46	0.51
Total	61	2.62	0.49

### Formality VS Locations

In order to examine if the locations of Hong Kong Island and Kowloon influenced the level of Formality, we conducted a one-way ANOVA. The results showed that the locations of Hong Kong Island and Kowloon did not have a significant influence on the Formality,  $F(1, 59) = 0.24, p = 0.63$

**Table 13:** Means and Standard Deviations Formality Vs Location

Location	n	Mean	Standard Deviation
Kowloon	29	2.66	0.48
Hong Kong Island	32	2.59	0.50
Total	61	2.62	0.49

### Formality VS Price Range

In order to examine if the price range of a hotel influenced the level of Formality, we conducted a one-way ANOVA. The results showed that the price range of the hotel did not have a significant influence on the Formality,  $F(2, 33) = 1.24, p = 0.30$ .

**Table 14:** Means and Standard Deviations Formality Vs Price Range

Formality	n	Mean	Standard Deviation
Hotels	8	2.88	0.35
Museums	15	2.67	0.49
Shops	13	2.54	0.52



Total	36	2.67	0.48
-------	----	------	------

### Formality VS Positions

In order to examine if the position of an employee influenced the level of Formality he or she spoke, we conducted a one-way ANOVA. The results showed that the positions did not have a significant influence on the Formality level,  $F(6, 54) = 1.13, p = 0.36$ .

**Table 15:** Means and Standard Deviations Formality Vs Position

Position	n	Mean	Standard Deviation
Concierge	9	2.670	0.50
Direction Assistant	4	3.000	0.00
Doorman	4	2.750	0.50
Front Desk	18	2.560	0.51
Restaurant Staff	2	3.000	0.00
Sales Assistant	19	2.470	0.51
Tour Guide	5	2.800	0.45
Total	61	2.620	0.49

## 5. Discussion

### 5.1 Description of Job Positions and English Levels

Upon the completion of the naturalistic observations, general communicative patterns different tourism staff positions were identified. These descriptions focus on the similarities found between interactions where the participants held similar positions. Although responsibilities varied depending on the setting – hotel, shops, and museums – the communicative skills required by these individuals were generally consistent. We only observed individuals that personally interacted with customers on a daily basis as part of their usual job responsibilities, because they are part of the daily service the tourism industry provides.

#### Concierge

The role of the concierge in the tourism industry is to provide customers with information about local attractions, goods and services. The concierge acts as the link between the customer and local businesses. Since this responsibility requires a high level of language competence, most concierges had either proficient or excellent English levels (33% excellent; 44% proficient), and all of them claimed to speak a minimum of three languages (i.e.: English, Cantonese, and Mandarin) as seen in Table 1.

**Table 16:** *Concierges: English level, formality, and number of languages spoken*

<b>Hotel</b>	<b>Formality</b>	<b>English Level</b>	<b>Languages Spoken</b>
Royal Plaza Hotel	3	0	3
Stanford Hotel	3	1	3
Central Park Hotel	3	2	3

Newton Hotel Hong Kong	3	2	3
Sheraton Hong Kong Hotel	3	2	3
South Pacific Hotel	3	2	3
Island Shangri-La Hong Kong	2	3	4
Park Hotel	2	3	3
Peninsula	2	3	4

Concierges had a mean English level of 2.00. This English level allowed concierges to understand customers' questions and requests and answered successfully 83.87% of the time through complete and basic answers. Concierges with excellent English used the language more freely by making small talk and jokes, and generally interacting in a semi-formal manner in all three interactions observed. Concierges with lower English levels interacted in a formal, business-oriented, manner as seen in Table 1. Out of the 10 observed interactions, concierges greeted customers 90% of the time and said goodbye 70% of the time. Since concierges will most likely be approached by customers seeking information, efficient communication skills are necessary to provide a high standard of service.

#### Direction Assistant

Other tourism staff, such as direction assistants, relay more basic information to customers. Direction assistants are individuals that are present in public areas within tourism businesses in order to assist customers with directions and general questions, maintain order in these public areas, and in some cases are also security personnel. It was found that the communication skills of direction assistants are lower than those of other tourism staff.

In fact, spoken language was used in only 26.67% of the interactions with direction assistants. As a result, the mean English level for direction assistants was 0.45. Direction assistants skipped greetings and farewells 81.81% and 63.64% of the time, respectively, and tended to keep their spoken interactions concise. In the interactions observed, where customers seemed to be looking for something or in need of something, direction assistants tended to approach customers to offer help. These interactions were often initiated through eye contact or other non-verbal acknowledgement. Unlike concierges, directions assistants generally had limited knowledge of business outside of their place of employment. Direction assistants were generally found to act as quick sources of information for basic knowledge about the tourism businesses they worked for.

#### Doorman

The doormen, as inferred from their title, are responsible for opening doors for customers entering and exiting a business and helping them with luggage. Communication skills of doormen were found to be similar to those of direction assistants. The four doormen observed had a mean English level of 1.60. Because of the small sample size of interactions with doormen (n=5), more detailed communicative patterns could not be identified. This is because doormen tended not to approach customers, unless they arrived in a vehicle to the location. As a result, direction assistants are often approached instead of doormen. This led to a low number of interactions with doormen.

#### Front Desk

One of the most important positions in the tourism industry is the front desk staff. A member of the front desk staff is the first employee a customer will interact with as they enter the business and buy tickets for a museum or check into a hotel. Often the front desk staff is the only employee of a business a customer will interact with, and the impression they make on the customer represents the business as

a whole. Front desk staff is expected to handle payments from customers, give information, and generally help customers as best they can. Effective communication skills are needed to successfully fulfill these responsibilities, and the interactions observed demonstrated that front desk staff generally did have the higher levels of English needed. As seen in Table 12, more than half of the Front desk staff observed had an excellent English level, and the mean English level for front desk staff is 2.10.

**Table 17:** *Front Desk: Formality and level of English*

<b>Hotel</b>	<b>Formality</b>	<b>English Level</b>
New Kings Hotel	N/A	0
Royal Plaza Hotel	N/A	0
Dorsett Seaview Hotel	3	1
Express by Holiday Inn	3	1
Stanford Hotel	3	1
South Pacific Hotel	3	2
Hotel Inter-Continental	2	2
Wesley Hong Kong Hotel	3	2
Central Park Hotel	2	3
Empire Hotel	2	3
Four Seasons Hotel	2	3
Langham Place Hotel	2	3
Marco Polo Hong Kong Hotel	2	3
Peninsula Hotel	2	3
Central Park Hotel	3	3
Langham Place Hotel	3	3
Mandarin Oriental	3	3
Peninsula Hotel	3	3

In the 21 front desk interactions observed, half of the staff communicated in a formal, business-oriented manner, ensuring that the customer was satisfied and received the high standard service that was expected. On the other hand, 39% of the front desk staff, who in general spoke with higher levels of English (all excellent, except for one), used small talk and their sense of humor to make the customers feel at home and more comfortable with the staff. Front desk staff individuals used greetings and farewells 71.43% and 76.20% of the time, respectively. In addition, they answered questions successfully 75% of the time through complete and basic answers. Front desk staff members are an essential component of the tourism industry. Their employers depend on their communication skills to relay the businesses' mission and services, by communicating efficiently with customers.

### Restaurant Staff

Restaurant staff is in charge of providing food and beverages to customers, and were observed in cafes and restaurants in hotels. In three of the five interactions, a host who spoke with a very weak level of English was observed. The host used non-verbal communication and eye contact to communicate with the customers. The other two observations included a waiter whose English level was weak and a buffet host who spoke proficiently. Due to the low number of interactions, no general patterns were discovered.

### Sales

Another important job position in the tourism industry is the sales assistant. Shopping is one of the key attractions in Hong Kong, and requires communication with customers in order to keep the business running. In the 26 interactions observed, the mean English level was 1.62.

**Table 18:** Sales Assistants: formality and English level

Venue	Formality	English Level
Hong Kong Museum of Space		0
Hong Kong Museum of Space		0
Bank Center Mall Electronics		0
Chung Yuen Electronics		0
Chung Yuen Electronics		0
Comdex Computer		0
Hong Kong Museum of Science	2	1
B-Tech Systems Ltd.	2	1
Foresoon Engineering Co. Ltd	2	1
Fortress	2	1
Dr. Sun Yat-Sen Museum	3	1
Broadway	2	2
Chung Yuen Electronics	2	2
Dr. Sun Yat-Sen Museum	3	2
Hong Kong Museum of History	3	2
Foresoon Engineering Co. Ltd	3	2
Comdex Computer	2	3
Leo Optic	2	3
Victoria Optical	2	3
Victoria Optical	2	3
Hong Kong Museum of Art	3	3
Museum of Tea Ware	3	3
Eyedontist	3	3
Victoria Optical	3	3
Victoria Optical	3	3

A trend was observed between the locations of the shops and English level. Shops present in high end locations such as Harbour City, the IFC mall, and the Peninsula Arcade, used an excellent level of English,

while shops outside of these high end locations, such as the Wan Chai and Mong Kok computer centers, did not. Formality levels varied among the sales assistants, most often depending on the customer's attitude. Regardless of their English level, in 84.62% of interactions observed sales assistants were eager to help and used whatever communicative skills they had to assist customers. This clearly shows that, although sales assistants have a lower average English level than some other positions within the tourism industry; they put forth considerable effort to achieve the most effective communication possible.

### Tour guides

The last position that was observed was the tour guide. Since only 2 museums that were visited offered guided tours, only 5 interactions with 4 different tour guides were observed. All tour guides had either a proficient or excellent level of English, which was necessary to communicate effectively with tour members. Since there was a small sample size of interactions, tours were different lengths of time, and each tour guide had a significantly different style of leading the tour, no consistent patterns were observed.

### **5.2 English and Price Range**

A clear relationship was discovered between the English level of tourism staff members and the price range of the hotels where they worked. English levels in low price range hotels are significantly lower than those in both mid and high price range hotels. Lower priced hotels focus on offering accommodation to those with a tighter budget. Possibly because they do not stress maintaining a high



standard of service, lower communication skills are common in low price range hotels. The proverb “you get what you pay for” is another way of explaining the situation.

On the other hand, high price range hotels not only focus on offering high-class accommodation with luxury options, but also offering a high standard of service. In today’s competitive business arena, companies continue to elevate their standards in order to give their customers the best service possible. Through higher standards of service, hotels build a base of loyal customers who stay at the hotel when in Hong Kong. Most employees at these venues are required to possess higher levels of English than those in low price range hotels. The difference between the high-range and low-range hotels’ missions and goals accounts for the significant difference in their English levels.

Interestingly, the mid-range and high-range hotels do not significantly differ in their English levels. This implies that, although the prices are different for both of these hotels, the standard of service is no different. High price range hotels provide facilities, luxuries, and benefits that mid price range hotels do not offer, which is one possible reason why customers will pay a higher price. Mid price range hotels receive customers that are still paying a substantial amount, and therefore expect these high standards. In order to meet these, mid-range hotels must match, if not surpass, the English levels of the high-range hotels in order to compete with these more luxurious competitors.

### **5.3 Level of English and Types of Responses and Initiations**

As seen in Table 14 below, trends were seen when the total number of each type of response and initiation was tabulated for staff at each English level. For details about classifications of types of initiations and responses, see Figure 3 on p. 17-18. For this project, incomplete, unrelated, and no answer responses are considered unsuccessful, because they do not answer customers' questions.

Those with a very weak English level tended to use non-verbal responses most often, 44.4% of the time. They also had slightly more no answer responses than any other level of English. Non-verbal responses may successfully answer a question, but they do not demonstrate ability to speak English. Staff with very weak English levels did not use any complete answers. When they did answer both verbally and successfully, they used basic answers. Overall this shows that staff classified as having very weak English skills tend not to speak in English, and when they do, they are more likely to answer unsuccessfully than other levels of English.

Staff who had a weak English level answered questions verbally and successfully 55% of the time. Most of these answers were basic answers, which show that, although the employee could answer a question, they tended to answer only exactly what they were asked without any elaboration. Two responses from those with weak English levels were complete answers, but these only represented 6.5% of total responses. Those with weak English levels had fewer non-verbal responses than those with very weak English levels, showing that there is a difference in ability to respond verbally.

Employees with proficient English levels respond with complete answers almost one quarter of the time, and almost half the time with basic answers. These staff members did respond with incomplete,

unrelated or non-verbal answers a total of 15.7% of the time, which shows that they do have some trouble speaking English. However, they also offered explanations 13.7% of the time and complete answers 21.6% of the time. Both types of responses show that they understand what the customer needs, and are able to give information without being asked for it specifically.

Those with excellent English used explanations, complete answers, and basic answers a total of 96.6% of the time. Staff who speak with an excellent English level are the only group who give more complete answers than basic answers. These individuals are consistently able to answer questions, often give more information they are specifically asked for by elaborating with complete answers or explanations.

**Table 19:** *English level and Types of responses and initiations used*

English Level	Very Weak		Weak		Proficient		Excellent		Total
	#	%	#	%	#	%	#	%	
Responses and Initiations									
Complete	0	0	2	6.5	11	21.6	23	39.0	36
Basic	4	22.2	15	48.4	25	49.0	21	35.6	65
Incomplete	2	11.1	1	3.2	3	5.9	0	0	6
Unrelated	0	0	3	9.7	2	3.9	1	1.7	6
No answer	3	16.7	2	6.4	0	0	0	0	5
Non-verbal	8	44.4	2	6.4	3	5.9	1	1.7	14
Explanation	1	5.6	6	19.4	7	13.7	13	22.0	27
Total	18	100	31	100	51	100	59	100	159

#### **5.4 Limitations**

One limitation of this study was that for four of the six museums visited, only one group member made observations. This decreased the reliability for these interactions. However, effort was made to ensure all group members were as consistent as possible in grading interactions by setting very clear standards and by discussing interactions that all group members observed to help calibrate standards.

Another limitation was that the background noise levels during some of the interactions impaired the researchers' ability to hear interaction between tourists and tourism staff. Generally noise level issues could be managed by visiting the site at times when the business had fewer customers, and by gathering observations over a longer period of time. The researchers also initiated conversations themselves, when noise level made observing interactions infeasible. These interactions have the limitation that the researchers were not blind to the research topic; however they did provide many valuable examples of speech from tourism staff.

When potential sites for observations were contacted, all sites refused to consider allowing voice recording. Voice recordings would have allowed for transcriptions that could have been used for a more in depth analysis. However, notes were taken on interactions, and some examples of utterances were included in these notes.

#### **5.5 Recommendations for Future research**

Data collection for this study was limited because only natural observation could be used, and audio recording was not possible. It would be useful if a future study could audio record interactions between tourists and tourism staff, transcribe the interactions, and analyze the transcriptions. This would allow

researchers to investigate aspects of speech with more detail and identify specific characteristics of speech that either help or hinder communication.

While performing observations at one of the shops, one researcher spoke with an employee about the business's customer service policy. The employee reported that at the shop there are two sales strategies, one for Eastern customers and one for Western customers. When an Eastern customer enters the store, an employee must approach the customer immediately and stay with the customer for the entire time that the customer stays in the store. Multiple sales associates may assist an Eastern customer at the same time. When a Western customer enters the business, only one sales associate may speak with the customer for the entire time the customer spends in the store. The sales associate must greet a Western customer and offer help, and then let the customer browse without assistance, unless he or she requests help.

The owner of the shop believes that because the expectations of Eastern and Western customers are very different, they should be treated differently. Research should be done to determine if other businesses use a similar strategy. Additionally, research should be done to determine if treating these two groups of customers differently is an effective sales strategy. Research investigating cross-cultural differences in self identification shows that Easterners and Westerners perceived themselves differently (Murphy-Berman and Berman, 2001). However, research has not investigated if this difference in self-identification applies to preferences in sales situations; therefore, future research could examine this phenomenon.

Previous studies (Valero- Garces, 2007) show that mediators, individuals who acts as a link between parties, have an effect on communication and negotiations, even when they are expected to be impartial. Through our observations, we did observe a few instances where a sales person and customer spoke to each other through a mediator. In interactions where a mediator facilitated communication, the sales person had to convince the mediator of the sale before the customer could be convinced. This meant that the sales person had to sell to the mediator, not the customer. Although a complete study of what sales strategies are most effective in situations where a mediator translates for a tourist would be helpful to determine how sales associates can most effectively make sales in mediated tourism interactions, such studies have not yet been performed. Research about this subject would be valuable for the tourism industry, and should be examined.

## **5.6 Conclusion**

As the number of tourists around the world continues to rise, intercultural interactions are becoming more common than ever before. Tourism in Hong Kong, one of the pillars of Hong Kong's economy, is a clear demonstration of this. With English, Cantonese, and Mandarin speaking residents, Hong Kong is an attractive destination for tourists from around the world. English specifically has become a primary language used for communication between customers and tourism staff. The communicative competence of the tourism staff has become a crucial component in determining the success of these interactions and in the end affects the tourism industry itself.

After observing 84 interactions between customers and tourism staff to measure these communicative skills, descriptions and trends about certain aspects of the tourism industry in Hong Kong were

discovered. English levels of tourism staff were found to be significantly different between the low price range hotels and the mid and high price range hotels. English levels also varied depending on the responsibilities of different job positions. Each individual working in the tourism industry used different strategies according to their communication skills and responsibilities. In the end, descriptions discovered some of the developments and underdevelopments of the tourism industry in managing intercultural barriers.

## Appendix A: Sponsor Organization

Our sponsor, the Hong Kong Polytechnic University's English Department, was founded in 1937 and seeks "to provide Applied English Language Studies to meet the staff needs of the Hong Kong people. (The Department of English, 2008)". The English Department generally recognizes that English communication is very important for all HKPU students, and seeks to help students develop the English skills necessary for students to succeed both at HKPU and in their lives after university.

With over 1000 academic and research staff, and 28090 students, Hong Kong Polytechnic University is one of the largest government funded institutions in Hong Kong. Within the Department of English, there are 22 academic staff, 12 research staff, and 13 support staff. The academic staff includes the Head Department of English, professors, associate professors, assistant professors, lecturers, language instructors, and visiting lecturers.

Winnie Cheng is a professor in the HKPU English Department who guided us during the research period of our project. She is the Director of the Research Centre for Professional Communication in English, the mission of the research centre is: *"To pursue applied research and consultancy so as to deepen our understanding of professional communication in English and better serve the communication needs of professional communities"*. Prof. Cheng is interested in discourse analysis and communicative competence, subjects that are both related to our project work.



The most recent paper written by Prof. Cheng was written in 2008, and was titled “Discourse process and products: Land surveyors in Hong Kong”. This paper analyzed written and spoken language used in a land surveying office in Hong Kong. She also wrote a book “Intercultural Conversation” in 2003. This book is a study of naturally-occurring English conversations between Hong Kong Chinese and their native English friends and colleagues contributed new information to research on intercultural communication.

## **Appendix B: Cost Benefit Analysis**

The primary costs associated with this project were not costs that can be measured monetarily. The amount of the time that was spent on this research was the most major cost of this project. We worked with Prof. Winnie Cheng of the Hong Kong Polytechnic University, and Prof. Stanley Selkow and Prof. Jeanine Skorinko of Worcester Polytechnic Institute and the use of their time and our time were the most significant costs associated with this project. Other minor costs associated with this project included the cost of office space, any supplies necessary, and the cost of transportation. This project had essentially no cost to any of the tourism staff observed, as they were unaware of their participation in the study.

The major benefit to this project was that it allowed the academic world in general and Hong Kong Polytechnic University in particular to have a more complete understanding of communication in Hong Kong. This project added more information to the knowledge base the researchers of intercultural communication have at their disposal. This may assist in advancing theories about communication between Hong Kong residents and tourists to the area specifically and about communication between people of different cultures in general.

## Appendix C: Complete Interaction Records

Hotels.....	49
Central Park Hotel (Central).....	49
Dorsett Seaview Hotel (Yau Ma Tei).....	53
Empire Hotel (Wan Chai).....	57
Express by Holiday Inn (Causeway Bay).....	61
Four Seasons Hotel (Central).....	63
Hotel Inter-Continental Hong Kong (Tsim Sha Tsui).....	67
Island Shangri-La Hong Kong (Admiralty).....	69
Langham Place Hotel (Mong Kok).....	71
Mandarin Oriental (Central).....	74
New Kings Hotel (Yau Ma Tei).....	79
Newton Hotel Hong Kong (Fortress Hill).....	80
Park Hotel (Tsim Sha Tsui).....	81
Peninsula Hong Kong (Tsim Sha Tsui).....	83
Sheraton Hong Kong Hotel (Tsim Sha Tsui).....	90
South Pacific Hotel (Wan Chai).....	93
Stanford Hotel (Mong Kok).....	98
Royal Plaza Hotel (Mongkok).....	100
Wesley Hong Kong Hotel (Wan Chai).....	103
Electronic Shops.....	105
Bank Center Mall Electronics (Mong Kok).....	105
Broadway (Causeway Bay).....	106
B-Tech Systems Ltd. (Wan Chai).....	107
Chung Yuen Electronics (Mong Kok).....	108
Chung Yuen Electronics (Causeway Bay).....	110
Comdex Computer (Wan Chai).....	112
Foresoon Engineering Co. Ltd (Wan Chai).....	115
Fortress (Causeway Bay).....	118
Optical Shops.....	119
Eyedontist (Causeway Bay).....	119
Leo Optic (Central).....	120
Victoria Optical (Tsim Sha Tsui).....	121
Museums.....	128
Dr. Sun Yet-Sen Museum (Mid-levels).....	128
Hong Kong Museum of History (Hung Hom).....	130
Hong Kong Museum of Science (Hung Hom).....	136
Hong Kong Museum of Space (Tsim Sha Tsui).....	138
Hong Kong Museum of Art (Tsim Sha Tsui).....	141
Museum of Tea Ware (Admiralty).....	145

# Hotels

---

## Central Park Hotel (Central)

### Interaction #H1 Hospitality – Central Park Hotel

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 1:00 PM End: 1:03 PM
<b>Setting and Scene:</b>	Lobby Central Park Hotel Central
<b>Participants:</b>	Kevin Front Desk Staff (Male)
<b>Ends:</b>	Asked for time Easily understood the question and gave the correct time
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting (simple nod for acknowledgement)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about time (“Excuse me, what time is it?”)</li><li>• Staff: Basic answer (“Right now its about 1:00”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thanks”)</li><li>• S: (“Welcome”)</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English Slight Cantonese accent English only
<b>Norms:</b>	Deals with many Westerners at the hotel No hesitation when answering the question
<b>Genre:</b>	Inquiry

Interaction #H2  
**Hospitality – Central Park Hotel**

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 1:03 PM End: 1:05 PM
<b>Setting and Scene:</b>	Lobby Central Park Hotel Central
<b>Participants:</b>	Western man Front Desk Staff (Male)
<b>Ends:</b>	Customer asked to use the phone Front desk understood and let the customer use the phone
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Hi, how may I help you?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about using the phone (“I’m looking for [customer’s name]”)</li><li>• S: Basic answer (“No problem, I’ll call her room”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thanks”)</li><li>• S: (“Have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Semi-Formal Excellent English Slight Cantonese accent English only
<b>Norms:</b>	Quickly understood the question and served the customer No hesitation
<b>Genre:</b>	Inquiry

Interaction #H3  
**Hospitality – Central Park Hotel**

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 1:10 PM End: 1:15 PM
<b>Setting and Scene:</b>	Lobby Central Park Hotel Central
<b>Participants:</b>	James Concierge (Male)
<b>Ends:</b>	Asked for restaurants nearby Recommendations were given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (“Hi”)</li><li>• Staff: (“Hi”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about restaurant (“Just wondering if there are any good restaurants nearby?”)</li><li>• Staff: Complete answer (“Oh, good restaurants. (shown on a map) Here is SOHO which is 10 minute walk from our hotel”)</li><li>• C: Follow up question (“Can you show me the hotel on the map as well”)</li><li>• S: Basic answer (“Here is our hotel”)</li><li>• C: Follow up question (“Are there any places to shop as well?”)</li><li>• S: Follow up question (“Do you mean by... (Pause) dressing and fashion?”)</li><li>• C: Basic answer (“Yes”)</li><li>• S: Complete answer (“You can go to Landmark or IFC mall.”)</li><li>• C: Follow up question (“Where are your customers from?”)</li><li>• S: Basic answer (“(takes a while to understand).....Hong Kong”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thank you”)</li><li>• S: (“Welcome”)</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English Slight Cantonese accent English only
<b>Norms:</b>	Confused the word clothing with dressing. Had trouble understanding the last question.
<b>Genre:</b>	Inquiry

Interaction #H4  
**Hospitality – Central Park Hotel**

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 1:18 PM End: 1:20 PM
<b>Setting and Scene:</b>	Lobby Central Park Hotel Central
<b>Participants:</b>	Kevin Front Desk Staff (Male)
<b>Ends:</b>	Asked if there were any busses to Causeway Bay Front desk staff gave clear directions to the bus stop
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting (nod for acknowledgement)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about buses (“Just wondering, are there any busses to Causeway Bay?”)</li><li>• Staff: Basic answer (“Yes, bus 26”)</li><li>• C: Inquiry about directions (“How do I get to the bus stop?”)</li><li>• S: Complete answer (“It’s pretty easy. Just go outside and its on the corner”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thanks”)</li><li>• S: (“No problem”)</li></ul>
<b>Instrumentalities:</b>	Semi-Formal Excellent English Slight Cantonese accent English only
<b>Norms:</b>	Gave detailed directions Easily answered the questions
<b>Genre:</b>	Inquiry

## Dorsett Seaview Hotel (Yau Ma Tei)

Interaction #H5

### Hospitality – Dorsett Seaview Hotel

<b>Date/Time:</b>	January 21 <sup>st</sup> , 2009 Start: 10:30 AM End: 10:33 AM
<b>Setting and Scene:</b>	Lobby Dorsett Seaview Hotel Yau Ma Tei
<b>Participants:</b>	James Front Desk Staff (Female)
<b>Ends:</b>	Asked about the hotel's clients and the languages the staff speaks Information was given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about information ("Just wondering, what kind of clients do you have?")</li><li>• Staff: Basic answer ("Tourist")</li><li>• C: Follow up question ("Where are your customers from?")</li><li>• S: No answer (Does not understand the question)</li><li>• C: Clarifying question ("Where are your customers from? For example China...")</li><li>• S: Basic answer ("China")</li><li>• C: Follow up question ("How many languages do you speak?")</li><li>• S: Basic answer ("3")</li><li>• C: Follow up question ("Is it Cantonese, Mandarin and English?")</li><li>• S: Basic answer (Yes)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	Formal Weak English Strong Cantonese accent English only
<b>Norms:</b>	Tried to answer questions quickly without elaborating Not very polite Speaks Mandarin, Cantonese, English Did not always answer questions directly

Had difficulty understanding questions

**Genre:**

Inquiry



Interaction #H6  
**Hospitality – Dorsett Seaview Hotel**

**Date/Time:** January 21<sup>st</sup>, 2009  
Start: 11:35 AM  
End: 11:36 AM

**Setting and Scene:** Lobby  
Dorsett Seaview Hotel  
Yau Ma Tei

**Participants:** James  
Direction assistant (Male)

**Ends:** Asked where the bathroom was  
Staff answered quickly

**Act Sequence:** Greeting  
• No verbal greeting  
Main Body  
• Customer: Inquiry about location (“Do you know where the bathroom is?”)  
• Staff: Basic answer (“15<sup>th</sup> Floor”)  
Farewell  
• No verbal farewell

**Instrumentalities:** N/A  
Very weak English  
Strong Cantonese accent  
English only

**Norms:** Incomplete sentences  
Staff does not pay much attention to customers

**Genre:** Inquiry

Interaction #H7  
**Hospitality – Dorsett Seaview Hotel**

<b>Date/Time:</b>	January 21 <sup>st</sup> , 2009 Start: 11:45 AM End: 11:47 AM
<b>Setting and Scene:</b>	Lobby Dorsett Seaview Hotel Yau Ma Tei
<b>Participants:</b>	2 Mandarin tourists Direction assistant (Male)
<b>Ends:</b>	Bellboy asked in English if tourist needed a ride to Kowloon station A quick answer was given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Body <ul style="list-style-type: none"><li>• Staff: Inquiry on transportation (“Do you need a ride to Kowloon station?”)</li><li>• Customer: Basic answer (“No”)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	Formal Weak English Strong Cantonese accent English only
<b>Norms:</b>	Bellboy’s English is very choppy (one word at a time)
<b>Genre:</b>	Inquiry

## Empire Hotel (Wan Chai)

Interaction #H8

### Hospitality – Empire Hotel, Wan Chai

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 11:35 AM End: 11:37 AM
<b>Setting and Scene:</b>	Lobby Empire Hotel Wan Chai
<b>Participants:</b>	Lindy Direction assistant (Male) Doorman (Male)
<b>Ends:</b>	Asked for the time the lobby café opened Information was received
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about hours (“What time does the café open?”)</li><li>• Direction assistant: No answer (did not understand the question)</li><li>• Doorman: Non verbal response (eye contact and comes over to help translate)</li><li>• Staff speak in Cantonese, both look at watches, both appear confused</li><li>• C: Clarifying question (“What time does the café open?”)</li><li>• DM: Basic response (“Oh, 12 O’clock.”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thank you”)</li></ul>
<b>Instrumentalities:</b>	Formal Weak English Asian accent English and Cantonese used
<b>Norms:</b>	Direction assistant did not use any English Not all members of the staff understood English Doorman saw customer speaking to Direction Assistant and came to help
<b>Genre:</b>	Inquiry

Interaction #H9  
**Hospitality – Empire Hotel**

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 12:01 PM End: 12:05 PM
<b>Setting and Scene:</b>	Lobby Empire Hotel Wan Chai
<b>Participants:</b>	Western man Front Desk Staff (Male)
<b>Ends:</b>	Checking out Successful check-out
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (“How are you?”)</li><li>• Staff: (“Good, how are you?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Basic Answer (“Fine, thanks. 510”)</li><li>• Staff begins check out process</li><li>• S: Inquiry about bags (“Do you need help with your bags?”)</li><li>• C: Basic answer (“No, I’m ok, thanks. I’ll take them later”)</li><li>• S: Request for signature (“Sign here, and here please”)</li><li>• C: Inquiry about envelope (“Could I get this in an envelope?”)</li><li>• S: Basic answer (Of course”)</li><li>•</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thanks”)</li><li>• S: (“Bye Bye”)</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English Asian accent English only
<b>Norms:</b>	Friendly Good flow of conversation Staff understood even though western man spoke fast at times When customer said 510, staff automatically understood it as room 510 checking out
<b>Genre:</b>	Check-out

Interaction #H10  
**Hospitality – Empire Hotel**

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 12:05 PM End: 12:07 PM
<b>Setting and Scene:</b>	Lobby Empire Hotel Wan Chai
<b>Participants:</b>	Asian woman Front Desk Staff (Male)
<b>Ends:</b>	Inquiring about guest Phone number given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• C: (Greeting in Chinese)</li></ul> Main Body <ul style="list-style-type: none"><li>• Staff and Customer began speaking in Chinese</li><li>• Staff: follow-up question (“And the name is?”)</li><li>• Customer was given a phone number</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thank you”)</li></ul>
<b>Instrumentalities:</b>	N/A Very weak English Asian accent Chinese and English are used
<b>Norms:</b>	Staff switched from Cantonese to English to ask what the guest’s name was Thank you instead of Chinese farewell Appeared to be joking in Cantonese Customer was laughing
<b>Genre:</b>	Inquiry

Interaction #H11  
**Hospitality – Empire Hotel**

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 12:07 PM End: 12:14 PM
<b>Setting and Scene:</b>	Lobby Empire Hotel Wan Chai
<b>Participants:</b>	Western woman Front Desk Staff (Male)
<b>Ends:</b>	Leave key card at the front desk Stored until she comes back
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Hello”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about service (“Hi, can I leave my card here?”)</li><li>• S: Clarification question (“I’m sorry?”)</li><li>• C: Explanation (“I’m going running so I want to change my card”)</li><li>• S: Basic answer (“Sorry, we don’t do that”)</li><li>• Customer starts to walk away</li><li>• S: Clarifying question (“Oh, you want to leave your card here until you come back?”)</li><li>• C: Basic answer (“Yes”)</li><li>• S: Inquiry about customer’s room number (“What’s your room number?”)</li><li>• C: Basic answer (“Um... it’s [Room number]”)</li><li>• S: Explanation (“Ok. We’ll leave note here and give you card back when you come back”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Ok. Thanks”)</li></ul>
<b>Instrumentalities:</b>	Semi-Formal Excellent English Asian accent English only
<b>Norms:</b>	Misunderstood request Managed to understand last minute and helped the customer Confident enough to correct himself, very important
<b>Genre:</b>	Inquiry

## Express by Holiday Inn (Causeway Bay)

### Interaction #H12 Hospitality – Express By Holiday Inn

<b>Date/Time:</b>	January 21 <sup>st</sup> , 2009 Start: 5:00 PM End: 5:05 PM
<b>Setting and Scene:</b>	Lobby Express by Holiday Inn Causeway Bay
<b>Participants:</b>	James Front Desk Staff (Male)
<b>Ends:</b>	Asked good restaurants around the area Explanation and map was given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (“Hi”)</li><li>• Staff: (“Hi”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about restaurants (Asking for good restaurants nearby)</li><li>• S: Follow up question (“What kind of food would you like?”)</li><li>• C: Basic answer (“Any kind”)</li><li>• S: Complete answer (A restaurant is suggested and the description is given from the map)</li><li>• C: Follow up question (“Are there any other places?”)</li><li>• S: Complete answer (Suggested the food court in Time Square)</li><li>• C: Follow up question (Question about where customers are from)</li><li>• S: Unrelated answer (Talked about the customer in Pizza Hut)</li><li>• C: Clarifying Question (Question is asked again about where customers are from)</li><li>• S: Basic answer (“Customers are from Taiwan, China, Australia, America and Europe”)</li><li>• C: Follow up question (“How many languages do you speak?”)</li><li>• S: Basic answer (Cantonese, Mandarin and English)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: “Bye”</li></ul>
<b>Instrumentalities:</b>	Formal Weak English Strong Cantonese accent English only

**Norms:** Customers from Taiwan, China, Australia, America, Europe  
Speaks English, Mandarin, Cantonese  
Misunderstood one of the questions

**Genre:** Inquiry



## Four Seasons Hotel (Central)

### Interaction #H13 Hospitality – Four Seasons Hotel

**Date/Time:** January 15<sup>th</sup>, 2009  
Start: 11:00 AM  
End: 11:03 AM

**Setting and Scene:** Lobby  
Four Seasons Hotel  
Central

**Participants:** James  
Front Desk Staff (Female)

**Ends:** Asked about the clients  
A clear elaborate answer was given

**Act Sequence:** Greeting

- Staff: (Greeting in Mandarin)
- Customer: (“Hi”)
- S: Changes to English (“Hi how may I help you?”)

Main Body

- C: Inquiry about information (Asks about hotel’s clients)
- S: Complete answer (All types of customers)
- C: Follow up question (“Where are they from?”)
- S: Basic answer (“Our customer are from everywhere in the world”)
- C: Follow up question (Asks for elaboration and examples)
- S: Basic answer (“Europe, Middle East, Mainland, Thailand, America”)
- C: Inquiry about languages spoken (Asks how many languages staff speaks)
- S: Basic answer (6 languages)
- C: Follow up question (Asks about how many languages are fluent)
- S: Complete answer (“I am fluent in 3 of them. Mandarin, Cantonese and English.”)
- C: Follow up question (Asks if other members of the staff speak as many languages)
- S: Basic answer (“Yes, they speak more or less 6 languages”)

Farewell

- C: (“Thank you very much for your information”)
- S: (“No problem, have a nice day”)

**Instrumentalities:** Semi-Formal  
Excellent English  
No accent

English and Mandarin

**Norms:**

Greeted James in mandarin

Speaks 6 languages

Receives both tourists and business clients

Front desk staff studied abroad and did not take lessons to help reduce accent

**Genre:**

Inquiry

Interaction #H14  
**Hospitality – Four Seasons Hotel**

<b>Date/Time:</b>	January 15 <sup>th</sup> , 2009 Start: 11:33 AM End: 11:35 AM
<b>Setting and Scene:</b>	Lobby Four Seasons Hotel Central
<b>Participants:</b>	Kevin Doorman (Male)
<b>Ends:</b>	Asked for the time Time was given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Hello, sir”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about time (asked what time it is)</li><li>• S: Basic answer (Gives the time)</li><li>• C: Inquiry about nationality (Asks where staff is from)</li><li>• S: Basic answer (“I’m from Nepal, sir”)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English Nepal accent English only
<b>Norms:</b>	Answers without hesitation
<b>Genre:</b>	Inquiry

Interaction #H15  
**Hospitality – Four Seasons Hotel**

<b>Date/Time:</b>	January 15 <sup>th</sup> , 2009 Start: 11:50 AM End: 11:53 AM
<b>Setting and Scene:</b>	Lobby Four Seasons Hotel Central
<b>Participants:</b>	Kevin, James Direction assistant (Male)
<b>Ends:</b>	Asked about places to eat around the area Gave places around the hotel
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Hi, do you need help?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about service (Asks about the restaurant in the hotel)</li><li>• S: Complete answer (Describes each restaurant in detail)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English Cantonese accent English only
<b>Norms:</b>	Hesitated when responding Sounded unsure
<b>Genre:</b>	Inquiry

# Hotel Inter-Continental Hong Kong (Tsim Sha Tsui)

Interaction #H16

## Hospitality - Hotel Inter-Continental Hong Kong

<b>Date/Time:</b>	January 14 <sup>th</sup> , 2009 Start: 2:06 PM End: 2:10 PM
<b>Setting and Scene:</b>	Front Desk Hotel Inter-Continental Hong Kong Tsim Sha Tsui
<b>Participants:</b>	Lindy Front Desk Staff (Male)
<b>Ends:</b>	Asked for availability of rooms during Chinese New Year Directed to hotel website for further information
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: ("Hello, how can I help you?")</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquire about service ("Are you booked through Chinese New Year?")</li><li>• S: Clarifying question ("Excuse me?")</li><li>• C: Inquiry about service ("Are you booked through Chinese New Year?")</li><li>• S: Basic answer ("No, not yet")</li><li>• C: Explanation ("I have a friend coming from out of town")</li><li>• S: Explanation (Suggested using internet booking)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: ("Bye bye")</li></ul>
<b>Instrumentalities:</b>	Semi-formal Proficient in English Slight Cantonese accent English only
<b>Norms:</b>	Repetition of questions needed Front desk was able to make a request for clarification which is an effective strategy Recommended visiting hotel website for addition information
<b>Genre:</b>	Inquiry

Interaction #H17  
**Hospitality - Hotel Inter-Continental Hong Kong**

<b>Date/Time:</b>	January 14 <sup>th</sup> , 2009 Start: 2:20 PM End: 2:21 PM
<b>Setting and Scene:</b>	Buffet Hotel Inter-Continental Hong Kong Tsim Sha Tsui
<b>Participants:</b>	Francisco Restaurant Staff (Female)
<b>Ends:</b>	Request to look at food available in the buffet Allowed to enter and look around
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Hi”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about service (Asked to look at buffet)</li><li>• S: Basic answer (“Please go a head”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thank you”)</li><li>• S: (“Bye”)</li></ul>
<b>Instrumentalities:</b>	Formal Proficient in English British accent English only
<b>Norms:</b>	Used colloquial term “no problem” More casual greeting “Hi”
<b>Genre:</b>	Inquiry

## Island Shangri-La Hong Kong (Admiralty)

### Interaction #H18 Hospitality – Island Shangri-La

<b>Date/Time:</b>	January 21 <sup>st</sup> , 2009 Start: 2:00 PM End: 2:02 PM
<b>Setting and Scene:</b>	Lobby Island Shangri-la Admiralty
<b>Participants:</b>	James Doorman (Male)
<b>Ends:</b>	Asked what time it was Staff was unable to answer, but got a manager who could tell the time
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (“Hi”)</li><li>• Staff: (“Hi”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about time (“Do you know what time it is?”)</li><li>• S: Basic answer (“Sorry, I do not have a watch”)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English No accent English only
<b>Norms:</b>	Understood the question easily Helped customer and got question answered
<b>Genre:</b>	Inquiry

Interaction #H19  
**Hospitality – Island Shangri-La Hong Kong**

<b>Date/Time:</b>	January 21 <sup>st</sup> , 2009 Start: 2:15 PM End: 2:22 PM
<b>Setting and Scene:</b>	Lobby Island Shangri-la Hong Kong Admiralty
<b>Participants:</b>	Kevin Concierge (Male)
<b>Ends:</b>	Asked for good restaurants Suggested restaurants around the area
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• S: (Greeting in Cantonese)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about restaurants around the area</li><li>• Staff: Complete answer (suggested several places around the hotel and gave a map)</li><li>• C: Follow up question (“What kind of restaurants that you like?”)</li><li>• S: Complete answer (Described different restaurants and made a joke)</li><li>• C: Inquiry about consumers (“What kind of clients do you get around here?”)</li><li>• S: Complete answer (Described where majority of customers are from)</li><li>• C: Inquiry about languages (“How many languages do you speak?”)</li><li>• S: Complete answer (Elaborates what languages spoken as well)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“No problem, have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Semi-Formal Excellent English No accent Cantonese and English
<b>Norms:</b>	Speaks Thai, Cantonese, Mandarin, Japanese, English Very good grammar
<b>Genre:</b>	Inquiry



## Langham Place Hotel (Mong Kok)

### Interaction #H20 Hospitality - Langham Place Hotel

<b>Date/Time:</b>	January 14 <sup>th</sup> , 2009 Start: 11:10 AM End: 11:19 AM
<b>Setting and Scene:</b>	Lobby Langham Place Hotel Mong Kok
<b>Participants:</b>	Man from United States (Customer) and Asian woman Front Desk Staff (Female)
<b>Ends:</b>	Discussed hotel policies and rates Final arrangement to be discussed further
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Good morning, [customer’s name]”)</li></ul> Main Body <ul style="list-style-type: none"><li>• S: Inquiry about purpose of conversation (“You wanted to discuss the rates of our rooms?”)</li><li>• Customer: Complete answer (“Yes, we will be holding a series of workshops here in Hong Kong”... “A number of executives from around Asia will be present”... “We will need about 20 rooms and would like to discuss what packages you could propose for our purposes”... Not all phrases were recorded)</li><li>• S: Request to wait (“One moment, please”)</li><li>• Staff goes to front desk office, returns with folder, papers, and business card</li><li>• S: Explanation &amp; Request (“For these events, we have some packages to offer” The manager will be able to help them finalize all of the details. He is currently unavailable... “but if you’d like to, please look over the information and call us to set up an appointment”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Sounds great, we’ll be in contact them. Thank you so much for your help”)</li><li>• S: (“No problem, sir. We’re happy to help you”)</li></ul>
<b>Instrumentalities:</b>	Semi-Formal Excellent English Slight Cantonese accent English only

**Norms:**

Since the customers arrived without an appointment, it seems as though in order to allow rates other than those stated in the brochure, the manager must be present.

Although the staff had no power in establishing the final details, she made sure to give the customers as much information as possible and all of the contact information they needed

**Genre:**

Sales Meeting

Interaction #H21  
**Hospitality - Langham Place Hotel**

<b>Date/Time:</b>	January 14 <sup>th</sup> , 2009 Start: 11:22 AM End: 11:25 AM
<b>Setting and Scene:</b>	Front Desk Langham Place Hotel Mong Kok
<b>Participants:</b>	Western couple around 30 years old Front Desk Staff (Female)
<b>Ends:</b>	Checking out Check-out successful and luggage stored
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Checking out, sir?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Basic answer (“Yes”)</li><li>• S: Inquiry about bill (“Would you like to review the bill, sir?”)</li><li>• C: Basic answer (“No, I’ve already checked it. Thank you”)</li><li>• S: Inquiry about mini bar (“Did you take anything from the mini bar, sir?”)</li><li>• C: Basic answer (“No”)</li><li>• S: Inquiry about luggage (“Would you like us to hold your luggage until your 5:30 flight?”)</li><li>• C: Basic answer (“Yeah, that would be great”)</li><li>• S: Request for signature (“Please sign here”)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Thank you for staying at Langham Place”)</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English Hint of Asian accent English only
<b>Norms:</b>	Very good flow Made sure the customers had everything they needed and made sure all check out procedures were completed in a very polite manner
<b>Genre:</b>	Checkout

## Mandarin Oriental (Central)

### Interaction #H22 Hospitality – Mandarin Oriental

<b>Date/Time:</b>	January 15 <sup>th</sup> , 2009 Start: 3:05 PM End: 3:06 PM
<b>Setting and Scene:</b>	Lobby Mandarin Oriental Central
<b>Participants:</b>	James Doorman (Male)
<b>Ends:</b>	Asked for the time Slow progress, but time was given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about time (Asked for the time)</li><li>• Staff: No answer (Does not understand the question)</li><li>• Customer: Clarifying question (Asked for the time again and use body language)</li><li>• Staff: No verbal response (Pointed at his watch)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	N/A Very weak English Strong Cantonese accent English only
<b>Norms:</b>	Had trouble understanding the question Doorman was polite and smiled
<b>Genre:</b>	Inquiry

Interaction #H23  
**Hospitality – Mandarin Oriental**

<b>Date/Time:</b>	January 15 <sup>th</sup> , 2009 Start: 3:15 PM End: 3:20 PM
<b>Setting and Scene:</b>	Lobby Mandarin Oriental Central
<b>Participants:</b>	James Front Desk Staff (Female)
<b>Ends:</b>	Asked about clients A clear answer was given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Hi, how may I help you?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about clients (Asked about the hotel’s clients)</li><li>• S: Follow up question (Asking for more detail)</li><li>• C: Clarifying question (“Are the customers in your hotel here for business or tourist?”)</li><li>• S: Complete answer (“Mainly business, because the hotel is located in Central, which is the financial area”)</li><li>• C: Follow up question (“Where are the customers from?”)</li><li>• S: Basic answer (“Everywhere in the world”)</li><li>• C: Follow up question (“For example?”)</li><li>• S: Basic answer (“Europe, Mainland, Japan...”)</li><li>• C: Inquiry about languages spoken (“How many languages do you speak?”)</li><li>• S: Basic answer (“Two”)</li><li>• C: Follow up question (“Cantonese and English?”)</li><li>• S: Complete answer (“No, Japanese and English”)</li><li>• C: Follow up question (“Oh, so you are from Japan”)</li><li>• S: Basic answer (“Yes”)</li></ul> Farewell <ul style="list-style-type: none"><li>• Non-verbal farewell (Smile and nod)</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English No accent English only

**Norms:** Front desk person spoke Japanese and English but no Chinese  
Hotel dealt mostly with English speakers traveling for business purposes

**Genre:** Inquiry

# Marco Polo Hong Kong Hotel (Tsim Sha Tsui)

Interaction #H24

## Hospitality – Marco Polo Hong Kong Hotel

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 3:30 PM End: 3:31 PM
<b>Setting and Scene:</b>	Lobby Marco Polo Hong Kong Hotel Tsim Sha Tsui
<b>Participants:</b>	Kevin Direction assistant (Male)
<b>Ends:</b>	Asked for the time Staff simply showed his watch
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about time (“What time is it?”)</li><li>• Staff: No answer (did not understand the question)</li><li>• C: Non-verbal response (Signaled wrist)</li><li>• S: Non-verbal response (Showed watch)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	N/A Very weak English Strong Cantonese accent No spoken language
<b>Norms:</b>	Had to use hand motions in order to communicate
<b>Genre:</b>	Inquiry

Interaction #H25  
**Hospitality – Marco Polo Hong Kong Hotel**

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 3:40 PM End: 3:42 PM
<b>Setting and Scene:</b>	Front Desk Marco Polo Hong Kong Hotel Tsim Sha Tsui
<b>Participants:</b>	2 Western men Front Desk Staff (Male)
<b>Ends:</b>	Customer asked about available rooms Booked a room at the front desk
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“How may I help you?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about booking rooms</li><li>• S: Complete answer (offered all the available options and made a joke)</li><li>• C: Inquiry about specific options.</li><li>• S: Complete answer (gave a description of the room)</li><li>• C: Complete answer (booked the room)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Semi-formal Excellent English Slight Cantonese accent English only
<b>Norms:</b>	Slight jokes from the front desk Very fluid speech, no hesitations
<b>Genre:</b>	Inquiry



## New Kings Hotel (Yau Ma Tei)

### Interaction #H26 Hospitality – New Kings Hotel

<b>Date/Time:</b>	January 21 <sup>st</sup> , 2009 Start: 12:00 PM End: 12:05 PM
<b>Setting and Scene:</b>	Lobby New Kings Hotel Yau Ma Tei
<b>Participants:</b>	Front Desk Staff (Female) James
<b>Ends:</b>	Asked about the hotel's clients and the languages spoken by the staff Staff had trouble understanding and did not answer the questions directly
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting (nods and looks at the customer)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about clients (Asks about clients)</li><li>• Staff: No answer (Does not seem to understand the question)</li><li>• C: Clarifying question (Speaks more slowly: "What kind of customers do you have? Tourists or businessmen?")</li><li>• S: Incomplete answer ("Tour" (meant "tourists", was understood))</li><li>• C: Follow up question (Asked three times where customers are from)</li><li>• S: Basic answer ("Chinese" Customers are from China)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: ("Thank you")</li></ul>
<b>Instrumentalities:</b>	N/A Very weak English Strong Cantonese accent English only
<b>Norms:</b>	Grammatical errors Confused 'tours' with 'tourists' Did not make eye contact Seemed concerned about her own work Had to repeat three times and simplify language
<b>Genre:</b>	Inquiry

## Newton Hotel Hong Kong (Fortress Hill)

### Interaction #H27 Hospitality – Newton Hotel

<b>Date/Time:</b>	January 21 <sup>st</sup> , 2009 Start: 6:00 PM End: 6:05 PM
<b>Setting and Scene:</b>	Concierge Newton Hotel Hong Kong Fortress Hill
<b>Participants:</b>	James Concierge (Male)
<b>Ends:</b>	Asked for good restaurants and shopping areas Explanation and map were given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (“Hello”)</li><li>• Staff: (“Hi”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about restaurants (Asking for good restaurant nearby)</li><li>• S: Complete answer (No good restaurant nearby. Suggested to go to the food court in Time Square)</li><li>• C: Inquiry about shopping areas (Asking for places to shop)</li><li>• S: Basic answer (Suggested Time Square, IFC and Harbor City)</li><li>• C: Inquiry about customers (“Do a lot of Europeans come to your hotel?”)</li><li>• S: Unrelated answer (“You’ll find more in Tsim Sha Tsui”)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English Strong Cantonese accent English only
<b>Norms:</b>	Not confident in English ability Misunderstood one of the questions
<b>Genre:</b>	Inquiry

## Park Hotel (Tsim Sha Tsui)

### Interaction #H28 Hospitality – Park Hotel

<b>Date/Time:</b>	January 21 <sup>st</sup> , 2009 Start: 12:50 PM End: 12:55 PM
<b>Setting and Scene:</b>	Lobby Park Hotel Tsim Sha Tsui
<b>Participants:</b>	Kevin, James Direction Assistant (Female)
<b>Ends:</b>	Asked for good restaurants Directed customer to the concierge
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (“Hi”)</li><li>• Direction Assistant: (“Hi”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about locations (Asking for good restaurants around)</li><li>• DA: Incomplete answer (Directed to the concierge)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	N/A Very weak English Strong Cantonese accent English only
<b>Norms:</b>	Did not answer the question Directed customer to the concierge
<b>Genre:</b>	Inquiry

Interaction #H29  
**Hospitality – Park Hotel**

<b>Date/Time:</b>	January 21 <sup>st</sup> , 2009 Start: 1:00 PM End: 1:05 PM
<b>Setting and Scene:</b>	Lobby Park Hotel Tsim Sha Tsui
<b>Participants:</b>	Kevin, James Concierge (Male)
<b>Ends:</b>	Asked for good restaurants Concierge gave a very descriptive answer
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (“Hi”)</li><li>• Staff: (“Hi, may I help you?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about restaurants (Asked about restaurants nearby)</li><li>• S: Follow up question (“What kind of food?”)</li><li>• C: Basic answer (“Local food”)</li><li>• S: Complete answer (A local restaurant is suggested and the location is given from the map)</li><li>• C: Follow up question (“What is the price range of this restaurant?”)</li><li>• S: Basic answer (Gives a price range for the restaurant and makes a joke)</li><li>• C: Follow up question (“Any other suggestions?”)</li><li>• S: Complete answer (Another local restaurant is suggested in Cantonese and the location is given from the map)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thank you very much for your suggestions”)</li><li>• S: (“You are welcome, bye”)</li></ul>
<b>Instrumentalities:</b>	Semi-formal Excellent English Slight Cantonese accent English only
<b>Norms:</b>	Gave map, names, explanation, and location of restaurants Little or no grammatical errors Rule breaking switched to Cantonese and made a joke
<b>Genre:</b>	Inquiry

## Peninsula Hong Kong (Tsim Sha Tsui)

Interaction #H30

### Hospitality - Peninsula Hong Kong

<b>Date/Time:</b>	January 13 <sup>th</sup> , 2009 Start: 2:05 PM End: 2:11 PM
<b>Setting and Scene:</b>	High Tea Lobby Peninsula Hong Kong Tsim Sha Tsui
<b>Participants:</b>	Kevin, James, Francisco Restaurant Staff (Male)
<b>Ends:</b>	Ordered tea Received tea
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (Non verbal response, eye contact and hand motion made requesting service)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Ordered tea (“Hi, we would like a pot of Oolong tea and this Green tea”)</li><li>• Staff: Follow-up question (“And you, sir?”)</li><li>• C: Inquiry about recommendation (Asked for suggestion)</li><li>• S: Incomplete answer (“The Peninsula Afternoon is very popular”)</li><li>• C: Follow-up question (“What’s the difference between the Peninsula Afternoon and the Peninsula Classic?”)</li><li>• S: Unrelated answer (“Um...the Peninsula Afternoon is...For high tea, the Peninsula afternoon is very nice.”)</li><li>• C: Request for tea (Ordered tea)</li><li>• S: Explanation of order (“So your order is Oolong tea, Green tea, and Peninsula Afternoon.”)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Ok...”)</li></ul>
<b>Instrumentalities:</b>	Formal Weak English used Asian accent English only
<b>Norms:</b>	Couldn’t speak very well or clearly, responses were slow and unclear Difficulty explaining difference between teas
<b>Genre:</b>	Food & Beverage Service

Interaction #H31  
**Hospitality - Peninsula Hong Kong**

<b>Date/Time:</b>	January 13 <sup>th</sup> , 2009 Start: 2:25 PM End: 2:28 PM
<b>Setting and Scene:</b>	Front Desk Peninsula Hong Kong Tsim Sha Tsui
<b>Participants:</b>	Francisco Front Desk Staff (Female)
<b>Ends:</b>	Asked for restaurants available at Peninsula Hong Kong Received brochure rather than verbal explanations
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Good afternoon, sir”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about restaurants in the hotel</li><li>• S: Nonverbal response: Brochure is handed to customer</li><li>• S: Explaining purpose of brochure (“You can find all of the information in here”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thank you”)</li><li>• S: (“Have a nice day, sir”)</li></ul>
<b>Instrumentalities:</b>	Semi-formal Excellent English British Accent English only
<b>Norms:</b>	Staff avoided conversation in English, even though excellent in the language Although staff was very formal, the handing of the brochure made it bad service as the customer felt the lack of willingness to help and no room for further questions/requests of suggestions.
<b>Genre:</b>	Inquiry

Interaction #H32  
**Hospitality - Peninsula Hong Kong**

<b>Date/Time:</b>	January 13 <sup>th</sup> , 2009 Start: 3:40 PM End: 3:42 PM
<b>Setting and Scene:</b>	High Tea Lobby Peninsula Hong Kong Tsim Sha Tsui
<b>Participants:</b>	3 Japanese Women Restaurant Staff (Male)
<b>Ends:</b>	Requested table for 3 for high tea After 2 minutes, table was offered
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• S: No verbal greeting (eye contact was made)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about table (Showed that 3 seats were needed at a table by holding up three fingers)</li><li>• Staff: Non verbal response (after 2 minutes, host came back and gestured “follow me” with his hands)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	No spoken language
<b>Norms:</b>	Customer just showed number of fingers for number of guests and no further communication took place until guests took seat
<b>Genre:</b>	Food & Beverage Service

Interaction #H33  
**Hospitality - Peninsula Hong Kong**

**Date/Time:** January 13<sup>th</sup>, 2009  
Start: 3:47 PM  
End: 3:48 PM

**Setting and Scene:** High Tea Lobby  
Peninsula Hong Kong  
Tsim Sha Tsui

**Participants:** 2 Westerners, couple, male and female  
Restaurant Staff (Male)

**Ends:** Requested table for 3 for high tea  
Table offered immediately

**Act Sequence:** Greeting  
    • Customers smiled at host  
Main Body  
    • Host Staff: Non verbal response (Gestured “follow me” with his hand immediately)  
Farewell  
    • Information Not Available

**Instrumentalities:** No spoken language

**Norms:** Host used body language to signal a “follow me” command in order to give the couple a table

**Genre:** Food & Beverage Service



Interaction #H34  
**Hospitality - Peninsula Hong Kong**

<b>Date/Time:</b>	January 13 <sup>th</sup> , 2009 Start: 3:50 PM End: 3:51 PM
<b>Setting and Scene:</b>	High Tea Lobby Peninsula Hong Kong Tsim Sha Tsui
<b>Participants:</b>	2 Chinese people, couple, male and female Restaurant Staff (Male)
<b>Ends:</b>	Requested table for 2 for high tea Table offered immediately
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li><li>• Customers smiled at host</li></ul> Main Body <ul style="list-style-type: none"><li>• Host Staff: Explanation (“Please follow me...”)</li></ul> Farewell <ul style="list-style-type: none"><li>• Customer: (“Thank you”)</li></ul>
<b>Instrumentalities:</b>	N/A Very weak English used Asian accent English only
<b>Norms:</b>	When ordering tables, body language is extremely common Throughout Peninsula Food & Beverage Services, body language plays a major role
<b>Genre:</b>	Food & Beverage Service

Interaction #H35  
**Hospitality - Peninsula Hong Kong**

<b>Date/Time:</b>	January 13 <sup>th</sup> , 2009 Start: 4:31 PM End: 4:35 PM
<b>Setting and Scene:</b>	Front Desk Peninsula Hong Kong Tsim Sha Tsui
<b>Participants:</b>	Francisco Front Desk Staff (Female)
<b>Ends:</b>	Asked for a tour of the hotel, if possible Business card was received to contact manager in about a tour
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: "Hello, good afternoon"</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about hotel tour (Asked if this was possible)</li><li>• S: Request to wait ("One moment please" as staff dials the phone), Staff checks with a manager a few steps away</li><li>• S: Explanation ("I'm sorry to inform you, but in order to take a tour of the hotel, you must call Public Relations and they will be able to help you at a later time." Business card is given to customer)</li><li>• C: Clarification (restating explanation)</li><li>• S: Basic answer ("Correct, sir")</li></ul> Farewell <ul style="list-style-type: none"><li>• C: ("Thank you")</li><li>• S: ("Sorry for the inconvenience.")</li><li>• S: ("Have a good day")</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English Hint of a British English, no Asian accent English only
<b>Norms:</b>	Very polite. No matter how difficult it is to get a tour of the hotel, the staff still made sure the customer received information that would be helpful. Effort shown by checking with two managers
<b>Genre:</b>	Inquiry

Interaction #H36  
**Hospitality - Peninsula Hong Kong**

<b>Date/Time:</b>	January 13 <sup>th</sup> , 2009 Start: 4:40 PM End: 4:44 PM
<b>Setting and Scene:</b>	Concierge Peninsula Hong Kong Tsim Sha Tsui
<b>Participants:</b>	Francisco Concierge (Female)
<b>Ends:</b>	Asked for shoe repair business Instructions were given to the nearest shoe shop
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Good afternoon, how may I help?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about shoe shops (“Hello, do you know where I could get my dress shoes fixed?”)</li><li>• S: Complete answer (“Certainly sir. There’s a place just a few blocks away. Just inside the MTR you will find a shoe shop. Do you need directions to the MTR Station?”)</li><li>• C: Basic answer and follow-up questions (“No thank you, where is it inside the station?”)</li><li>• S: Complete answer (“Once you arrive at the station, it is situated in the middle of the shops near exit D. Is there anything else I can help you with, sir?”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“That’s all. Thank you very much”)</li><li>• S: (“No problem, sir. Have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Semi-Formal Excellent English used British accent English only
<b>Norms:</b>	Throughout the conversation, the staff was smiling and was extremely friendly while managing to keep all of her actions and answers very formal. Seemed extremely interested in helping
<b>Genre:</b>	Inquiry

## Sheraton Hong Kong Hotel (Tsim Sha Tsui)

Interaction #H37

### Hospitality – Sheraton Hong Kong Hotel & Towers

<b>Date/Time:</b>	January 14 <sup>th</sup> , 2009 Start: 12:30 PM End: 12:41 PM
<b>Setting and Scene:</b>	Concierge Sheraton Hong Kong Hotel & Towers Tsim Sha Tsui
<b>Participants:</b>	Chinese man, most likely born in the United States Concierge (Male)
<b>Ends:</b>	Asked about attractions and restaurants around Hong Kong Received a map with instructions and a few detailed suggestions
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: ( “Good afternoon, sir”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about nearby locations (“Yes, hi, I was wondering where I could find a good restaurant nearby”)</li><li>• S: Follow-up question (“Yes, sir...Any type of restaurant you’re looking for?”)</li><li>• C: Basic answer (“I was looking for some good local food in fact”)</li><li>• S: Explanation (“There’s a good Cantonese restaurant really close” Map is used for directions, “Right here”)</li><li>• C: Follow-up question (“Any more restaurants nearby?”)</li><li>• Staff asks coworker in Cantonese right next to him. Turns to map and points again</li><li>• C: Inquiry about other attractions in the Tsim Sha Tsui area</li><li>• S: Basic answer (points out two attractions that are popular)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Sounds great. Thank you”)</li><li>• S: (“Thank you.”)</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English used Cantonese accent English used with customer, Cantonese used with co-worker
<b>Norms:</b>	Took some time to answer questions, although no clarification was needed Answers were also slow and sometimes not satisfying to the customer although they answered the basic aspects of his questions

**Genre:**

Inquiry

Interaction #H38  
**Hospitality - Sheraton Hong Kong Hotel & Towers**

<b>Date/Time:</b>	January 14 <sup>th</sup> , 2009 Start: 12:51 PM End: 1:05 PM
<b>Setting and Scene:</b>	Concierge Sheraton Hong Kong Hotel & Towers Tsim Sha Tsui
<b>Participants:</b>	Man from the United States Concierge (Male)
<b>Ends:</b>	Directions to restaurant in Mody Road Instructions where to get a taxi and few directions
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (“Hi. I was wondering if you could help me?”)</li><li>• Staff: (“Of course”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about specific restaurant (“I’m looking for this restaurant in Mody Road, the Outback Steakhouse, and I need to get there today at 7 PM”)</li><li>• S: Acknowledgement: (“Ok”)</li><li>• C: Follow-up question (“Is it hard to get there?”)</li><li>• S: Incomplete answer (“You can take taxi from ground floor to get there.”)</li><li>• C: Follow-up question (“Is there any chance I could reserve a taxi for that time? It’s a corporate meeting and I need to be there on time”)</li><li>• S: Complete answer (“I’m sorry sir, but you can not. But do not worry, it’s just a few blocks down the road”)</li><li>• C: Follow-up question (“So I can walk there?”)</li><li>• S: Complete answer (“Yes, it’s about 15 minutes”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Sounds great, thanks”)</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English Cantonese accent English only
<b>Norms:</b>	Staff did not answer the question “is it easy to get there?” right away, but he did later on in the conversation.
<b>Genre:</b>	Inquiry

## South Pacific Hotel (Wan Chai)

### Interaction #H39 Hospitality – South Pacific Hotel

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 2:00 PM End: 2:03 PM
<b>Setting and Scene:</b>	Lobby South Pacific Hotel Wan Chai
<b>Participants:</b>	Kevin Doorman (Male)
<b>Ends:</b>	Asked for time Staff quickly gave time
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting (nod for acknowledgement)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about busses (“Excuse me, what time is it?”)</li><li>• Staff: Basic answer (“It’s about 2:00 (shows watch) ”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thanks”)</li><li>• S: (“Welcome”)</li></ul>
<b>Instrumentalities:</b>	Semi-formal Proficient English Strong Cantonese accent English only
<b>Norms:</b>	Slight pause before giving time Used “Welcome” instead of “You’re welcome”
<b>Genre:</b>	Inquiry

Interaction #H40  
**Hospitality – South Pacific Hotel**

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 2:10 PM End: 2:17 PM
<b>Setting and Scene:</b>	Concierge South Pacific Hotel Wan Chai
<b>Participants:</b>	James Concierge (Female)
<b>Ends:</b>	Asked for restaurants recommendation The locations and directions are given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (“Hi”)</li><li>• Staff: (“Hello”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about restaurants (“Just wondering if there are any good restaurants nearby?”)</li><li>• S: Follow up question (“Do you like Chinese food or Western food”)</li><li>• C: Basic answer (“Chinese food”)</li><li>• S: Follow up question (“Have you try this one? (Pointed at a restaurant behind) ”)</li><li>• C: Basic answer (“No”)</li><li>• S: Explanation (“You can try. It’s a Shanghai style”)</li><li>• C: Follow up question (“Do you have a map?”)</li><li>• S: Basic answer (“Just a while (Hands a map)”)</li><li>• C: Follow up question (“Can you show me some other restaurants?”)</li><li>• S: Basic answer (“Yes (Handed a card of a restaurant)”)</li><li>• C: Follow up question (“Can you show me the location on the map?”)</li><li>• S: Basic answer (had to check with other employee first in Cantonese “Here is the restaurant.”)</li><li>• C: Follow up question (“By the way, are there any pharmacies nearby”)</li><li>• S: Complete answer (“Yes, it’s in that direction (Pointed)”)</li><li>• C: Follow up question (“Can you tell me the name of the pharmacy?”)</li><li>• S: Basic answer (“It’s also called South Pacific”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thank you”)</li><li>• S: (“You’re welcome. Have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Formal



Proficient English  
Strong Cantonese accent  
English and Cantonese

**Norms:**

Used Cantonese when communicating with other staff.  
Used “just a while instead” of “just a moment”  
Some grammatical errors

**Genre:**

Inquiry

Interaction #H41  
**Hospitality – South Pacific Hotel**

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 2:18 PM End: 2:20 PM
<b>Setting and Scene:</b>	Front Desk South Pacific Hotel Wan Chai
<b>Participants:</b>	James Front Desk Staff (Male)
<b>Ends:</b>	Asked for room rate Information given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“May I help you?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about rooms (“Just wondering, how much does it cost per night?”)</li><li>• S: Basic answer (“\$660HK”)</li><li>• C: Follow up question (“Standard room?”)</li><li>• S: Basic answer (“Yes”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thank you”)</li><li>• S: (“You’re welcome”)</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English Slight Cantonese accent English only
<b>Norms:</b>	No hesitation No grammatical errors Basic response no elaboration
<b>Genre:</b>	Inquiry

Interaction #H42  
**Hospitality – South Pacific Hotel**

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 2:25 PM End: 2:26 PM
<b>Setting and Scene:</b>	Lobby South Pacific Hotel Wan Chai
<b>Participants:</b>	James Direction Assistant (Male)
<b>Ends:</b>	Asked for bathroom Directions were given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting (Eye contact)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about bathroom (“Hi, do you know where the bathroom is?”)</li><li>• Staff: Clarifying question (“Huh?”)</li><li>• C: Basic answer (“Bathroom”)</li><li>• S: Basic answer (“Oh it’s at the first floor. (Pointed at the stairs)”)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	Formal Weak English used Strong Cantonese accent English only
<b>Norms:</b>	Did not understand the question initially, but answered after clarification
<b>Genre:</b>	Inquiry

## Stanford Hotel (Mong Kok)

### Interaction #H43 Hospitality - Stanford Hotel

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 2:10 PM End: 2:15 PM
<b>Setting and Scene:</b>	Front Desk Stanford Hotel Mong Kok
<b>Participants:</b>	French woman Front Desk Staff (Male, Asian descent)
<b>Ends:</b>	Checking out Check-out successful
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• N/A</li></ul> Main Body <ul style="list-style-type: none"><li>• Staff: Request for signature (“Please sign here”)</li><li>• Customer: Inquiry about bill (“But this is much more. I was told another final bill”)</li><li>• S: Explanation (“One moment” check computer, “Excuse me Madam, our system shows that it wasn’t fully paid”)</li><li>• C: Explanation (“I paid it all”)</li><li>• S: Nonverbal response (Staff talks with co-worker in Cantonese)</li><li>• C: Explanation (“Here...here is the paper... see another rate”)</li><li>• Customer shows the staff the paper with the rate</li><li>• S: Request to wait (“One moment”)</li><li>• Staff talks with co-worker in Cantonese again</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Ok. So sorry ma’am”)</li><li>• C: (“Ok. Thank you”)</li></ul>
<b>Instrumentalities:</b>	Formal Weak English used Strong Cantonese accent English with customer; staff used Cantonese with co-worker to clarify problems
<b>Norms:</b>	Difficulty progressing throughout interactions Both participants were ESL; this made the interaction a lot more difficult and harder for the problems to be solved
<b>Genre:</b>	Check out

Interaction #H44  
**Hospitality - Stanford Hotel**

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 2:20 PM End: 2:23 PM
<b>Setting and Scene:</b>	Concierge Stanford Hotel Mong Kok
<b>Participants:</b>	James Concierge (Male)
<b>Ends:</b>	Asked about the clients Information was given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (“Hello”)</li><li>• Staff: (“Hello”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about information (“Just wondering, where are your customers mainly from?”)</li><li>• S: Explanation (“Depend on different seasons”)</li><li>• C: Follow up question (“How about peak seasons?”)</li><li>• S: Basic answer (“China, Australia, Europe”)</li><li>• C: Follow up question (“How many languages do you speak”)</li><li>• S: Basic answer (“Three”)</li><li>• C: Follow up question (“Which three languages?”)</li><li>• S: Basic answer (“Cantonese, Mandarin and English”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Thank you very much for your information”)</li><li>• S: (“You are welcome”)</li></ul>
<b>Instrumentalities:</b>	Formal Weak English used Strong Cantonese accent English only
<b>Norms:</b>	Took a while to answer questions Grammatical errors Poor pronunciation Very choppy sentences
<b>Genre:</b>	Inquiry

## Royal Plaza Hotel (Mongkok)

### Interaction #H45 Hospitality – Royal Plaza Hotel

<b>Date/Time:</b>	January 15 <sup>th</sup> , 2009 Start: 11:00 AM End: 11:01 AM
<b>Setting and Scene:</b>	Front Desk Royal Plaza Hotel Mong Kok
<b>Participants:</b>	James Front Desk Staff (Male)
<b>Ends:</b>	Asked about the time Did not understand the questions and then answered in Mandarin
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting (Eye contact)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: (“What time is it?”)</li><li>• Staff: Nonverbal response (Does not understand and redirects customer to the front desk in Mandarin)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	No English Mandarin only
<b>Norms:</b>	Directed to another person who also did not speak English
<b>Genre:</b>	Inquiry

Interaction #H46  
**Hospitality – Royal Plaza Hotel**

**Date/Time:** January 15<sup>th</sup>, 2009  
Start: 10:50 AM  
Start 10:51 AM

**Setting and Scene:** Lobby  
Royal Plaza Hotel  
Mong Kok

**Participants:** James  
Direction Assistant (Male)

**Ends:** Asked about the clients  
Did not understand the questions and then answered in Mandarin

**Act Sequence:** Greeting  
    • No verbal greeting (Eye contact)  
Main Body  
    • Customer: Inquiry about clients  
    • Staff: Speaks in Mandarin  
Farewell  
    • No verbal farewell

**Instrumentalities:** No English used, Mandarin only

**Norms:** N/A  
Did not understand the question asked

**Genre:** Inquiry

Interaction #H47  
**Hospitality – Royal Plaza Hotel**

**Date/Time:** January 15<sup>th</sup>, 2009  
Start: 10:55 AM  
End: 10:56 AM

**Setting and Scene:** Concierge  
Royal Plaza Hotel  
Mong Kok

**Participants:** James  
Concierge (Male)

**Ends:** Asked about the clients  
Did not understand the questions and then answered in Mandarin

**Act Sequence:** Greeting  
    • No verbal greeting (Eye contact)  
Main Body  
    • Customer: Inquiry about clients  
    • Concierge: Answered in Mandarin  
Farewell  
    • No verbal farewell

**Instrumentalities:** Semi-formal  
No English used, Mandarin only

**Norms:** Did not understand the question

**Genre:** Inquiry



## Wesley Hong Kong Hotel (Wan Chai)

Interaction #H48

### Hospitality – Wesley Hong Kong Hotel

<b>Date/Time:</b>	January 21 <sup>st</sup> , 2009 Start: 4:30 PM End: 4:35 PM
<b>Setting and Scene:</b>	Front Desk Wesley Hong Kong Hotel Wan Chai
<b>Participants:</b>	James Front Desk Staff (Male)
<b>Ends:</b>	Asked for good restaurants nearby Gave a map with a description of restaurants
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Good afternoon”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about restaurant (“Would you please show me some good restaurants nearby?”)</li><li>• S: Follow up question (“What kind of food would you like?”)</li><li>• C: Basic answer (“Chinese food”)</li><li>• S: Complete answer (A Chinese restaurant is suggested and the location is shown on the map)</li><li>• C: Follow up question (Asking the price range of the restaurant)</li><li>• S: Basic answer (Price range was given)</li><li>• C: Follow up question (“Are there any cheap restaurants nearby?”)</li><li>• S: Complete answer (A local restaurant is suggested and the location is shown on the map)</li><li>• C: Follow up question (“Where are your customers from?”)</li><li>• S: Basic answer (“China and Europe”)</li><li>• C: Follow up question (“How many languages do you speak?”)</li><li>• S: Basic answer (“Cantonese, Mandarin and English”)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English Slight Cantonese accent English only

**Norms:** Slight pause before speaking English  
Used filler words like “uh”  
Speaks Mandarin, Cantonese, English

**Genre:** Inquiry

# Electronic Shops

---

## Bank Center Mall Electronics (Mong Kok)

Interaction #S1

### Shopping – Electronics – Bank Center Mall

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 1:05 PM End: 1:08 PM
<b>Setting and Scene:</b>	Bank Center Mall Electronics Mong Kok
<b>Participants:</b>	Francisco, James Sales (Male)
<b>Ends:</b>	Shopped for a digital camera Bad service, left store
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer waited for 3 minutes, by watch, and then left</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	N/A N/A N/A No English used
<b>Norms:</b>	Sales assistant avoids English speakers Bad service, doesn't seem to care about customers
<b>Genre:</b>	Sales Inquiry

## Broadway (Causeway Bay)

### Interaction #S2 Shopping – Electronics – Broadway

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 3:00 PM End: 3:05 PM
<b>Setting and Scene:</b>	Broadway Times Square Causeway Bay
<b>Participants:</b>	Kevin, James Sales (Male)
<b>Ends:</b>	Asked for a laptop cooler Understood the question but did not have product
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about a product (“Do you have a laptop cooler?”)</li><li>• S: Non verbal response (hand signal to wait)</li><li>• Staff speaks in Cantonese to coworker</li><li>• S: Basic answer (“No, sorry we don’t”)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	Semi-Formal Proficient English Slight Cantonese accent English and Cantonese
<b>Norms:</b>	No grammatical errors No pause in between questions
<b>Genre:</b>	Sales Inquiry

## B-Tech Systems Ltd. (Wan Chai)

Interaction #S3

### Shopping – Electronic Stores – B-Tech Systems Ltd.

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 11:18 AM End: 11:23 AM
<b>Setting and Scene:</b>	B-Tech Systems Ltd. Wan Chai Computer Center Wan Chai
<b>Participants:</b>	Portuguese man Sales (Male)
<b>Ends:</b>	Was buying camera memory card Successful purchase
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry (“This one, 4 Giga, Extreme 3, one please”)</li><li>• Staff: Clarifying question (“4 Giga?”)</li><li>• C: Basic answer (“4 Giga”)</li><li>• S: Follow-up question (“Ok. Any one else?”)</li><li>• C: Basic answer (“No thanks”)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Bye bye”)</li></ul>
<b>Instrumentalities:</b>	Semi-formal Weak English used Asian accent English only
<b>Norms:</b>	Very limited vocabulary Body language is critical when both participants speak English as their second language Since both participants are ESL, explanations were avoided as much as possible to keep the interaction simple and successful for both
<b>Genre:</b>	Sales Inquiry

## Chung Yuen Electronics (Mong Kok)

Interaction #S4

### Shopping – Electronics – Chung Yuen

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 12:45 PM End: 12:50 PM
<b>Setting and Scene:</b>	Chung Yuen Electronics Mong Kok
<b>Participants:</b>	Francisco, James Sales (Male)
<b>Ends:</b>	Shopped for a digital camera Bad service, left store
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer attempts to speak with assistant</li><li>• Staff is not busy and ignoring customer</li><li>• Customer leave</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	N/A N/A N/A No English used
<b>Norms:</b>	Sales assistant avoids English speakers Staff is very rude
<b>Genre:</b>	Sales Inquiry

Interaction #S5  
**Shopping – Electronics – Chung Yuen**

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 1:20 PM End: 1:26 PM
<b>Setting and Scene:</b>	Chung Yuen Electronics Mong Kok
<b>Participants:</b>	Francisco, James Sales (Male)
<b>Ends:</b>	Shopping for a digital camera Bad service, left store
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about digital cameras (The difference between two camera sensors)</li><li>• Staff: Basic answer (“No difference”)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	N/A Very weak English Strong Cantonese accent English only
<b>Norms:</b>	Somewhat friendly Short, concise answers Doesn’t seem to care about sale
<b>Genre:</b>	Sales Inquiry

## Chung Yuen Electronics (Causeway Bay)

Interaction #S6

### Shopping – Electronics – Chung Yuen

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 3:45 PM End: 3:50 PM
<b>Setting and Scene:</b>	Chung Yuen Times Square Causeway Bay
<b>Participants:</b>	Kevin, James 2 Sales (Male)
<b>Ends:</b>	Asked for a laptop cooler Understood the question but did not have product
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about a product (“Do you sell laptop coolers?”)</li><li>• Staff: Clarification question (“LG?”)</li><li>• C: Clarification (“Laptop cooler”)</li><li>• S1: Clarification question (“Laptop?”)</li><li>• C: Clarification (“Cooler”)</li><li>• Staff speaks Cantonese to co-worker</li><li>• S1: Inquiry about product (“Which model?”)</li><li>• C: Clarification question (“What?”)</li><li>• Staff speaks Cantonese to co-worker again</li><li>• S2: Clarification question (“Do you mean a stand?”)</li><li>• C: Basic answer (“Yes”)</li><li>• C: Inquiry about product model (“Is this the only model?”)</li><li>• S2: Complete answer (“Yes, we sell mostly computers not accessories. You can go to Wan Chai computer center or a smaller store”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Okay thanks”)</li></ul>
<b>Instrumentalities:</b>	Semi-Formal Very weak English (S1) Proficient English (S2) Slight Cantonese accent English and Cantonese



**Norms:** Misunderstood the questions asked  
Needed clarification twice

**Genre:** Sales Inquiry

## Comdex Computer (Wan Chai)

Interaction #S7

### Shopping – Electronics – Comdex Computer

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 11:19 AM End: 11:25 AM
<b>Setting and Scene:</b>	Comdex Computer Wan Chai Computer Center Wan Chai
<b>Participants:</b>	Lindy 2 Sales (Male)
<b>Ends:</b>	Looked around for electronic products Purchased a wireless mouse
<b>Act Sequence:</b>	Greetings <ul style="list-style-type: none"><li>• Sales Assistant 1 (“Hello, can I help you”)</li><li>• Customer (“Thank you, but I’m just looking”)</li><li>• <i>About 2 minutes later</i> Sales Assistant 2 (“Hello, can I help you?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about recommendation (“Which wireless mouse do you recommend?”)</li><li>• SA2: Complete answer (“This one (indicates), or this one (indicates) is cheaper. Logitech.”)</li><li>• C: Follow-up question about color (“Does it come in other colors?”)</li><li>• SA 1: Basic Answer (“Uh...let me check. Yes, it comes in silver color.” Shows silver colored mouse)</li><li>• C: Explanation (“Ok, I’ll take the silver one.”)</li><li>• SA 2: Explanation (“For \$185”)</li><li>• C: Nonverbal response (gives cash)</li><li>• SA 2: Inquiry about packaging (“Do you need a bag?”)</li><li>• C: Basic Answer (“No that’s alright”)</li></ul> Farewell <ul style="list-style-type: none"><li>• SA 2 (“Thank you”)</li><li>• C: (“Thank you”)</li><li>• SA 2: Explanation (“You can return it for seven days if there is any problem”)</li></ul>
<b>Instrumentalities:</b>	Semi formal Excellent English Light Cantonese accent English only

**Norms:** Friendly, but not overbearing, helpful answers  
Understood questions  
Offered information

**Genre:** Sales Inquiry

Interaction #S8  
**Shopping – Electronic Stores – Comdex Computer**

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 10:54 AM End: 10:59 AM
<b>Setting and Scene:</b>	Comdex Computer Wan Chai Computer Center Wan Chai
<b>Participants:</b>	Western man, Chinese woman Sales (Male)
<b>Ends:</b>	Bought computer component Successful purchase
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• N/A</li></ul> Main Body <ul style="list-style-type: none"><li>• Explanations would be given between salesman and woman in Chinese, and every once in a while, the woman would explain certain things to the man.</li><li>• The Western man only nodded and said “OK”</li><li>• The only other line from the Western man was “I’ll take that one...no no, not that one, that one, right”</li></ul> Farewell <ul style="list-style-type: none"><li>• Western man used Cantonese</li></ul>
<b>Instrumentalities:</b>	N/A N/A N/A No English used
<b>Norms:</b>	The role of the translator is crucial in making the purchase take place
<b>Genre:</b>	Sales Inquiry

## Foresoon Engineering Co. Ltd (Wan Chai)

Interaction #S9

### Shopping – Electronics – Foresoon Engineering Co. Ltd

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 11:05 AM End: 11:08 AM
<b>Setting and Scene:</b>	Foresoon Engineering Co. Ltd Wan Chai Computer Center Wan Chai
<b>Participants:</b>	Lindy 2 Sales (Male)
<b>Ends:</b>	Looked for a storage drive Purchased a USB drive
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: (“Excuse me”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about item (indicated item and asked to see it)</li><li>• Sales Assistant 1: Spoke to other sales assistant in Cantonese</li><li>• SA 1: Explanation (“It only in black” the display was red)</li><li>• C: Follow-up question about price (“It’s \$98?”)</li><li>• SA 1: Basic Answer (“Yes” gives the item to SA 2)</li><li>• SA 2: Cantonese (gives price)</li><li>• C: Nonverbal response (gives cash)</li><li>• SA 2: Inquiry about packaging (“Do you need a bag?”)</li><li>• C: Basic Answer (“Yes please”)</li></ul> Farewell <ul style="list-style-type: none"><li>• SA 2 (“Thank you”)</li></ul>
<b>Instrumentalities:</b>	Semi-Formal Weak English Strong Cantonese accent English and Cantonese used
<b>Norms:</b>	Had to ask for attention even though 2 sales assistants were not busy Short answers Don’t seem to care about the sale
<b>Genre:</b>	Sales Inquiry

Interaction #S10  
**Shopping – Electronic Stores – Foresoon Engineering Co. Ltd.**

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 11:01 AM End: 11:15 AM
<b>Setting and Scene:</b>	Foresoon Engineering Co. Ltd. Wan Chai Computer Center Wan Chai
<b>Participants:</b>	Western man Sales (Male)
<b>Ends:</b>	Was buying a wireless router No purchase
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Hello”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about routers (“Hi, I’m looking for a router”)</li><li>• S: Explanation (“This way”)</li><li>• S: Follow-up question (“Wireless?”)</li><li>• C: Basic answer (“Yes”)</li><li>• C: Inquiry about brand (“Is this brand any good?”)</li><li>• S: Indirect answer (“Yes, it’s made in Taiwan”)</li><li>• C: Acknowledgement (“Ok.”)</li><li>• C: Inquiry about other brand (“And where is this brand made?”)</li><li>• S: Basic answer (“In Germany”)</li><li>• C: Follow-up question (“So I guess this company is very big?”)</li><li>• S: Basic answer (“Popular, yes sir”)</li><li>• C: Inquiry about router (“So how many USB drives in this one?”)</li><li>• S: Basic answer (“4 USB drives”)</li><li>• C: Inquiry about terminology (“What is WPA mean?”)</li><li>• S: Unrelated answer (“It has a button”)</li><li>• C: Repeat question (“What? What does WPA mean?”)</li><li>• S: Basic answer (“For protected access”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Ok thanks”)</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English used Asian accent English only

**Norms:**

A little bit lost when answering certain questions  
Not sure what the customer was looking every once in a while  
Repetition or clarification needed even the question is simple

**Genre:**

Sales Inquiry

## Fortress (Causeway Bay)

### Interaction #S11 Shopping – Electronics – Fortress

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 3:15 PM End: 3:20 PM
<b>Setting and Scene:</b>	Fortress Times Square Causeway Bay
<b>Participants:</b>	Kevin, James Sales (Female)
<b>Ends:</b>	Asked for a laptop cooler Understood the question but did not have product
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting (Eye contact)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about a product (“Do you have laptop coolers?”)</li><li>• S: Basic answer and request to wait (“No...wait one second”)</li><li>• Staff speaks in Cantonese to coworker</li><li>• S: Basic answer (“No”)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	Semi-Formal Weak English Slight Cantonese accent English and Cantonese
<b>Norms:</b>	No grammatical errors No pause in between questions Simple answers
<b>Genre:</b>	Sales Inquiry



# Optical Shops

---

## Eyedontist (Causeway Bay)

Interaction #S12

### Shopping – Optical Stores – Eyedontist

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 3:30 PM End: 3:35 PM
<b>Setting and Scene:</b>	Eyedontist Times Square Causeway Bay
<b>Participants:</b>	Kevin, James Sales (Female)
<b>Ends:</b>	Asked for men's sunglasses Saleswoman offered selection of glasses
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer: ("Hi")</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about glasses ("Do you sell sunglasses for men?")</li><li>• Staff: Follow up question ("Yes, which brand?")</li><li>• C: Follow up question ("Which brands do you have?")</li><li>• S: Basic answer ("Armani, Coach, Gucci...")</li><li>• C: Unrelated answer ("We have to ask our friend first. Thanks")</li></ul> Farewell <ul style="list-style-type: none"><li>• S: ("Okay")</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English Slight Cantonese accent English only
<b>Norms:</b>	Good fluidity, correct grammar
<b>Genre:</b>	Sales Inquiry

## Leo Optic (Central)

Interaction #S13

### Shopping – Optical Stores – Leo Optic

<b>Date/Time:</b>	January 15 <sup>th</sup> , 2009 Start: 12:30 PM End: 12:45 PM
<b>Setting and Scene:</b>	Leo Optic IFC mall Central
<b>Participants:</b>	Kevin, James Sales (Male)
<b>Ends:</b>	Was buying glasses Clear options of glasses were given
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“How can I help you?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about different kinds of sunglasses</li><li>• S: Complete answer (Offered many models of glasses)</li><li>• C: Inquiry about different kinds of glasses</li><li>• S: Complete answer (Offered many models of glasses)</li><li>• C: Inquiry about kind of clients</li><li>• S: Unrelated answer (Explained that Central was a financial district)</li><li>• C: Inquiry about languages spoken</li><li>• S: Complete answer (The staff spoke English and Cantonese and then explained that even locals around this area speak English)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Thank you have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Semi-Formal Excellent English No accent English only
<b>Norms:</b>	Polite and courteous trying to please a consumer Deals with many locals and European consumers In financial district and so common language in central is English
<b>Genre:</b>	Sales Inquiry

## Victoria Optical (Tsim Sha Tsui)

Interaction #S14

### Shopping – Optical Stores – Victoria Optical

<b>Date/Time:</b>	January 8 <sup>th</sup> , 2009 Start: 5:35 PM End: 5:45 PM
<b>Setting and Scene:</b>	Victoria Optical The Peninsula Arcade Tsim Sha Tsui
<b>Participants:</b>	3 Koreans (C1: Husband, C2: Wife, C3: Mother of husband) Sales (Male)
<b>Ends:</b>	Looking for a new pair of glasses, frames To be picked up at a later time
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Hi, can I help you with anything?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer1: Inquiry about glasses (“We’re looking for some glasses”)</li><li>• S: Inquiry about glasses (Asking customers which glasses they’d like to see)</li><li>• Customer2 tries some glasses on and makes comments in Korean to Customer1</li><li>• S: Explanation (explains the different materials of the frames and the different advantages and disadvantages)</li><li>• C1: Explanation to C2 (translates what the Staff just said)</li><li>• S: Explanation (explains further the prices and the details needed for a purchase)</li><li>• S: Explanation (explains the advantage of the two final picks)</li><li>• C1: Explanation to C2 (the Staff convinces C1 that one of the glasses is better than the other, C1 translates to C2 who accepts the explanation and chooses those glasses)</li><li>• S: Inquiry about payment (how will the customers pay)</li><li>• C1: Basic answer (“By cash”)</li><li>• S: Explanation (how long it’ll take for the glasses to be ready)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“Alright. Thank you”)</li><li>• S: (“Thank you. Have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English No accent

English only

**Norms:**

Husband spoke English to sales assistant and translated to wife in Korean  
Difficulty making business with them due to language barrier  
In order for wife to be convinced to buy (target customer), husband must be convinced by sales person (translator)  
Slow and steady progress

**Genre:**

Sales Inquiry

Interaction #S15  
**Shopping – Optical Stores – Victoria Optical**

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 3:35 PM End: 3:40 PM
<b>Setting and Scene:</b>	Victoria Optical The Peninsula Arcade Tsim Sha Tsui
<b>Participants:</b>	Western couple (Customer = wife) Sales (Male)
<b>Ends:</b>	Picking up glasses Successful order and purchase
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Hello, good to see you again”)</li><li>• Customer: (“Hello there”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Staff immediately proceeds to take out box with glasses</li><li>• C: Explanation (“Wow, these look great”)</li><li>• S: Inquiry about glasses (“Would you like to try them on ma’am?”)</li><li>• C: Basic answer (“Yes, please”)</li><li>• Customer is very happy with the result</li><li>• C: Inquiry about glasses (“Could you show me how to close them?”)</li><li>• S: Basic answer (“Certainly”)</li><li>• Staff demonstrates how to close the glasses, due to the complex system, they fold in half.</li><li>• C: Explanation (“This is great, thank you so much”)</li><li>• Customer gets up and tries to push chair in</li><li>• S: Explanation (“No, no, please allow me”)</li><li>• Staff push chairs in</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Hope you enjoy your glasses. Bye Bye”)</li></ul>
<b>Instrumentalities:</b>	Semi-formal Excellent English No accent English only
<b>Norms:</b>	Customer is recognized right away No need for receipt or name Extremely friendly and comfortable Making lots of jokes

Incredible service with a warm aspect  
Customers are not allowed to clean after themselves, even pushing in chair  
Always thanking customer for coming to this shop

**Genre:** Sales Inquiry

Interaction #S16  
**Shopping – Optical Stores – Victoria Optical**

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 4:10 PM End: 4:14 PM
<b>Setting and Scene:</b>	Victoria Optical The Peninsula Arcade Tsim Sha Tsui
<b>Participants:</b>	Two Chinese Women (High-class) Sales (Female)
<b>Ends:</b>	Looking for new frames Quick purchase
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: “Hello”</li><li>• Customers reply in Chinese</li></ul> Main Body <ul style="list-style-type: none"><li>• Staff and Customers speak in Chinese.</li><li>• After only 5 minutes, one of the customers is satisfied and hands \$1000 bill to male Staff. Change is given and glasses are packaged.</li><li>• Women continue to look around.</li></ul> Farewell <ul style="list-style-type: none"><li>• In Chinese</li></ul>
<b>Instrumentalities:</b>	No English used Mandarin only
<b>Norms:</b>	When Chinese people come in, they want someone right there, right away helping They want to make sure they are being serviced They want everybody helping them, paying attention to them, which is opposite of western. Incredible service
<b>Genre:</b>	Sales Inquiry

Interaction #S17  
**Shopping – Optical Stores – Victoria Optical**

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 4:50 PM End: 4:55 PM
<b>Setting and Scene:</b>	Victoria Optical The Peninsula Arcade Tsim Sha Tsui
<b>Participants:</b>	Two Western Men Sales (Male)
<b>Ends:</b>	Picking up frames Successful order
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: “Good afternoon”</li><li>• Customer: “Hello”</li></ul> Main Body <ul style="list-style-type: none"><li>• Staff receives receipt from customer and takes out box</li><li>• S: Explanation (“Here you go, sir”)</li><li>• Customer hands over credit card</li><li>• Staff charges credit card</li><li>• S: Inquiry about service (“Anything else I can help you with, sir?”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“No, thank you”)</li><li>• S: (“Have a nice day sir”)</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English No accent English only
<b>Norms:</b>	Good short explanations About frame material and composition
<b>Genre:</b>	Sales Inquiry



Interaction #S18  
**Shopping – Optical Stores – Victoria Optical**

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 3:35 PM End: 3:41 PM
<b>Setting and Scene:</b>	Victoria Optical Tsim Sha Tsui
<b>Participants:</b>	Western man Sales Assistant (Female)
<b>Ends:</b>	Needs frame to be fixed Fixed successfully and free of charge
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: (“Hi, how can I help you today sir?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about service (Asking if Staff could fix his glasses. The glasses are not straight and the nose pieces are too loose)</li><li>• Staff looks at glasses and hands over to a co-worker that will fix them inside a room.</li><li>• Staff makes small talk with Customer</li><li>• Co-worker comes out and gives them to Staff</li><li>• S: Inquiry about glasses (“Could you try them out, sir?”)</li><li>• Customer receives glasses and tries them on</li></ul> Farewell <ul style="list-style-type: none"><li>• C: (“A lot better, thanks”)</li><li>• S: (“Thank you. Have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Semi-ormal Excellent English No accent English only
<b>Norms:</b>	Staff spoke in Cantonese to co-worker for assistance with fixing the glasses Small talk while glasses are being fixed by other staff Only one staff is allowed to assist customer at a time <ul style="list-style-type: none"><li>• Avoids cluster and pressure</li><li>• Western customers are more likely to feel comfortable this way</li></ul> Always thanking customer for coming to this shop, even with free service
<b>Genre:</b>	Sales Inquiry

# Museums

---

## Dr. Sun Yet-Sen Museum (Mid-levels)

Interaction #M1  
Dr. Sun Yat-Sen Museum, Jan/16/2009

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 11:00 AM End: 11:03
<b>Setting and Scene:</b>	Front Desk Dr. Sun Yat-Sen Museum Hong Kong Island
<b>Participants:</b>	Lindy Front desk
<b>Ends:</b>	Checked ticket to enter museum Ticket is okay, gave brochures
<b>Act Sequence:</b>	Greeted <ul style="list-style-type: none"><li>• Both greeted</li></ul> Main Body <ul style="list-style-type: none"><li>• Staff: Inquiry about ticket (Asked for customer to present ticket)</li><li>• Customer: Basic response (customer had six month pass)</li><li>• Staff scanned pass and gave brochure</li></ul> Farewell <ul style="list-style-type: none"><li>• Customer thanked staff</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English No accent English only
<b>Norms:</b>	Greeted in English and gave English brochures No difficulty communicating
<b>Genre:</b>	Museum services

Interaction #M2  
Dr. Sun Yat-Sen Museum, Jan/16/2009

<b>Date/Time:</b>	January 16 <sup>th</sup> , 2009 Start: 1:00 PM End: 1:03 PM
<b>Setting and Scene:</b>	Gift Store Dr. Sun Yat-Sen Museum Hong Kong Island
<b>Participants:</b>	Lindy Gift store cashier
<b>Ends:</b>	Inquired about the museum's hours Hours given, after misunderstanding of question
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Customer: Inquiry about museum hours ("What time does the museum open?")</li><li>• Staff: Unrelated answer ("December 15, 2006")</li><li>• C: Clarifying question (asked for museum hours)</li><li>• S: Basic answer(gave hours)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	Formal Weak English Slight Cantonese accent English only
<b>Norms:</b>	Greeted in English A little trouble with pronunciation (December = Da- <b>sam</b> -ber, excuse me = escuze me)
<b>Genre:</b>	Museum services

## Hong Kong Museum of History (Hung Hom)

Interaction #M3

Hong Kong Museum of History, Jan/17/2009

<b>Date/Time:</b>	January 17 <sup>th</sup> , 2009 Start: 1:45 PM End: 1:51
<b>Setting and Scene:</b>	Front entrance Hong Kong Museum of History Hung Hom
<b>Participants:</b>	Lindy Ticket counter worker
<b>Ends:</b>	Checking ticket to enter museum Ticket is okay, gives brochures
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Staff: Inquiry about ticket (asked if customer had a ticket),</li><li>• Customer: Basic response (“Yes” gave pass)</li><li>• S: Inquiry about where customer lived, and length of trip</li><li>• C: Complete response (Told staff about length of trip, purpose of trip, and identified home country)</li><li>• Staff gave the customer brochures</li><li>• C: Inquiry about guided tour (“Where does the English guided tour start?”)</li><li>• S: Non verbal response, incomplete answer, follow-up question (Shook her head. The tour did not start for 40 minutes. Which gallery did the customer want to see in the mean time?)</li><li>• C: Basic answer (identified gallery)</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English Cantonese accent English only
<b>Norms:</b>	Greeted in English Was comfortable speaking in English

She seemed to understand that she was not answering the customer's question, at the end of the interaction, but before the customer could ask again a large group approached, she was distracted by them, and the customer entered the museum.

**Genre:** Museum services

Interaction #M4  
Hong Kong Museum of History, Jan/17/2009

<b>Date/Time:</b>	January 17 <sup>th</sup> , 2009 Start: 2:00 PM End: 2:12
<b>Setting and Scene:</b>	Museum movie viewing area Hong Kong Museum of History Hung Hom
<b>Participants:</b>	Lindy, small group (5-7) some Asian, some non-Asian Exhibit worker
<b>Ends:</b>	Told group of people waiting what language the video was going to play in (looped between Cantonese, English and Mandarin) and let them enter the theatre
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Staff: Explanation (told the visitors that the video played in English, Cantonese and Putonghua, and that it would be in English this time)</li></ul> Farewell <ul style="list-style-type: none"><li>• S: (“Thank you” very loud)</li></ul>
<b>Instrumentalities:</b>	Formal Weak English used Cantonese accent English only
<b>Norms:</b>	Greeted in English As soon as video was over she said ‘thank you’ loudly and directed everyone to the door, which was not very polite
<b>Genre:</b>	Museum services

Interaction #M5  
Hong Kong Museum of History, Jan/17/2009

<b>Date/Time:</b>	January 17 <sup>th</sup> , 2009 Start: 2:15 PM End: 2:17 PM
<b>Setting and Scene:</b>	Tour starting point Hong Kong Museum of History Hung Hom
<b>Participants:</b>	Lindy Tour guide
<b>Ends:</b>	Determined if customer wanted to go on the English guided tour, gave information about the tour
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff: ("Excuse me?")</li></ul> Main Body <ul style="list-style-type: none"><li>• S: Inquiry about tour participation ("Are you waiting for the English tour?")</li><li>• Customer: Basic response ("Yes")</li><li>• S: Explanation ("I am not the docent for the English tour, but he will be here in a...few minutes")</li><li>• C: Follow up question ("The tour will be leaving from here though?")</li><li>• S: Basic answer ("Ah...Yes")</li></ul> Farewell <ul style="list-style-type: none"><li>• No verbal farewell</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English Cantonese accent English only
<b>Norms:</b>	Had essentially the same interaction with 2 other (Non-native) English-speakers who were waiting Took some effort to understand due to accent and intonation
<b>Genre:</b>	Museum services

Interaction #M6  
Hong Kong Museum of History, Jan/17/2009

- Date/Time:** January 17<sup>th</sup>, 2009  
Start: 2:30 PM  
End: approx. 4PM
- Setting and Scene:** Hong Kong Museum of History  
Hung Hom
- Participants:** Tour guide  
5 English Speakers  
    3 native English speakers from the United States(Lindy and an older couple from Chicago)  
    1 Swedish non-native English speaker  
    1 Indian non-native English speaker
- Ends:** Taught about the History of Hong Kong in the Exhibit 'The Hong Kong Story'
- Act Sequence:** Greeting  
    • Staff: ("Hello, my name is [staff's name]. And I will be your tour guide.")  
Main Body  
    Generally three patterns of interactions  
    ○ Long explanations from tour guide  
    ○ Requests for participation  
        ▪ Customer: Respond to inquiry, sometimes discuss among themselves or ask follow-up questions  
        ▪ S: Explanation  
    ○ Tour members' questions  
        ▪ C: Inquiry for information  
        ▪ P (sometimes): Request for clarification  
        ▪ C (sometimes): Clarifying question(s)  
        ▪ S: Complete response  
        ▪ C (sometimes): Follow-up questions  
        ▪ P (sometimes): Complete response  
Farewell  
    • S: ("Thank you")
- Instrumentalities:** Semi Formal  
Proficient English  
Strong Cantonese accent  
English only
- Norms:** Greeted in English  
Mixed up 'good' and 'well' several times  
Numbers took him a few seconds to say, seemed like he had to translate before saying them



He could answer all questions, (he both knew enough English and had enough information) but sometimes did not understand questions the first time, tour groups members sometimes had to repeat or rephrase  
For example: he did not understand “Were Chinese pharmacists educated?” but did understand “Were Chinese pharmacists trained?”  
Talked amiably with tour members

**Genre:** Museum services

## Hong Kong Museum of Science (Hung Hom)

Interaction #M7

Hong Kong Museum of Science, Jan/19/2009

<b>Date/Time:</b>	January 19 <sup>th</sup> , 2009 Start: 11:00 AM End: 11:02 AM
<b>Setting and Scene:</b>	Hong Kong Museum of Science Hung Hom
<b>Participants:</b>	Lindy Woman at ticket counter
<b>Ends:</b>	Checked pass
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Staff greets customer</li><li>• Customer greet staff</li></ul> Main Body <ul style="list-style-type: none"><li>• C: non verbal response (offers pass)</li><li>• S: Explanation (took museum pass "I need to scan it")</li></ul> Farewell <ul style="list-style-type: none"><li>• S: ("Thank you")</li></ul>
<b>Instrumentalities:</b>	Semi-formal Weak English Cantonese accent English only
<b>Norms:</b>	Greeted in English Pointed to scanning device to help explain 'I need to scan it' Seemed unsure of English ability
<b>Genre:</b>	Museum services

Interaction #M8  
Hong Kong Museum of Science, Jan/19/2009

**Date/Time:** January 19<sup>th</sup>, 2009  
Start: 11:00 AM  
End: 11:01 AM

**Setting and Scene:** Hong Kong Museum of Science  
Hung Hom

**Participants:** Lindy  
Woman guard

**Ends:** Inquired about bathroom location

**Act Sequence:** Greeting  
• No verbal greeting  
Main Body  
• Customer: Inquiry about location (Asked about location of bathroom)  
• Staff: Non verbal response (Pointed at a sign)  
Farewell  
• No verbal farewell

**Instrumentalities:** Pointed at signs, didn't try to communicate verbally

**Norms:** No speech used, did identify correct direction

**Genre:** Museum services

## Hong Kong Museum of Space (Tsim Sha Tsui)

Interaction #M9

Hong Kong Museum of Space, Jan/10/2009

- Date/Time:** January 10<sup>th</sup>, 2009  
Start: 2:00 PM  
End: 2:04 PM
- Setting and Scene:** Hong Kong Museum of Space  
Tsim Sha Tsui
- Participants:** 4 Native English Speakers, Lindy and 3 Female college students  
2 Cashiers
- Ends:** Taking money and gave tickets
- Act Sequence:** Greeting
- No verbal greeting
- Main Body
- Customers gave the staff cash to pay for tickets
  - Staff gave change and tickets
- Farewell
- Staff: (“Thank you”)
- Instrumentalities:** Very weak English used  
Neither of the women seemed to speak enough English to say more than ‘thank you’ luckily the signs giving admission costs were easy to understand and easy to see
- Norms:** Staff barely speak any English
- Genre:** Museum services

Interaction #M10  
**Hong Kong Museum of Space, Jan/10/2009**

<b>Date/Time:</b>	January 10 <sup>th</sup> , 2009 Start: 2:00 PM End: 2:10 PM
<b>Setting and Scene:</b>	Hong Kong Museum of Space Tsim Sha Tsui
<b>Participants:</b>	4 Native English Speakers, Lindy and 3 Female college students Guard (Female, Asian descent)
<b>Ends:</b>	Directed customers to go outside to buy tickets, took tickets when customers returned
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• No verbal greeting</li></ul> Main Body <ul style="list-style-type: none"><li>• Staff: Non verbal communication used to point out signs that explained that the ticket booth was outside</li><li>• Customers went outside purchased tickets, returned, showed tickets, and entered the museum</li></ul> Farewell Greeting <ul style="list-style-type: none"><li>• S: (“Thank you”)</li></ul>
<b>Instrumentalities:</b>	Very weak English used
<b>Norms:</b>	She took out tickets and smiled at us as we entered
<b>Genre:</b>	Museum services

Interaction #M11  
Hong Kong Museum of Space, Jan/10/2009

**Date/Time:** January 10<sup>th</sup>, 2009  
Start: 3:30 PM  
End: 3:34 PM

**Setting and Scene:** Hong Kong Museum of Space  
Tsim Sha Tsui

**Participants:** Lindy  
Gift shop cashier (Female, Asian descent)

**Ends:** Purchased item

**Act Sequence:** Greeting  
• Staff: (“Hello”)  
Main Body  
• Customer: Nonverbal response (smiled, gave item)  
• S: Basic response (told cost)  
• Customer gave cash to staff, staff gave change and a receipt and put the item in a bag  
Farewell  
• S: (“Thank you”)

**Instrumentalities:** Very weak English  
  
English Only

**Norms:** Smiled, acted friendly

**Genre:** Museum services

## Hong Kong Museum of Art (Tsim Sha Tsui)

Interaction #M12

Hong Kong Museum of Art, Jan/7/2009

<b>Date/Time:</b>	January 7 <sup>th</sup> , 2009 Start: 2:45 PM End: 2:50 PM
<b>Setting and Scene:</b>	Hong Kong Museum of Art Hung Hom
<b>Participants:</b>	Lindy, James Entrance ticket desk (Male, Asian descent)
<b>Ends:</b>	Inquired about location of guided tour
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer (“Hello”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C: Inquiry about English guided tour (When and where are English guided tours)</li><li>• Staff: complete response (check times, told customers when tours started, gave a map, showed location of tour on the map)</li></ul> Farewell <ul style="list-style-type: none"><li>• C: Thanked staff</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English No accent English only
<b>Norms:</b>	Greeted in English Very comfortable speaking in English
<b>Genre:</b>	Museum services

Interaction #M13  
**Hong Kong Museum of Art, Jan/7/2009**

<b>Date/Time:</b>	January 7 <sup>th</sup> , 2009 Start: 3:00 PM End: 4:00PM
<b>Setting and Scene:</b>	Hong Kong Museum of Art Hung Hom
<b>Participants:</b>	Lindy, James approx 10 other tour members including both Native and non-native English Speakers, Tour guide (Female, English)
<b>Ends:</b>	Gave a tour of the Chinese Ceramics Gallery
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Tour guide introduced herself, and explained that she would be giving the tour about the exhibit</li></ul> Main Body <ul style="list-style-type: none"><li>Generally three patterns of interactions<ul style="list-style-type: none"><li>○ Long explanations from tour guide</li><li>○ Requests for participation<ul style="list-style-type: none"><li>▪ Customers: Respond to inquiry, sometimes discuss among themselves or ask follow-up questions</li><li>▪ S: Explanation</li></ul></li><li>○ Tour members' questions<ul style="list-style-type: none"><li>▪ C: Inquiry for information</li><li>▪ S: Complete response</li><li>▪ C: (sometimes): Follow-up questions</li><li>▪ S: (sometimes): Complete response</li></ul></li></ul></li></ul> Farewell <ul style="list-style-type: none"><li>• Tour guide and participants thanked each other</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English No accent English only
<b>Norms:</b>	Greeted in English Very knowledgeable about the pottery in the gallery, she included more information than what was included in text near each exhibit The tour guide was interacted with the tourists, she asked people to make guesses about the symbolism behind of the pieces At the end of the tours she gave visitors suggestions of other areas to visit She joked with the group.
<b>Genre:</b>	Museum services



Interaction #M14  
**Hong Kong Museum of Art, Jan/7/2009**

<b>Date/Time:</b>	January 14 <sup>th</sup> , 2009 Start: 11:00 AM End: 1200 AM
<b>Setting and Scene:</b>	Hong Kong Museum of Art Hung Hom
<b>Participants:</b>	Lindy, James, one other Native English Speaker Tour guide (Female, Asian descent)
<b>Ends:</b>	Gave a tour of the museum Taught tour participant about the museum's galleries and features
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Tour guide told customers she would be leading the tour, and explained the tour's purpose</li></ul> Main Body <ul style="list-style-type: none"><li>Generally three patterns of interactions<ul style="list-style-type: none"><li>○ Long explanations from tour guide</li><li>○ Tour members' questions<ul style="list-style-type: none"><li>▪ C: Inquiry for information</li><li>▪ P (sometimes): Request for clarification</li><li>▪ C(sometimes): Clarifying question(s)</li><li>▪ S: Complete response</li><li>▪ C (sometimes): Follow-up questions</li><li>▪ P (sometimes): Complete response</li></ul></li></ul></li></ul> Farewell <ul style="list-style-type: none"><li>• TG: ("Thank you")</li></ul>
<b>Instrumentalities:</b>	Formal Proficient English Cantonese accent English only
<b>Norms:</b>	Understood all question and answered appropriately. Was sometimes difficult to understand her, but she repeated herself, sometimes twice, and we would understand the second or third time She gave us museum brochures in English, and pointed out museum services detail in the brochure that we would not have otherwise noticed Encouraged us to ask questions
<b>Genre:</b>	Museum services

Interaction #M15  
**Hong Kong Museum of Art, Jan/14/2009**

<b>Date/Time:</b>	January 14 <sup>th</sup> , 2009 Start: 3:00 PM End: 4:00 PM
<b>Setting and Scene:</b>	Hong Kong Museum of Art Hung Hom
<b>Participants:</b>	Lindy, James, approx. 10 other tour members including both native and non-native English Speakers Tour guide (Female, English)
<b>Ends:</b>	Gave a tour of the 'Looking for Antonio Mak' Gallery Taught tour members about Antonio Mak
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Tour guide introduced herself</li></ul> Main Body <ul style="list-style-type: none"><li>Generally three patterns of interactions<ul style="list-style-type: none"><li>○ Long explanations from tour guide</li><li>○ Requests for participation<ul style="list-style-type: none"><li>▪ Customer: Respond to inquiry, sometimes discuss among themselves or ask follow-up questions</li><li>▪ Staff: Explanation</li></ul></li><li>○ Tour members' questions<ul style="list-style-type: none"><li>▪ C: Inquiry for information</li><li>▪ S: Complete response</li><li>▪ C (sometimes): Follow-up questions</li><li>▪ P (sometimes): Complete response</li></ul></li></ul></li></ul> Farewell <ul style="list-style-type: none"><li>• S: "Thank you"</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English No accent English only
<b>Norms:</b>	Native English speaker Very knowledgeable about the art in the gallery, she included more information than what was included in text near each exhibit The tour guide was very interactive with the tourists, she asked people to make guesses about the meaning of the pieces She joked with the group
<b>Genre:</b>	Museum services

## Museum of Tea Ware (Admiralty)

Interaction #M16  
Museum of Tea Ware, Feb/09/2009

<b>Date/Time:</b>	February 9 <sup>th</sup> , 2009 Start: 1:28 PM End: 1:31 PM
<b>Setting and Scene:</b>	Museum of Tea Ware Admiralty
<b>Participants:</b>	Lindy, Francisco Gift shop cashier
<b>Ends:</b>	Getting directions
<b>Act Sequence:</b>	Greeting <ul style="list-style-type: none"><li>• Customer1: (“Hi”)</li><li>• Staff: (“Hello, can I help you?”)</li></ul> Main Body <ul style="list-style-type: none"><li>• C1: Inquiry for directions (“How do I get here”, indicates place in brochure)</li><li>• S: Complete answer: (“You just go outside, and there’s a path, and it’s on this side (indicates left)”)</li><li>• C1: (“Thank you”)</li><li>• Customer 2: Inquiry about business cards (“Is this your business card?”)</li><li>• S: Basic answer (pauses to see what customer is indicating “Yes”)</li><li>• C2: Follow-up question (Asked if he could take a card)</li><li>• S: Basic answer (“Yes”)</li></ul> Farewell <ul style="list-style-type: none"><li>• C2: (“Thank you”)</li><li>• S: (“Have a nice day”)</li></ul>
<b>Instrumentalities:</b>	Formal Excellent English No accent English only
<b>Norms:</b>	Paused some while speaking, but not so much as to obscure meaning The staff did not speak to the customers until they spoke to her
<b>Genre:</b>	Museum services

Interaction #M17  
**Museum of Tea Ware, Feb/09/2009**

**Date/Time:** February 9<sup>th</sup>, 2009  
Start: 1:10 PM  
End: 1:12 PM

**Setting and Scene:** Front Desk  
Museum of Tea Ware  
Admiralty

**Participants:** Lindy  
Front desk staff

**Ends:** Asked for a map, was given a map

**Act Sequence:** Greeting  
• No verbal greeting  
Main Body  
• Customer: Inquiry for information (“Do you have a map of the museum?”)  
• Staff: Basic answer (“yes”, stood up, got the correct map, and gave it to me)  
Farewell  
• C : (“Thank you”)  
• S: Non verbal response (nods)

**Instrumentalities:** Very weak English used

**Norms:** Smiled at me as I entered the museum  
Responded quickly to question

**Genre:** Museum services

## References

- (2008). Census and Statistic Department. Retrieved November 14, 2008, from 2006 Population By-census Web site:  
[http://www.statistics.gov.hk/publication/stat\\_report/population/B11200472006XXXXB0400.pdf](http://www.statistics.gov.hk/publication/stat_report/population/B11200472006XXXXB0400.pdf)
- (2008). Census and Statistic Department. Retrieved January 28, 2009, from 2006 The Four Key Industries in the Hong Kong Economy Web site:  
[http://www.censtatd.gov.hk/hong\\_kong\\_statistics/four\\_key\\_industries/index.jsp](http://www.censtatd.gov.hk/hong_kong_statistics/four_key_industries/index.jsp)
- (2008). What is a Speech Act? Retrieved February 2, 2009, from Center for Advanced Research on Language Acquisition Web site: <http://www.carla.umn.edu/speechacts/definition.html>
- Cheng, Winnie (2003). *Intercultural Conversation: A Study of Hong Kong Chinese*. John Benjamins Publishing Company.
- Cheng, Winnie, & Mok, Esmond (2008). Discourse processes and products: Land surveyors. *English for Specific Purposes*. 27, 57-73.
- Communication (2009). In Merriam-Webster Online Dictionary. Retrieved February 12, 2009, from <http://www.merriam-webster.com/dictionary/communication>
- Crystal, David (2003). *English as a Global Language*. Cambridge University Press.
- (2008). The Department of English. Retrieved November 14, 2008, from: The Department, Introduction website: <http://www.engl.polyu.edu.hk/department/index.html>
- ETS, the TOEFL® Test - Test of English as a Foreign Language™. (2008) Retrieved February 12, 2009, Web site: <http://www.toefl.org>
- European Commission. (2006). *Special Eurobarometer: Europeans and their Languages*  
[http://ec.europa.eu/education/languages/pdf/doc631\\_en.pdf](http://ec.europa.eu/education/languages/pdf/doc631_en.pdf)
- Hale, Gordon (1984). A Comprehensive TOEFL Bibliography, 1963-82. *The Modern Language Journal*. 68, p. 45-51.
- Hong Kong: Standing Committee on Language Education and Research. (2003). Action Plan to Raise Language Standards in Hong Kong: Final Report  
[http://cd1.edb.hkedcity.net/cd/solar/html/finalreport\\_en.pdf](http://cd1.edb.hkedcity.net/cd/solar/html/finalreport_en.pdf)
- (2009, January 22). Hong Kong Tourism Board. Press Release. Retrieved February 3, 2009, from

- Discover Hong Kong Web site: <http://www.discoverhongkong.com/eng/about-hktb/press-releases.html>
- (2009, January 05). Hong Kong Tourism Board. Shopping in Hong Kong. Retrieved February 10, 2009, from Discover Hong Kong Web site: <http://www.discoverhongkong.com/eng/shopping/shopping-guide.html>
- Hymes, Dell H. (1974). *Foundations in Sociolinguistics: An Ethnographic Approach*. University of Pennsylvania Press.
- Jamal, T, Hollinshead, K (2001). *Tourism and the forbidden zone: the underserved power of qualitative inquiry*. *Tourism Management* p. 63-82.
- Jaworski, Adam Pritchard, Annette (2005). *Discourse, Communication, and Tourism*. Channel View Publications
- Kluver, R. (2000, June). *Globalization, Informatization, and Intercultural Communication*. Retrieved December 9, 2008, from American Communication Journal: <http://www.acjournal.org/holdings/vol3/Iss3/spec1/kluver.htm>
- Lane, D. R., Dr. (2000). Communicative competence defined. Retrieved January 22<sup>nd</sup>, 2009, from <http://www.uky.edu/~drlane/capstone/commcomp.htm>
- Lang, Caroline, John Reeve, Vicky Woollard (2006). *The Responsive Museum: Working With Audiences in the Twenty-first Century*. Ashgate Publishing.
- Legal Cultural Service Department (2006), Report No. 46 of the Director of Audit – Chapter 5: Provision of public museum services; Hong Kong.
- Legislative Council Secretariat. (2008). *Fact Sheet, Hong Kong in figures*. Hong Kong, SAR PRC accessed from: [http://www.legco.gov.hk/yr07-08/english/sec/library/07\\_08fs01-e.pdf](http://www.legco.gov.hk/yr07-08/english/sec/library/07_08fs01-e.pdf)
- Morgan, N.J. and Bischoff, E. (2003) Editorial. *Tourism and Hospitality Research*. Volume 4, p.293–296.
- Murphy-Berman, Virginia , & Berman, John J. (2001). *Cross-cultural Differences in Perspectives on the Self: Cross-Cultural Differences in Perspectives on the Self*. U of Nebraska Press.
- Rojek, C., & Urry, J. (1997). *Touring cultures: Transformations of travel and theory*. London: Routledge.
- Selmer, Jan, & Lewis S. C. Shiu. (1999) Coming home? Adjustment of Hong Kong Chinese expatriate

business managers assigned to the People's Republic of China. *International Journal of Intercultural Relations*, Volume 23, Issue 3. Pages 447-465,

Theory of language assessment (2009) Retrieved January 23, 2009, from  
<http://www.carla.umn.edu/assessment/VAC/research/theory.html>

(2008). Tourism Commission. Tourism Performance. Retrieved November 5, 2008, from  
Tourism Statistics website:  
[http://www.tourism.gov.hk/english/statistics/statistics\\_perform.html](http://www.tourism.gov.hk/english/statistics/statistics_perform.html)

(2008 September). U.S. Department of State. Retrieved November 14, 2008, from Hong  
Kong Web site: <http://www.state.gov/r/pa/ei/bgn/2747.htm>

Valero-Garces, Carmen (2007). Challenges in Multilingual Societies, the Myth of the Invisible Interpreter  
and Translator. *Across Languages and Cultures*, 8 (1), 81–101.

Wiemann, J. M., & Backlund, P. (1980). Current theory and research in communicative  
competence. *Review of Educational Research*, 50(1), 185. Retrieved January 20<sup>th</sup>, 2009, from  
<http://www.jstor.org/stable/1170034>

(2008, September). World Tourist Organization. Retrieved December 7, 2008, from Tourism  
Highlights, 2008 Edition Web site: <http://unwto.org/facts/menu.html>

Zareva, Alla (2005). What is New in the New TOEFL-iBT 2006 Test Format?. *Electronic Journal of Foreign  
Language Teaching*. 2, p. 45-57.