

THE 10<sup>th</sup>  
International Conference of HUSOC Network  
February 2-3, 2017



# Proceedings

The 10<sup>th</sup> International Conference of  
HUSOC Network on

“Dynamics of Humanities and Social Sciences in  
Cross-Border Societies”

at Chiang Rai Rajabhat University, Chiang Rai, Thailand



## Foreword

The 10<sup>th</sup> International Conference of HUSOC Network on “Dynamics of Humanities and Social Sciences in Cross-Border Societies” was held on February 2<sup>nd</sup> – 3<sup>rd</sup>, 2017. The conference took place in the Main Auditorium at Chiang Rai Rajabhat University.

Currently it is a well acknowledge fact that people constantly cross borders. Crossing borders is gradually transforming the world into a borderless society. The borderless society that is highly dynamic and complex in nature. This borderlessness and constant movements of the people resulted in a society that is diverse and vibrant in nature. Thus, it is highly essential that scholars from the humanities and social sciences discipline must comprehend the changing world and prepare for a better and harmonious society.

Acknowledging the complexities, the partnership institutions are aware that the epistemology, approaches, theories, paradigms and knowledge gained from research and academic collaboration of the partnership institutions shall help scholars, and society cope with the complexities of the changing world. Therefore, the partnership institutions have jointly organized this international conference as a stage for the articulation and exchange of knowledge and ideas to keep up with the changes in our dynamic society. This tenth International conference is entitled “Dynamics of Humanities and Social Sciences in Cross-Border Societies”.

There has been 9 national conferences. This year it is the 10 conference and an international one. The International Conference was hosted at Chiang Rai Rajabhat University, Chiang Rai, Thailand.

The objectives of this conference are:

1. To emphasize the importance of the body of knowledge in the humanities and social science discipline
2. To expand and strengthen the academic collaboration of the partnership institutions
3. To create a platform for the exchange of knowledge and ideas of scholars and graduates from the humanities and social sciences from around the world
4. To create awareness in the importance of knowledge and wisdom from the humanities and social sciences discipline

There were 16 sub-themes at the 10<sup>th</sup> HUSOC conference. The sub-themes are:

1. Linguistics, Applied Linguistics and Foreign Languages Teaching
2. Cultural Studies, Folklore and Local Wisdom
3. Literary Studies, Comparative Literature, and Local Literature
4. Philosophy and Religious Studies
5. Arts Education, Fine Arts and Musicology
6. History and Historical Studies

7. Law, Political Science, Government and Public Administration
8. Natural Resource and Environment in Social Science Dimension
9. Economics
10. Business and Management
11. Sociology and Anthropology
12. Demographic Studies
13. Psychology
14. Tourism and Recreational Studies
15. Information Technology in Social Science Dimension
16. Interdisciplinary Studies in Humanities and Social Sciences

The 10<sup>th</sup> HUSOC Conference had also collaborated with Faculties of Humanities and Social Sciences from 22 Universities and 28 organizations and signed Memorandum of Understanding among all organizations and formed a larger HUSOC Network. The current HUSOC Network community comprised of:

1. Faculty of Humanities, Kasetsart University, Bangkaen Campus
2. Faculty of Social Sciences, Kasetsart University, Bangkaen Campus
3. Faculty of Liberal Arts and Sciences, Kasetsart University, Kampaengsaen Campus
4. Faculty of Management Sciences, Kasetsart University, Sriracha Campus
5. Faculty of Humanities, Chiang Mai University
6. Faculty of Humanities, Naresuan University
7. Faculty of Social Sciences, Naresuan University
8. Faculty of Liberal Arts, University of Payao
9. Faculty of Humanities and Social Sciences, Chandrakasem Rajabhat University
10. Faculty of Humanities and Social Sciences, Mahasarakham Rajabhat University
11. Faculty of Humanities and Social Sciences, Valaya Alongkorn Rajabhat University under the Royal Patronage
12. Faculty of Humanities and Social Sciences, Songkhla Rajabhat University
13. Faculty of Humanities and Social Sciences, Uttaradit Rajabhat University
14. Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus
15. Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani Campus
16. Faculty of Liberal Arts, Thammasat University
17. Faculty of Humanities and Social Sciences, Khon Kaen University
18. Faculty of Humanities, Chiang Rai Rajabhat University
19. School of Tourism, Chiang Rai Rajabhat University
20. Faculty of Humanities and Social Sciences, Thepsatri Rajabhat University
21. Faculty of Liberal Arts, Chulalongkorn University
22. Faculty of Liberal Arts, Ubon Ratchathani University
23. Faculty of Humanities and Social Sciences, Lampang Rajabhat University
24. Faculty of Political and Social Sciences, University of Phayao
25. Faculty of Humanities and Social Sciences, Phetchabun Rajabhat University
26. Faculty of Liberal Arts, Mae Fah Luang University
27. Faculty of Liberal Arts, Mahidol University

28. Xinyang Normal University, Henan, People's Republic of China

The conference hosted three excellent keynote speakers who gave insightful presentations. The keynote speakers are:

1. Professor Emeritus Dr. Amara Pongsapich, from Chulalongkorn University, Thailand with her keynote speech on *Cultural Identity Across Borders*.
2. Professor Emeritus Dr. Supang Chantavanich, from Chulalongkorn University, Thailand, with her keynote speech on *Transborder Community and Globalization*.
3. Dr. Fiona Henderson, from Victoria University, Australia, with her keynote speech on *A Diverse and Inclusive Approach to Education*.

This year the 10<sup>th</sup> HUSOC Organizing Committee received an overwhelming participants, and speakers. There are over 300 participants at this conference which includes scholars, and researchers and interested people from 11 countries which are Australia, Britain, China, Indonesia, Iran, Japan, Korea, Philippines, Spain, USA and Thailand. There are 175 papers, 38 poster presentations, and 79 papers are accepted by peer reviewers.

This international conference could happen because of the cooperation from the partnership institutions and its HUSOC community. On behalf of the local organizing committee, we would like to thank the Executive Committee, the Organizing Committee, the HUSOC Network, participants, and presenters and delegates for all their help in making the 10<sup>th</sup> HUSOC Conference a tremendous success.

Thank you  
The Organizing Committee

Faculty of Humanities, Chiang Rai Rajabhat University, Thailand.  
School of Tourism, Chiang Rai Rajabhat University, Thailand.  
School of Liberal Arts, University of Phayao, Thailand.  
Faculty of Liberal Arts, Mahidol University, Thailand.  
Xinyang Normal University, Henan, People's Republic of China.

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**The 10<sup>th</sup> International Conference of HUSOC Network on  
“Dynamics of Humanities and Social Sciences in  
Cross-Border Societies”  
2<sup>nd</sup> – 3<sup>rd</sup> February 2017  
At the Main Auditorium, Chiang Rai Rajabhat University**

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**2<sup>nd</sup> February 2017**

08.00 – 09.00 Registration (at the Main Auditorium)

- 09.00 – 10.00 • Opening ceremony by Assistant Professor Dr. Sornchai Mungthaisong  
Acting President of Chiang Rai Rajabhat University
- MOU signing ceremony for HUSOC Academic & Research Network members
  - Group photo and token of appreciation from the Chair to HUSOC members
  - Handing over of HUSOC Badge to Chair of the 11<sup>th</sup> HUSOC Conference
  - Performance welcoming honorable participants of 10<sup>th</sup> HUSOC Conference

10.00 – 10.30 Coffee break (at the Main Auditorium)

10.30 – 12.00 Keynote speech entitled “Cultural Identity Across Borders”  
by Professor Emeritus Dr. Amara Pongsapich, Chulalongkorn University

12.00 – 13.00 Lunch (at the Main Auditorium)

13.00 – 14.00 Keynote speech entitled “A Diverse and Inclusive Approach to Education” by Associate Professor Dr. Fiona Henderson, Victoria University, Australia

14.00 – 14.20 Coffee break (at the Main Auditorium)

14.20 – 17.20 Presentation of the research paper (Parallel sessions, at Building No. 100)

17.30 - 20.00 Welcoming dinner for HUSOC Partner Institutions at Chomchon

## Pavilion Princess Mother Garden, Chiang Rai Rajabhat University

3<sup>rd</sup> February 2017

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- 08.00 – 09.00 Registration (at the Main Auditorium)
- 09.00 – 10.00 Keynote speech entitled “Transborder Community and Globalization”  
by Professor Emeritus Dr. Supang Chantavanich, Chulalongkorn  
University (at the Main Auditorium)
- 10.00 – 10.30 Coffee break (at the Main Auditorium)
- 10.30 – 12.00 Presentation of the research paper (Parallel sessions, at Building No. 100)
- 12.00 – 13.00 Lunch (at Building No. 100)
- 13.00 – 14.30 Presentation of the research paper (Parallel sessions, at Building No. 100)
- 14.30 – 14.50 Coffee break (at Building No. 100)
- 14.50 – 17.30 Presentation of the research paper (Parallel sessions, at Building No. 100)



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## Thai Phonological Awareness of Children from the Dictation of Children with Reading and Writing Disabilities

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### Abstract

This research aimed to analyze the quantity of the dictation words created by the children with reading and writing disabilities and analyze the percentage of their variation forms by using the frequency and percentage of the mistakes created from dictating of one and two syllable words. The results were as follows: The monosyllable word 'เคลิ้ม' was the most frequent mistake (79.41%) written by the children, while the word 'ควาย' was the least frequent mistake (19.61%). For the two syllable word, the children made the most frequent mistake (89.22%) on 'กลับกลอก' and the least frequent mistake (37.26%) on 'ดนตรี'. For the three syllable word, the most frequent mistake (95.1%) was on 'ปาฏิหาริย์', while the word 'ตะวันตก' was the least frequent mistake (35.29%) they made. For the four-syllable word, the most frequent mistake (91.18%) was on 'ผีเสื้อสมุทร' followed by 'สุรุษสุราย' (74.52%) in respective order. The number of variation forms with the percentage of mistakes, the one and two syllable words was found frequent mistake writing from the dictation test. The one syllable words were the most frequent mistake writing created. In term of variation forms, the one syllable word "เคลิ้ม" was the most frequent mistake writing presenting 76 variation forms while the two syllable word "กลับกลอก" was the most frequent mistake writing presenting 69 variation forms.

**Keywords:** Phonological Awareness, Dictation Words, Reading and Writing Disabilities

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## 1. Introduction

Phonological awareness takes a crucial role in learning and acquiring the language as it is the ability to recognize the characteristics of the sounds, phonemes, as well as syllables appearing in words. In other words, it can help learners in separating each sound in the words apart. It is the fundamental to understand from monosyllable to multi-syllable words, and can help reading and writing. However, children with reading and writing disabilities have their abilities in the opposite way: inability to separate the sound, and syllables in the words. Being unable to read and write words created phonological problem. Piyasil (n.p.:11) divided learning disorders into three main groups: learning disabilities in reading and spelling (dyslexia), learning disabilities in writing (dysgraphia), and learning disabilities in calculating (dyscalculia). Ones may have one, while the others may have two or all of those disabilities.

Potibal Pantachart (2011:26-30) stated that reading and writing abilities of Thai primary school children in Bangkok were below the ordinary level; 1-2 lower level. Problems of students in reading and writing in Area 1 schools, grades 1-6 children in Bangkok can be concluded as follows:

1. Some syllables can be written in words correctly according to the final rules, such as ส้มผัส in to ส้มผัส ส้มผัส.
2. There were one or two point of entire word missing, some letters were missing such as in a word, ภูเขา into ภูเขา.
3. Some letters were added into the original words, such as กระยิบกระยิบ in the word ระบาย ระบาย.
4. Some letters in a word were switched their positions, such as กลัวย in the word กลัวย.
5. There was some confusion in using the same sound letters as writing, such as ภูเขา and พูเขา, and using the same form letters, such /ข/ and /ช/ as in สดชื่น for สดชื่น.

The above information reflected the writing problem of Thai students and it was also consistent with Piyasil's study (n.p.:11), which statistically found that 6-9.95% of school children had Specific Learning Disorder. In particular, students in second range, grade 4-6, which were considered as the range of having high lexicon, as they had experienced and practiced in acquiring language, including reading and writing skills.

## 2. The objectives of the research

The researcher is interested in studying Thai phonological awareness from dictating words of the children with reading and writing disabilities in order to;

- 1) quantify the dictation words created by the children with reading and writing disabilities by using the percentage in presenting the correct and mistake writing.
- 2) quantify in percentage of the variation forms with mistake writing of one and two syllable words from the dictation words test of children with reading and writing disabilities.

### 3. Research Methodology

1) Review literature and studies related to the Thai phonological awareness of Naksakul(1998)and learning disabilities of Arayawinyu(2003) Siriratrekha (2006) LD Online (Learning Disabilities: An Overview:2008) and National Center for Learning Disabilities (NCLD) (2006).

2) Build a dictation test of 40 words, which is divided into 10 one-syllable words, 10 two-syllable words, 10 three-syllable, and 10 four-syllable words. These selected words are from the basic word list used in teaching Thai language for Primary 4 of the Department of Curriculum and Instruction Development Department of the Ministry of Education.

3) Give the dictation test to 102 children with a learning disability in reading and writing who are studying in Grade 4 - Grade 6 comprising of 63 male and 39 female, at 9-12 years of ages, from the Department of Child and Adolescent Psychiatry, Queen Sirikit National Institute of Child Health, and from the development camp for students with learning disabilities in writing organized by The National Electronics and Computer Technology Center (NECTEC)

4) Analyse is the data according to the objectives of research .

### 4. Findings

The results of the study of Thai phonological awareness of children with disabilities in reading and writing are as the follows;

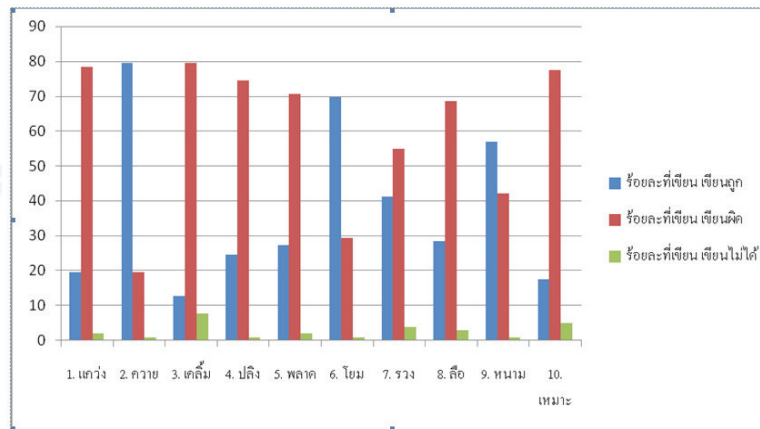
4.1 The numbers of words written by the children with reading and writing disabilities are shown in table and charts below.

Table 1: Numbers of words written by the children with reading and writing disabilities

Words	No. of children	Numbers of word written by the children			Percentage (%)			Total (%)
		Correct	Mistake	Unable	Correct	Mistake	Unable	
1. แก้ว	102	20	80	2	19.61	<b>78.43</b>	1.96	100
2. ควาย	102	81	20	1	79.41	<b>19.61</b>	0.98	100
3. เคลิ้ม	102	13	81	8	12.75	<b>79.41</b>	7.84	100
4. ปลิง	102	25	76	1	24.51	<b>74.51</b>	0.98	100
5. พลาด	102	28	72	2	27.45	<b>70.59</b>	1.96	100
6. โยม	102	71	30	1	69.61	<b>29.41</b>	0.98	100
7. รวง	102	42	56	4	41.18	<b>54.9</b>	3.92	100
8. ลือ	102	29	70	3	28.43	<b>68.63</b>	2.94	100
9. ทนวม	102	58	43	1	56.86	<b>42.16</b>	0.98	100
10. เหมาะ	102	18	79	5	17.65	<b>77.45</b>	4.9	100
11. กลับกลอก	102	9	91	2	8.82	<b>89.22</b>	1.96	100

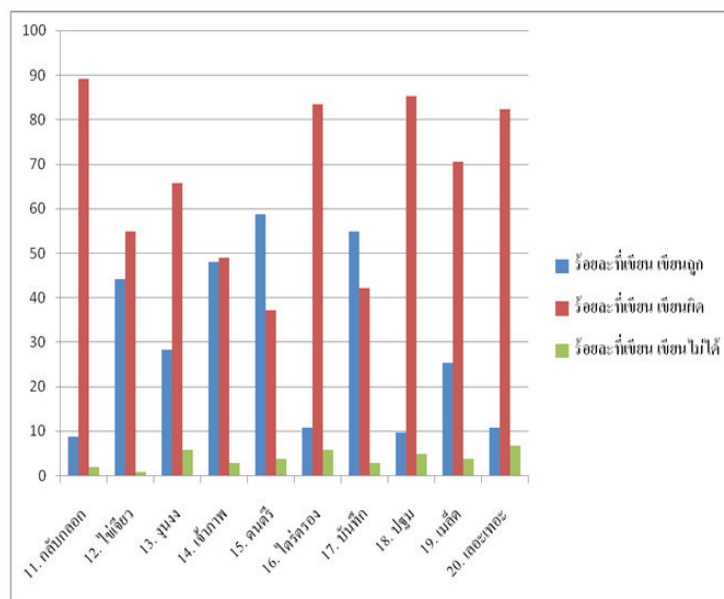
Words	No. of children	Numbers of word written by the children			Percentage (%)			Total (%)
		Correct	Mistake	Unable	Correct	Mistake	Unable	
12. ไข่เจียว	102	45	56	1	44.12	<b>54.9</b>	0.98	100
13. งูจงอาง	102	29	67	6	28.43	<b>65.69</b>	5.88	100
14. เจ้าภาพ	102	49	50	3	48.03	<b>49.03</b>	2.94	100
15. คนตรี	102	60	38	4	58.82	<b>37.26</b>	3.92	100
16. ไตร่ตรอง	102	11	85	6	10.78	<b>83.34</b>	5.88	100
17. บันทึกรัก	102	56	43	3	54.91	<b>42.15</b>	2.94	100
18. ปฐม	102	10	87	5	9.8	<b>85.3</b>	4.9	100
19. เมล็ด	102	26	72	4	25.5	<b>70.58</b>	3.92	100
20. เลอะเทอะ	102	11	84	7	10.78	<b>82.36</b>	6.86	100
21. เขียวขุ่น	102	19	78	5	18.63	<b>76.47</b>	4.9	100
22. ชนบท	102	19	78	5	18.63	<b>76.47</b>	4.9	100
23. เงินบำนาญ	102	3	93	6	2.94	<b>91.18</b>	5.88	100
24. ตะวันตก	102	64	36	2	62.75	<b>35.29</b>	1.96	100
25. ทอดพระเนตร	102	14	81	7	13.73	<b>79.41</b>	6.86	100
26. ปาฏิหาริย์	102	2	97	3	1.96	<b>95.1</b>	2.94	100
27. ภูเขาไฟ	102	55	42	5	53.92	<b>41.18</b>	4.9	100
28. รถเกี่ยวข้าว	102	33	63	6	32.35	<b>61.77</b>	5.88	100
29. ้วยเตาะเตะ	102	4	91	7	3.92	<b>89.22</b>	6.86	100
30. อัจฉริยะ	102	6	85	11	5.88	<b>83.34</b>	10.78	100
31. กระสับกระส่าย	102	18	78	6	17.65	<b>76.47</b>	5.88	100
32. กวีนิพนธ์	102	2	90	10	1.96	<b>88.24</b>	9.8	100
33. เครื่องปรับอากาศ	102	16	78	8	15.68	<b>76.48</b>	7.84	100
34. บุญญาธิการ	102	9	78	15	8.82	<b>76.48</b>	14.7	100
35. ผีเสื้อสมุทร	102	8	93	1	7.84	<b>91.18</b>	0.98	100
36. รถจักรไอน้ำ	102	8	81	13	7.84	<b>79.42</b>	12.74	100
37. ลายลักษณ์อักษร	102	3	88	11	2.94	<b>86.28</b>	10.78	100
38. วีรบุรุษ	102	5	87	10	4.9	<b>85.3</b>	9.8	100
39. สรุ่ยสร่าย	102	7	76	19	6.86	<b>74.52</b>	18.62	100
40. อภินิหาร	102	5	81	16	4.9	<b>79.42</b>	15.68	100

**Chart 1:** The percentage of the dictation (monosyllable) presenting in 10 single words



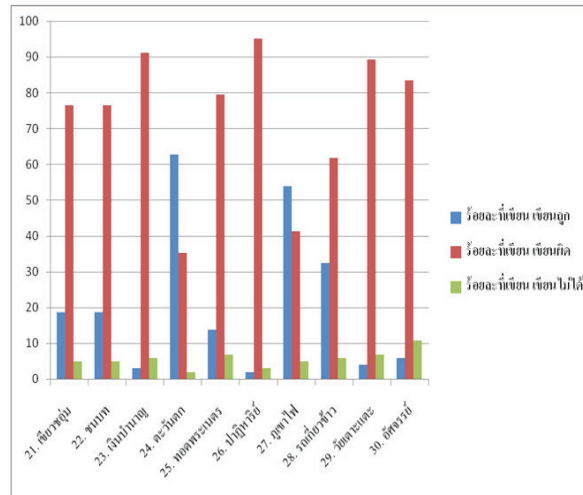
The Table and Chart 1 show that the monosyllable word ‘เค็ลิม’ was the most frequent mistake as 79.41% written by the children, then “แก้ว” 78.43%, and “เหมาะ” 77.45 % in respective order. In contrast, the monosyllable word ‘คาย’ was the least frequent mistake as 19.61%.

**Chart 2:** The percentage of the dictation (two-syllable) presenting in 10 single words



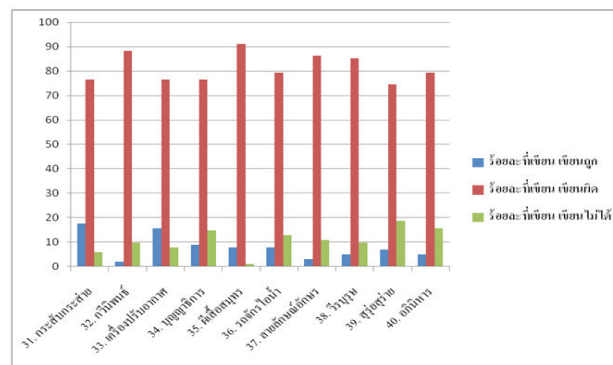
The two syllable word, the children made the most frequent mistake on ‘กัลลักลอก’ (89.22%), then “ปฐุม” (85.3%), and “ไตร่ตรอง” (83.34%) in respective order. In contrast, the children made the least frequent mistake (37.26%) on ‘คนตรี’.

**Chart 3:** The percentage of the dictation (three-syllable) presenting in 10 single words



The children made the most frequent mistake on the word ‘ปาฏิหาริย์,’(95.1%), then “เงินบำนาญ” (91.18%), and “วัยเตาะแตะ” (89.22%) in respective order. In contrast, they made the least frequent mistake (35.29%) on the word ‘ตะวันตก’.

**Chart 4:** The percentage of the dictation (four-syllable) presenting in 10 single words



The four-syllable word that the children made the most frequent mistake was on ‘ผีเสื้อสมุทร’ (91.18%), followed by “กวีนิพนธ์” (88.24%), and “ลายลักษณ์อักษร” (86.28%) in respective order, while the least frequent mistake was on ‘สุรุษสุราย’ (74.52 %).

#### 4.2 The numbers of variation forms with the percentage of mistakes of the one and two syllable words

4.2.1 The one-syllable word that had the most percentage of making mistake created by the children was “เคลิ้ม”. It was incorrectly written by 81 children and correctly written by 13 children, while 8 children were not able to write. Among 81 children who wrote incorrectly made 76 wrong variation forms. The most frequent one was “เค็้ม” (3children), then “เค็ลึม” (2children) “คม” (2children) and “ค” (2 children).

4.2.2 The two-syllable word that had the most percentage of making mistake created

by the children was “กลับกลอก”. It was incorrectly written by 91 children and correctly written by 9 children, while 2 children were not able to write. Among 91 children who wrote incorrectly made 69 wrong variation forms. The most frequent one was “กลับกลอก” (6 children), then “กลับกรอก” (6 children).

## 5. Conclusions and discussion of the findings

5.1 Determination of the written word dictation of children with disabilities in reading and writing can be concluded that;

5.1.1 The one-syllable words that most children wrote incorrectly was the word “เคลิ้ม” (79.41%), then “แกว่ง” (78.43 %), and “เหมาะ” (77.45%) in order, while the word “ควาย” was the least mistake the children made (19.61%).

5.1.2 The two- syllable words that most children wrote incorrectly was the word “กลับกลอก” (89.22%), then “ปฐม” (85.3%), and “ไตรตรง” (83.34%) in order, while the word “ดนตรี” was the least mistake the children made.

5.1.3 The three-syllables that most children wrote incorrectly was the word “ปาฏิหาริย์” (95.1%), then “เงินบำนาญ” (91.18%), and “วัยเตาะแตะ” (89.22%), while the word “ตะวันตก” was the least mistake the children made.

5.1.4 The four-syllables words that most children wrote incorrectly was the word “ผีเสื้อสมุทร” (91.18%), then “กวีนิพนธ์” (88.24%), and “ลายลักษณ์อักษร” (86.28%), while, the word “สุรุ่ยสุร่าย” was the least mistake the children made (74.52%)

5.2 Determination of variation forms with the percentage of mistakes of the one and two syllable words can be concluded that;

5.2.1 The one-syllable words that has the most percentage of mistake created by the children was “เคลิ้ม”. It was incorrectly written by 81 children and correctly written by 13 children, while 8 children were not able to write. Among 81 children who wrote incorrectly made 76 wrong variation forms. The most frequent one was “เคิ้ม” (3children), then “เค็ลม” (2 children) “คม” (2children) and “ค” (2 children).

5.2.2 The two-syllable words that had the most percentage of mistake created by the children was “กลับกลอก”. It was incorrectly written by 91 children and correctly written by 9 children, while 2 children were not able to write. Among 91 children who wrote incorrectly made 69 wrong variation forms. The most frequent one was “กลับกลอก” (6 children), then “กลับกรอก” (6 children).

In addition, in determination of variation forms with the percentage of mistakes of the one and two syllable words was not accordance with the hypothesis that assume most children will make variation forms on the two-syllable words. However, the result showed that most children made incorrect variation forms on the one-syllable words “เคลิ้ม” which derived 76 forms. On the other hand, the two-syllable word that most children made incorrect variation forms was “กลับกลอก” which derived 69 forms. This may be because of “เคลิ้ม” had a vowel deformation. It could be transformed when mixed with consonants and had final consonants such as “คล + เ - อ + ม ไมโท เคลิ้ม”, “-อ” transformed to “อิ”. Whereas “กลับกลอก” the two-syllables word contained the word “กลับ” which had a transformed vowel, such as “กล + อะ + บ กลับ” which “อะ vowel” transformed to “ไม้หันอากาศ” and “กลอก” had “ออ vowel” which was a fixed vowel.

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## Sq4r Reading Method in Teaching Chinese: A Case Study of 2<sup>nd</sup> Year Chinese Medicine Students at Chiang Rai College

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### Abstract

The objectives of this study were to compare the reading comprehension of the Chinese Medicine students before and after being taught through SQ4R teaching method, and to examine the student's satisfaction towards learning Chinese reading comprehension through SQ4R teaching method. This study recruited 16 students for the sample group to participate in this pretest and posttest research design. The data was analyzed using t-test, mean, and standard deviation. The findings indicated that SQ4R teaching method could improve the student's ability in learning Chinese.

The student's satisfaction mean score towards learning Chinese reading comprehension through SQ4R teaching method was rated at 4.38 which indicated that the students were satisfied with this teaching method for teaching and learning Chinese.

**Keywords:** SQ4R Reading Method; Reading Comprehension; Chinese Teaching

## Background and Significance of the Problems

Chinese is becoming a global language and many countries are promoting their people to learn Chinese because Chinese economics development is inevitably in the booming trend. The intercultural exchanges among many countries are arousing foreigners to learn Chinese. In Thailand, Chinese has become the 3<sup>rd</sup> language following Thai and English. Learning Chinese in Thailand is in the trend and very popular. However, learning Chinese effectively, the learners must be oriented with accurate instructional skills including listening, speaking, reading and writing (Samutthon Senchaowanit, 1997). Among the four skills, reading is considered important skills that promoted effective language acquisition. However, the key problem for Thai learners learning Chinese is that they don't understand what they read and they couldn't get the main idea of the reading content. This may due to the fact that they don't understand the content or they lack knowledge about vocabulary. So, they think that reading is difficult and boring.

The researcher got a chance to be a Chinese language teacher at Chiang Rai College. While teaching there, the researcher found that majority of students learning Chinese didn't understand the main idea of their reading. The students usually did word-by-word translation and ignored the surrounding contexts which then misled the true meaning of the content. In so doing, the students tended to forget what they read easily and they could not increase the level of understanding on those vocabularies (Ding Taolu, 2012). Many linguists asserted that reading is divided into 3 major types, that is, reading for pleasure, reading for research, and reading for comprehension. The latter type is important for reader. There are many ways to teach reading for comprehension and each type has different pros and cons. So, teachers must be selective in choosing the types of teaching for effective delivery of desired contents and skills. The SQ4R is a well-known teaching method for reading comprehension lesson.

SQ4R by Rovinso F.P. (1970) was developed from SQ3R or SQRRR when Francis Pleasant Robinson (1946) proposed the 5-process method for reading, that is, Survey, Question, Read, Recite, and Review in the book entitled *Effective Study* and later the process "Reflect" was added and the method became SQ4R for a more complete link between reader and new knowledge gained from reading which empowers the reader's reading capacity. SQ4R increases the reader's reading for comprehension capacity and favors the learners to get the main idea faster and more effective, so this allows the readers to gain better access to the difficult reading content Hidi & Anderson (1986) cited in Harris & Sipay (1990). SQ4R promotes strong and effective reading behaviors so the readers could get the main idea quickly, access difficult content easier, hold high level of knowledge retention, and learn to predict the possible questions (Ding Taolu, 2012). SQ4R is a teaching method developed based on a language teaching theory known as Metacognitive Theory. The theory is known for learning theory that integrates metacognitive with reading which refers to methods or steps in performing reading to achieve the intended purpose comprises 2 components, that is, awareness and controlling of mechanisms used in the reading process. This also covers the ways in which needed to perform to achieve the goal of learning, focusing on systematic self-directed learning until reaching comprehension of what being read, systematic controlling of processes revealed from one's memory, and evaluating what have just read. If the story is not totally remembered, the reading process goes back to reading again in order to the start of collecting the data. SQ4R also promotes the learners to

use knowledge structure theory which plays important role in understanding the story being read. Because the knowledge structure helps readers to search and select information in answering the question and helps interpret the meaning of the reading content. If any part of the information is missing, the knowledge structure can help review the information put the missing jigsaw of information to complete the information set. The use of background knowledge in tackling the reading activates retention of knowledge and favors systematic ordering of information inside the brain. Yuwadee Potaya (2003) investigated the use of SQ4R in promoting English reading comprehension and summarizing skills of vocational certificate students. The findings showed that reading comprehension and summarizing ability of her students were increased after implementing SQ4R teaching method.

Therefore, the researcher believed that SQ4R teaching method would encourage strong and effective reading behaviors and could develop comprehension reading skills for the students. The research thus placed an interest to implement SQ4R in teaching Chinese to develop Chinese reading comprehension skills of the 2<sup>nd</sup> year students in Chinese Medicine Program at Chiang Rai College. The researcher also aimed to investigate the effective teaching of Chinese to improve Chinese language teaching in the classroom.

## Research Objectives

1. To compare the students' learning achievement before and after implementing SQ4R teaching method
2. To investigate students' satisfaction towards implementation of SQ4R teaching method

## Scope of the Study

### Population

The population was 16 second year students in Chinese Medicine Program at Chiang Rai College in their 2<sup>nd</sup> semester of academic year 2015.

### Content

The content used as material for the study obtained from the textbook entitled 《汉语教程第三册上》 Han Yu Jiao Cheng di 3 ce shang in which the book was used for teaching of Chinese and selected by the college. The selected contents were 3 chapters covering 15 hours.

### Variables

Independent variable was SQ4R teaching method Dependent variable was student's learning achievement scores after implementation of SQ4R teaching method and level of student's satisfaction towards implementation of SQ4R teaching method.

## Research Procedure

### Instruments

There were 3 research instruments.

1. Three lesson plans based on SQ4R teaching method covering 15 hours. The content validity was assessed by experts to investigate IOC index of the lesson plans.

2. Reading comprehension test. There were 2 types of test, first, 15-item multiple choice accounting for 15 total scores, second, 15 essay test items accounting 45 scores. Altogether accumulated 30 items for 60 scores. The test items were undergone IOC process for content validation by experts and test quality assessment by investigating difficulty index ( $p$ ), discrimination index ( $r$ ), and reliability index (KR-20).

3. Questionnaire investigating the second-year Chinese Medicine student's satisfaction toward implementation of SQ4R teaching method. The questionnaire was a 5-rating scale format (highest, high, moderate, low, lowest). The questionnaire contained 19 questions.

### Data Collection

The researcher undertook data collection process as the following.

1. The researcher introduced vocabulary and grammatical points appeared in the content to the students before letting them take 30-item pretest on reading comprehension skills.

2. The researcher carried out the lessons according to the lesson plans based on SQ4R method.

3. The students employed SQ4R reading method to handle 30-item posttest which had the same content as the pretest but the items were reshuffled.

4. The students responded to the 19-item questionnaire investigating their satisfaction towards the lessons based on SQ4R method.

5. The data was collected to statistically analyzed for summarizing, discussing, and formulating recommendations.

### Data Analysis

The learning achievement investigation on reading comprehension using SQ4R teaching method of 2<sup>nd</sup> year Chinese Medicine students at Chiang Rai College focused on their pre- and posttest scores from reading Chinese for comprehension tests. The scores were then calculated for mean and standard deviation. After, the mean scores were compared by t-test for dependent samples.

The student's satisfaction towards SQ4R teaching method was examined by using the 19-item questionnaire. The questionnaire data was analyzed for mean and standard deviation.

## Results

The results were summarized and presented as follows.

**Table 1:** The pre- and posttest scores on implementing SQ4R teaching method

Population	Students	Scores	$\bar{X}$	S.D.	t	*p
Pretest	16	60	40.38	2.80	-28.69	.05
Posttest	16	60	52.38	2.33		

\*p = .05

From Table 1, after implementing SQ4R teaching method for 2<sup>nd</sup> year Chinese Medicine students, their pre- and posttest scores were significantly different at the confidence level of .05. Their pretest mean was 40.38 while their posttest mean was 52.38.

**Table 2:** Student's satisfaction towards implementing SQ4R teaching method

Items	$\bar{X}$	S.D.	Satisfaction Level
<b>1. Teaching Aspect</b>			
1.1 SQ4R uses easy-to-understand teaching method and content.	4.38	0.72	High
1.2 SQ4R uses modern content that also links to daily life.	4.44	0.51	High
1.3 Teacher teaches content explicitly and provides explanation with clear examples.	4.56	0.51	Highest
1.4 Teacher allows students to ask questions.	4.44	0.63	High
1.5 Teachers pays attention to all students while teaching.	4.38	0.50	High
1.6 Time used for SQ4R teaching is appropriate.	3.75	0.45	Moderate
1.7 Media used in SQ4R teaching is suitable.	4.38	0.62	High
<b>2. Learning Benefits Aspect</b>			
2.1 Students gain knowledge and benefits from using SQ4R reading method	4.50	0.63	Highest
2.2 The use of SQ4R provides students better comprehension on the lesson's content	4.50	0.52	High
2.3 SQ4R reading method allows students to summarize key ideas from the reading content.	4.38	0.62	High
2.4 SQ4R reading method allows students faster summarizing key ideas from the reading content.	4.81	0.40	Highest
2.5 SQ4R reading method allows student better memory retention of the reading content.	4.69	0.48	Highest
2.6 SQ4R reading method allows students longer memory retention of the reading content.	4.19	0.66	High

Items	$\bar{X}$	S.D.	Satisfaction Level
2.7 SQ4R reading method enables students to answer accurate answers from the reading content.	4.81	0.40	Highest
2.8 SQ4R reading method enables students to read variety of books.	3.81	0.40	High
2.9 Students are able to use SQ4R reading method in studying other subjects.	4.63	0.62	Highest
2.10 Students are able to use SQ4R reading method for their daily life.	4.44	0.63	High
2.11 The use of SQ4R enables students to have good feelings with Chinese Language Course.	4.38	0.62	High
2.12 Students satisfy with SQ4R reading method.	4.38	0.50	High
<b>Total</b>	4.38	0.54	High

Table 2 showed that students held satisfaction towards SQ4R teaching method, in overall, at the high level with the mean at 4.38. For individual items analysis, it was found that SQ4R reading method allows students faster summarizing key ideas from the reading content and SQ4R reading method enables students to answer accurate answers from the reading content were rated the highest mean at 4.81. However, time used for SQ4R teaching is appropriate held the lowest mean at 3.75. So, it could be concluded that SQ4R teaching method is considered efficient for teaching Chinese.

## Discussion

The discussion on the results of an investigation of implementing SQ4R teaching method for teaching reading Chinese for comprehension of 2nd year Chinese Medicine students at Chiang Rai College were the following.

1. The learning achievement scores of 2nd year Chinese Medicine students at Chiang Rai College before and after implementing SQ4R teaching method were significant different at the confidence level of .05. So, it could be concluded that SQ4R teaching method was efficient for teaching Chinese for the following reasons.

SQ4R teaching method was able to develop student's Chinese learning ability because this teaching method employed 6 steps in the learning process. Step 1 Survey: Students roughly skimmed for answers by quickly surveying the reading content from title, key ideas, and summary instead of reading and translating word by word. Step 2 Question: In the normal reading situation, teachers usually asked the students to answer the questions after reading. The reading like this did not promote students to think independently but the students just had to find the answers. However, SQ4R reading method encouraged the students to learn to think and create questions before reading. In so doing, the students must read the content again and again in search for the right questions and quest for the right answers for their own questions. So, in questioning the reading content all the time allowed the students to better understand the read-

ing content more than the normal reading method. This reading behavior agreed with Metacognitive Theory in that successful readers were the product of serious self-initiated learning, self-controlling while reading, and planning on the use of metacognitive strategies such as trying to understanding what is reading and having awareness on using the thinking process. Step 3 Read: Students put themselves in the thorough reading process in search for answers on the created questions. Step 4 Recite: Students learned to put marking or highlighting on key sentences or taking notes on important information for their own understanding of the reading content. Step 5 Reflect: Students connected knowledge from what has read to link with their background knowledge or experience in order to help their memory retention of the reading content. This agreed with the structure theory as proposed by Rumelhart (1984) that knowledge structure is the knowledge hub where humans stored thinks, events, situations, and actions. Humans interpreted their experiences directly or indirectly by comparing or matching that experience with their knowledge structure. The knowledge structure empowered the meaning of what being read or the ways in which new knowledge and old knowledge are brought into connection. Graves, Juel Graves (1998) cited in Wanida Laoterdpong (1998) stated that knowledge structure theory concentrated on the knowledge residing inside human's brain and those knowledge was influential for learning new thing. Step 6 Review: Students could perform re-reading whenever they felt like there was missing of key information in the reading content. The rereading would enable students to better comprehend the reading. This fact supported the study by Auttawut Trakittorakul (1999) on comparing reading and writing abilities of students who received the instruction by SQ4R and TSL and students who were taught based teacher's manual. The results showed that students under SQ4R and TSL class had higher comprehension that students who were taught by teacher's manual.

2. Student's satisfaction towards implementation of SQ4R teaching was rated, in overall, at the high level. The findings led to the discussion as follows.

SQ4R teaching method was efficient way in teaching reading Chinese for comprehension. This method could also be used for reading Chinese in daily routine. This method stimulated the development of Chinese reading competence, empowered the student's reading skills, encouraged systematic reading ability for the students, promoted student's memory retention on the reading content. Also, SQ4R enabled the students to answer the created questions before undertaking the reading, comprehend the overview message of the reading content, take notes on important information for their understanding and reviewing of the reading content, increase the level of memory retention of the reading content. So, the students held high level of satisfaction towards SQ4R teaching method. This supported the study by Jiraporn Nulai (2007) in an investigation of SQ4R towards student's English reading comprehension ability and satisfaction. The results showed that the student's reading ability posttest was higher than that of the pretest. Also, the test mean scores were significantly different at the confidence level of .01. The student's satisfaction towards the English lessons was also found at the high level.

## Recommendations for Pedagogical Application

1. Teachers should clearly and accurately explain the 6 steps in SQ4R reading process to the students.
2. Teachers should provide extra lessons on knowledge structure about vocabulary and grammar based on different level of background knowledge of students. This is because if students lack the foundation in this regard, they lack comprehension in reading the content.
3. Teachers should assess reading comprehension ability of each student individually in order to check student's understanding and to reassure the student's true comprehension of the reading content.

## Recommendations for Further Studies

1. Another study could be conducted on implementing SQ4R with other class levels because SQ4R is the teaching technique that empower student's reading comprehension ability.
2. The thinking skills development in SQ4R should be investigated because SQ4R teaching method promoted student's thinking development in every step of implementation, for example, creating questions in the Question Step or connecting ideas in the Reflect Step.



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## Implementing Communicative Language Teaching Approach to Develop Students' Pronunciation of English Final Sounds and Connected Speeches

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### Abstract

This article aims to determine the role of communicative language teaching (CLT) in developing Thai students' pronunciation of English especially final sounds and connected speeches. The sample was 35 first year students majoring in Business Computer who enrolled English 1 course during their first academic year 2015 at Rattaphum College, RMUTSV, Songkhla. The participants were selected by Simple Random sampling technique. There were three main research instruments: 1) Pretest of English final sounds and connected speech reading test; 2) 4 lesson units provided based on CLT approach; and 3) Post-test. The result revealed that the students' improvement of English final sounds and connected speeches showed significantly at the level of 0.05. It could be assumed that CLT not only could develop the students prompt communication, but also helps them notice the pronunciation of final sounds and connected speeches.

**Keywords:** communicative language teaching, final sound, connected speech

## Introduction

The English language is used worldwide to communicate among 7 billion of the world's population by the mid-year 2011, so it became the global language spoken around the world. By the year 2015, there was a regional cooperative society in Southeast Asia called the ASEAN Community. The AEC is one of three pillars (the other two being the ASEAN Security Community and the ASEAN Socio-cultural Community) that make up the ASEAN Community (Denis, 2007) and it has been agreed that English will serve as an official language amongst member nations that have a total population of approximately 600 million.

For Thailand, the most important thing to be done is to prepare our people especially focusing on those in the next generation and those who are intellectuals to get ready for the ASEAN Community. The first mission is to enrich them with the English language skills that could help them communicate with fellows of other countries in ASEAN but we also know that the teaching of English in Thailand is not effective.

Students in schools learn English for years, yet most of them cannot use English to convey their ideas or even communicate in general. Nowadays, teachers who are teaching English language in Thailand are trying hard to urge the students to communicate with foreigners effectively. Thousands of research studies have introduced techniques that help to solve the problems. Currently, the writer is teaching students in the subject of English for Communication. It's quite hard to have some students speaking English fluently, because they are limited of exploring and experiencing with the English speaking environment.

When learning a language, McArthur (1998) noted that there are many things to study such as vocabulary and grammar, and to practice such as reading, writing and speaking. Generally to convey the ideas of learning, learners have to explain and discuss what the learning content is. One important skill students must acquire most is speaking. A key to good speaking is good pronunciation (Ellis, 1997). Pronunciation is a language skill and it is the first and most important thing native speakers notice during a conversation. Knowing grammar and vocabulary is important but learners need to pronounce those structures or words correctly. Also, native speakers are more likely to understand the speakers, even if they make grammatical mistakes rather than if they make mistakes in pronunciation. Even the simplest words misspoken will keep the speakers from effectively communicating with native English speakers. Achieving good pronunciation should be the main goal.

Since learning and drilling are in English class, learners already know grammar probably and vocabulary will come in time. Many people, especially those whose language is not English, are easily irritated if they cannot quickly understand what non-native speakers are saying (Garrigues, 1999). If they constantly reply to the statements with "what?", "pardon?" or "could you repeat that", then the speakers know that the pronunciation needs to repeat. For this reason they cannot accurately judge the speakers' speaking abilities. Communicative language teaching (CLT) is an approach to help learner develop their speaking skills. It emphasizes interaction as both the means and the ultimate goal of study. Classroom activities used in communicative language teaching include role-play, interviews, games or pair-work focusing on real conversations about real subjects. The communication may lead to explanation, and that in turn will lead to further communication.

In terms of communication, the dominant factor to derive the beautiful utterance is the sound the speakers pronounce. The important keys that make understanding between two interlocutors are pronunciation, accent and sound occur when speaking.

## Pronunciation and Accent

Pronunciation is an integral part of second or foreign language learning since it directly affects learners' communicative competence as well as performance on the career. It is the primary medium for communication in which people share ideas and understandings with each other (Jenkins, 2000). As claimed by Morley (1991), a key to good speaking is good pronunciation. Correct pronunciation is an important factor determining the meaningfulness and success of communication.

## Sounds link

Linking is a way of joining the pronunciation of two words so that they are easy to say and flow together smoothly. In English, there are different ways that this happens as follows: Consonant to vowel linking - when the first word ends with a consonant sound and the second word begins with a vowel sound such as "Make up". Vowel to vowel linking - when certain vowels come next to each other an extra sound is added to make the link smooth such as "two eggs" (Gerald, 2006).

## Sounds disappear

When the sounds /t/ or /d/ occur between two consonant sounds, they will often disappear completely from the pronunciation for example, "I'm going next week". Sounds join together - When a word ends in a consonant sound and the following word begins with the same consonant sound, we don't pronounce two sounds - both sounds are pronounced together as one for example "I'm a bit tired" (Joanne, 1986).

## Communicative Language Teaching

Communicative Language Teaching is best considered an approach rather than a method (Richards & Lockhart, 1994). Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. It could be that one version among the various proposals for syllabus models, exercise types, and classroom activities may gain wider approval in the future, giving Communicative Language Teaching a status similar to other teaching methods. On the other hand, divergent interpretations might lead to homogeneous subgroups.

## Research Methodology

### Sample

The sample was 35-first year students majoring in Business Computer who enrolled English 1 course during their first academic year 2015 at Rattaphum College, RMUTSV, Songkhla. The participants were derived through Simple Random sampling technique.

### Research Instruments

The experiment was last approximately 8 weeks which divided into three main research instruments: 1) Pretest of English final sounds and connected speech reading test; 2) 4 lesson units provided based on CLT approach; and 3) Post-test.

### Data Collection Procedure

Pretest (20 sentences reading test) was administered to the samples in week 1. They were asked to read the sentences which was focusing on English final sound and connected speech aspects.

Week 2-5 was about the learning lesson 1 – lesson 4 by using CLT approach. The lessons were based on the communicative competence included knowing what to say and how to say it appropriately in that situation, to the participants, and the roles and intentions.

Lastly, the post-test was tried out to the students to see their improvement and awareness of English final sound and connected speech aspects.

### Research Findings

This study aims to determine the role of communicative language teaching (CLT) in developing Thai students’ pronunciation of English especially final sounds and connected speech. It is the key point to enhance learners learning English accurately.

As the purpose of doing this study was to improve students pronunciation of English final sound and connected speech, they were asked to examine the pre-test of reading ability which focusing on previous mentioned aspects. The followings were the results of the study.

**Table 1:** The total pre-test scored obtained by the subjects

N	mean (Total = 40)	%
35	15.74	39.35

Before being training, students were asked to do the reading pre-test. It was found that the mean score of the test was 15.74 out of 40 which indicated that it was lower than the median score. It could be assumed that students did not aware of final sound and connected speech in pronunciation. They were not familiar with linking sound that is quite important when communicating with foreigners.

Then, in the week after, the students were trained to practice listening, speaking and reading. These activities were arranged based on the theory of learning language as for communication. Its goal was to develop learners' communicative competence which is considered to be the main conception of knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions.

This training part took about 4 weeks. Next, again, students were examined their ability of reading with the post test. In which, the post-test was as similar as the pre-test. The below table showed the result of the post-test.

**Table 2:** The total post-test scored obtained by the subjects

N	mean (Total = 40)	%
35	16.29	40.73

In Table 2 revealed the result of Post-test score obtained by the subjects. They gained mean score at 16.29, and the percentage was 40.73 which still showed scores lower than the median rate of 50%. However, the result of the post-test was slightly higher than that in the pre-test. It could be claimed that students were more aware of pronouncing the words and sentences. So, some of them could notice how to link the sound and read out loud.

To see whether there is any significant difference between pre-test and post-test. This following table showed the results of the study

**Table 3:** Comparison of Pre-test and Post-test Score

N	Pre-test		Post-test		T	sig
	mean	%	mean	%		
35	15.74	39.35	16.29	40.73	-2.26	0.02*

\*significant at 0.05

In Table 3, the subjects gained mean scores of 15.74 in the pre-test and 16.29 in the post-test. The T-value shows that there was statistically significant difference at 0.05 levels. This means that students had an improvement in reading English of final sound and connected speech. It is due to the fact that they were given the training of English final sound and connected speech. So it can be assumed that the noticing and being aware of English final sound and connected speech can help learners improve their English pronunciation knowledge.

## Conclusion

As Communicative language teaching (CLT) is an approach to help learner develop their speaking skills, it emphasizes interaction as both the means and the ultimate goal of study, and focusing on real conversations about real subjects. Teachers should insert these approaches into

their lesson plans and design some practical exercises for the students. These could help their students speak English with a standard accent. Suggested from the reviews of the literature and related studies with CLT could enable learners to develop the speaking skill, especially to notice parts of speech in the conversation of native speakers. It was found that CLT not only could develop the students in pronunciation of final sound and connected speech learning, but it also help them notice the linking sounds of subject and verb agreement so they could automatically contribute while having a general conversation.

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## English Reading Comprehension Anxiety of Thai Efl University Students

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### Abstract

The purposes of this research aimed to investigate and compare the levels of English reading comprehension anxiety of Thai EFL University students as classified by genders and fields of study. The samples of the research were 344 students who enrolled in the course "English for Academic Purpose 2" in the first semester of 2016 academic year at Buriram Rajabhat University. They were selected by using the table of Krejcie and Morgan, stratified random sampling, and simple random sampling, respectively. The research instrument was a questionnaire. The collected data were analyzed by using mean, standard deviation, t-test and one-way ANOVA. The findings showed that the levels of English reading comprehension anxiety of Thai EFL university students in overall and each aspect was at a moderate level. The Thai EFL university students feel anxious about their English reading comprehension of the text features more than the personal factors. In addition, there were not different of English reading comprehension anxiety of Thai EFL university students classified by genders and fields of study.

**Keywords:** Reading comprehension, English reading comprehension anxiety, Thai EFL university students

## Introduction

English is the universal language and is an important tool used to communicate with the world community which has limitless. Therefore, developing countries in every aspect, there is progress to develop the capacity of the country's population with the ability to communicate in English. Thailand assigned to the teaching of English at different levels for a long time so that people can communicate with both the international English listening, speaking, reading and writing. In Thailand, Thai university students represent a unique type of foreign language learners. Due the prosperous international trade as well as the exchanges of technology and academics between countries, English classes have become a necessity for Thai students. Naturally, Thai students feel as though they are pressured to obtain a high score on the English language portion of the competitive Joint University Entrance Examination. Since passing this examination depends mainly on English literacy skills and English grammar and none on actual verbal communication, this, of course, determines the focus of the students' study. Although Thai students must begin learning English as a foreign language from the time they are seventh graders, their foreign language learning environment does not provide them with many opportunities to practice oral communicative skills. Instruction is usually provided in big classes of 30 to 50 students. Moreover, the Thai teachers use the traditional Grammar Translation Approach, which emphasizes literacy skills (Larsen-Freeman, 1986).

Reading plays a significant role in language learning. Reading is an essential skill for students to have a good command of a second or foreign language. For English learners, greater progress and development will be made in all academic areas, supposing their reading skills can be advanced. Carrell (1998) defines reading as "a psycholinguistic process". Readers start with a set of linguistic symbols that have been chosen by writers to represent the thoughts that they wish to express. The reading process ends when the readers have interpreted as much of the writers' intended meaning as is relevant to them. So the writers put their meaning into language and the readers reconvert the language into meanings." Carrell's reading definition is one of the most frequently cited and widely accepted among numerous definitions of reading. Reading is a cognitive activity. The three main elements involved in reading process are reader, text and interaction between the reader and the text. Chastain (1975) states that reading process is a cognitive system in which readers actively operate the printed materials to obtain a good comprehension of the text. In another word, during reading process the reader should make use of their background and linguistic knowledge to reconstruct the writer's intended meaning. In a word, the writer's intended meaning is under the printed materials and the reader should read between the lines to get it.

Early studies in language anxiety had an obvious focusing on the language skill of speaking since it was considered as the most anxiety-provoking skill among all the four language skills: speaking, reading, writing and listening (Aida, 1994; Phillips, 1992; Young, 1986). Students were later found to have different anxiety levels related to different language skills and therefore anxiety study related to language skills other than speaking began to appear in 1990s (Cheng, Horwitz & Schallert, 1999; Horwitz, & Garza, 1999; Vogely, 1998). Foreign language reading anxiety did not draw the researchers' attention until recently (Shi & Liu, 2006). Reading is to be regarded as an individual activity that happens within a person's brain, and reading does

not require the interaction that speaking does (Bernhardt, 1991). Readers are believed to have the advantage of rereading and thinking; consequently, affective factors in second language reading, such as anxiety are neglected. However, reading is an active meaning constructing process from a sociocognitive perspective (Bernhardt, 1991) in that readers play an important role in reading comprehension. Readers interact with texts, which lead to different interpretations of the text based on the readers' background knowledge and language knowledge.

Additionally, it is found that Thai students have problems with vocabulary and sentence structure when reading texts, so they could not comprehend what they have read. Songsiri (1999) has indicated that Thai students' reading ability is at a low level. Students had poor skills in vocabulary, syntax, and grammar, and they lacked the ability to guess meaning from the context which was considered as the causes of the problems in skimming for main ideas, scanning for details, making inferences, finding the references, restating, sequencing facts from opinions, and determining the author's mood and tone.

Anxiety is usually seen in learning a second language. This anxiety about reading is widely accepted that affect the expression of the students to read. For this reason, the researcher recognizes the importance of the issue to read English in Thai classrooms. In particular, factors that influences anxiety in English reading of Thai EFL university students in order to serve society and a major force in international development in the future after graduation.

## Research Questions

1. What are the levels of English reading comprehension anxiety of Thai EFL university students?
2. Are there any differences of the levels English reading comprehension anxiety of Thai EFL university students, classified by genders and fields of study?

## Research Objectives

1. To investigate the levels of English reading comprehension anxiety of Thai EFL university students.
2. To compare the levels of English reading of Thai EFL university students, classified by genders and fields of study.

## Methodology

### Population and Samples

The population of this study consisted of 3,209 Thai EFL university students who enrolled in the course "English for Academic Purpose 2" in the first semester of 2016 academic year at Buriram Rajabhat University, Thailand.

The samples were 344 Thai EFL university students who enrolled in the course "English for Academic Purpose 2" in the first semester of 2016 academic year at Buriram Rajabhat

University, Thailand. They were selected by using the table of Krejcie and Morgan, stratified random sampling, and simple random sampling technique, respectively.

## Research Instrument

The main research instrument was a set of questionnaires in order to gather data concerning the reading Foreign Language Reading Anxiety Scale (FLRAS). The FLRAS was pioneered by Horwitz and Garza (1999) and is the most widely known and accepted research instrument in the field of foreign language reading anxiety (FLRA) research. The modified FLRAS consisted of 20 items. The FLRAS was divided into 2 types: 12 items for text features and 8 items for personal factors. The modified FLRAS was proposed to the thesis advisors and three experts to check for the appropriateness and correctness. After that the FLRAS questionnaire was tried out with 40 Thai EFL university students who were not the samples in order to check for the reliability. The reliability of this questionnaire was .92 which was high value.

## Data Collection

The researcher distributed the FLRAS questionnaire to the Buriram Rajabhat University (BRU) students who enrolled in the course "English for Academic Purpose 2" in the first semester of 2016 academic year. The data collection was carried out by the researcher himself. The FLRAS questionnaire was administered to the target group from October to November 2016.

## Data Analysis

After checking the completion of the FLRAS questionnaire, the statistical Package for Social Science (SPSS) was used to analyze the data. The statistical devices employed in this study were as follows.

1. To determine a student's reading anxiety level, descriptive statistics of the items of the FLRAS were employed to find out mean and standard deviation. Then, the interpretation of the level of reading anxiety was conducted according to the criteria adapted from Gonen (2007; cited in Wu, 2011) as follows.

**Table 1** : Criteria for the level of reading anxiety

Score ranking	Level of reading anxiety
3.85 – 5.00	High level
2.86 – 3.84	Moderate level
1.00 – 2.85	Low level

2. To compare student's reading anxiety level classified by genders and fields of study, t-test and one-way ANOVA were employed to detect with the statistical significance at .05 level.

## Results

### 1. The levels of English reading comprehension anxiety of Thai EFL University Students.

This research question was answered through mean, and standard deviation as shown in Table 2 below.

**Table 2 :** Mean, standard deviation and meaning of English reading comprehension anxiety of Thai EFL university students (n=344)

English reading comprehension anxiety	$\bar{x}$	S.D.	Meaning
Text features	3.15	.67	Moderate level
Personal factors	3.08	.75	Moderate level
<b>Total</b>	<b>3.11</b>	<b>.69</b>	Moderate level

As shown in Table 2, it was found that English reading comprehension anxiety of Thai EFL university students in overall and each aspect was at a moderate level

( $\bar{xx}=3.11$ , S.D. = .69). The Thai EFL university students feel anxious about their English reading comprehension of the text features more than the personal factors.

### 2. A comparison of the levels English reading comprehension anxiety of Thai EFL University Students, classified by genders and fields of study.

The English reading comprehension anxiety of Thai EFL university students classified by genders and fields of study are presented in Tables 3 – 4 below.

**Table 3 :** A comparison of English reading comprehension anxiety of Thai EFL university students classified by genders

English reading comprehension anxiety	Genders				t
	Male		Female		
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
Text features	3.14	.59	3.15	.69	.13
Personal factors	3.06	.67	3.08	.77	.20
<b>Total</b>	<b>3.10</b>	<b>.61</b>	<b>3.10</b>	<b>.71</b>	<b>.16</b>

As shown in Table 3, it was found that there is not different of English reading comprehension anxiety of Thai EFL university students classified by genders. That is, both male and female Thai EFL university students feel anxious when they read the texts for comprehension in the similar way.

**Table 4 :** A comparison of English reading comprehension anxiety of Thai EFL university students classified by fields of study

English reading comprehension anxiety	Fields of study						F
	Education		Humanities		Management		
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
Text features	3.10	.61	3.13	.74	3.22	.64	.89
Personal factors	3.01	.73	3.13	.80	3.09	.69	.64
<b>Total</b>	<b>3.06</b>	<b>.65</b>	<b>3.13</b>	<b>.75</b>	<b>3.16</b>	<b>.65</b>	<b>.87</b>

As shown in Table 4, it was found that there is not different of English reading comprehension anxiety of Thai EFL university students classified by fields of study. That is, Thai EFL university students who study in the different fields of study feel anxious when they read the texts for comprehension in the similar way.

## Discussion

### 1. The levels of English reading comprehension anxiety of Thai EFL university students.

The findings revealed that the levels of English reading comprehension anxiety of Thai EFL university students in overall and each aspect was at a moderate level. The Thai EFL university students feel anxious about their English reading comprehension of the text features more than the personal factors. This could be explained by the fact that the Thai EFL university students used to be trained to read the texts when they studied the course "English for Academic 1". They knew the techniques how to skim and scan the texts in order to look for main ideas and supporting details, therefore, they may be not serious at a high level of anxiety when they were assigned to read the texts. This finding is consistent with the study of Horwitz and Garza (1999) who mentioned that the anxiety of the students who study English reading as a foreign language had the higher levels. Also, the finding is supported by the research of Wu (2011) who reported that the Taiwanese students had their anxiety in the moderate level when they read the English texts.

### 2. A comparison of the levels English reading comprehension anxiety, classified by genders and fields of study.

The findings showed that there is not different of English reading comprehension anxiety of Thai EFL university students classified by genders. That is, both male and female Thai EFL

university students feel anxious when they read the texts for comprehension in the similar way. When classified by fields of study, the findings showed that there is not different of English reading comprehension anxiety of Thai EFL university students. This may be that all of them were trained the reading techniques in the similar ways when they read the texts, therefore, it could be affected on their reading strategies used. This finding is similar to Wu (2011) who mentioned that there is no different in reading anxiety of Taiwanese students classified by sex. In addition, the finding is supported by Sellers (2000) who found that all learners with different fields of study tended to have higher levels of foreign language reading anxiety in the same way.

## Conclusion

The levels of their difficulties in reading English and its relationship with gender and reading comprehension. Moreover, the sources of reading anxiety which were experienced by the students were figured out. Even though the study reported that students perceived they had a low level of reading anxiety, their anxiety on reading moderately influenced their reading comprehension. Moreover, students reported that the most significant source of reading anxiety was linguistic features of texts including difficult vocabulary, unfamiliar topics, uninteresting topics, lengthy and detailed texts and complicated grammatical structure.

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## Biodata

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## Agro-Tourism Management of Nang-Lae Sub-District Muang District Chiang Rai Province

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### Abstract

This research entitled "Agro-tourism Management of Nang-Lae Sub-district, Muang District, Chiang Rai Province" was a participatory action research. The purposes were 1) to study the context and to assess potential of agro-tourism sites in Nang-Lae Sub-district, Muang District, Chiang Rai Province 2) to find out the ways to develop agro-tourism sites in Nang-Lae Sub-district, Muang District, Chiang Rai Province, and 3) to find out the ways to manage agro-tourism sites which are suitable for community in Nang-Lae Sub-district, Muang District, Chiang Rai Province. The instruments used in this research included; 1) semi-structured interviews in order to survey agro-tourism context in Nang-Lae Sub-district, Muang District, Chiang Rai Province 2) questionnaires in order to assess potential of agro-tourism sites in Nang-Lae Sub-district, Muang District, Chiang Rai Province 3) semi-structured interviews in order to survey the ways to develop agro-tourism sites in Nang-Lae Sub-district, Muang District, Chiang Rai Province, and 4) semi-structured interviews in order to find out the ways to manage agro-tourism in Nang-Lae Sub-district, Muang District, Chiang Rai Province.

The research results were summarized as follows: 1) The results of potential assessment of agro-tourism in Nang-Lae Sub-district, Muang District, Chiang Rai Province, in the overall was less in potential ( $\bar{x} = 2.00$ ). When considering each aspect, it was found that; the access of agro-tourism sites aspect in Nang-Lae Sub-district, Muang District, Chiang Rai Province, in the overall had no potential ( $\bar{x} = 1.65$ ,  $SD = 0.54$ ), the facilities in agro-tourism sites aspect in Nang-Lae Sub-district, Muang District, Chiang Rai Province, in the overall had no potential ( $\bar{x} = 1.31$ ,  $SD = 0.29$ ), the attractions of agro-tourism sites aspect in Nang-Lae Sub-district, Muang District, Chiang Rai Province, in the overall had moderate potential ( $\bar{x} = 3.02$ ,  $SD = 0.67$ ), and agro-tourism management aspect, in the overall had less potential ( $\bar{x} = 1.97$ ,  $SD = 0.42$ ). 2) The results of finding out the ways to develop agro-tourism sites, Nang-Lae Sub-district, Muang District, Chiang Rai found that in order to empower potential of Agro-tourism sites; the following four aspects were indicated to develop agro-tourism sites; the access of agro-tourism sites aspect, the facilities in agro-tourism sites aspect, the attractions of agro-tourism sites aspect, and agro-tourism management aspect. 3) The results of finding the ways to manage agro-tourism sites are suitable for community in order to carry out performance of agro-tourism efficiently and to achieve the maximum benefit to the community. So, tourism stakeholders had the same opinions that agro-tourism in Nang-Lae Sub-district, Muang District, Chiang Rai Province should be managed according to the following four aspects; the management of agro-tourism site aspect, the supporting of agro-tourism site aspect, service of agro-tourism site aspect, and the attractions of agro-tourism site aspect.

**Keyword:** Potential of Agro-tourism Sites, Agro-tourism, Agro-tourism Management

## Background and Rationale of the Problem

Economic integration within the framework of the ASEAN free trade that begins in the year 2015 will pose new partnerships such as investments, opening service sectors, etc. It is expected that tourism will have to adapt in the fields provided although it is affected by the global economic crisis and the unrest in the country today. Tourism also has an important role in driving the economic recovery of the country, and it may have the opportunity to develop as a center of service and tourism of the region. In addition, the key strategy of creating a manufacturing base that promotes economic growth and a strong balance needs to develop tourism to enhance the tourism quality to be sustainable and to link with neighboring countries by giving priority to tourism management and development in the enterprise areas with high potential and in accordance with developmental directions of the province and provincial groups, such as local and international eco-tourism and cultural groups, etc.

From the ways of tourism development within the framework of the National Economic and Social Development Plan No.11 (2012 -2016), it is possible to form a strong government and private sector in the tourism industry and to link to the areas with high potential as well as the development on skills and knowledge of a local governmental organization and community. Tourism Industry comprises several types of businesses that are directly and indirectly businesses or business support. Purchasing services of both Thai and foreign tourists caused turnover to fall in spending which many professional groups help stabilize the whole society both in local community level and national level. It is evident that tourism in the community has a role to build a career extensively such as local handicrafts or agricultural products and natural resources to help stimulate the production and utilization of domestic resources at a maximum benefit. The tourism industry and community tourism has no limits in the service as compared to other industries, so the government has to promote the tourism explicitly. There are the agencies responsible directly for the national, regional, provincial, and local levels. There are supporting policies that can be implemented widely, in particular, local agencies have a significant role about tourism in local community including provincial administrative organization, Sub-district Administrative Organization or Municipality, and community enterprises, etc. The mentioned role will include the preparation of information exploration and seeking new tourist sites that have the potential in the area in order to develop, improve, restore tourist sites, ancient things, and natural tourist attractions in the area tidily and beautifully.

Agro-tourism management of Nang-Lae Sub-district, Muang District, Chiang Rai Province is a local wisdom that is very important to have the chance to become a new tourist attraction in Chiang Rai. Production management and processing pineapple products are provided with the skills of villagers gathered as a community enterprise, and local governmental organizations have promoted the production because Nang-Lae pineapple products indicate the geographical indication of Chiang Rai contributing to the promotion and development to become the agro-tourism site. In addition to maintaining local wisdom to be sustainable, it also promotes income and occupations related to tourism to the community in the area of Nang – Lae Sub-district. Moreover, in the near future, an expansion of areas to grow pineapples and to develop areas as agro-tourism site in order to allow the tourists to visit or to stay overnight, and to purchase processed products from pineapples. However, responsible tourism agencies lack the tangible agro-tourism management affecting the tourism in Nag – Lae Sub-district, Muang

District, Chiang Rai Province also lack good opportunities to get attention as one of tourist attractions in Chiang Rai.

Consequently, the researchers realize the importance and necessity of agro-tourism management of Nag –Lae Sub-district in order to study context and assess potential of agro-tourism sites in Nang-Lae Sub-district, to find out the ways to develop agro-tourism sites in Nang-Lae Sub-district, and to find out the ways to manage agro-tourism sites which are suitable and relevant to community context contributing to further development of constant and sustainable management of agro-tourism.

### **Purposes of the Research**

1. To study context and assess potential of agro-tourism sites in Nang-Lae Sub-district, Muang District, Chiang Rai Province
2. To find out the ways to develop agro-tourism sites in Nang-Lae Sub-district, Muang District, Chiang Rai Province
3. To find out the ways to manage agro-tourism sites which are suitable for community in Nang-Lae Sub-district, Muang District, Chiang Rai Province

### **Research Hypothesis**

The ways to manage agro-tourism sites in Nang-Lae Sub-district, Muang District, Chiang Rai Province are suitable for the community context.

### **Research Methodology**

1. A Participatory Action Research
2. Population/Target Groups (Data Source)
  - 1) The population of this research consist of the service providers for community – based tourism, tourists, and related people in tourism community in Nang Lae Sub-district, Muang District, Chiang Rai Province.

- 2) Target Groups

The target groups of this research included the tourism business entrepreneurs in the community, tourists, and related people in tourism community in Nang Lae Sub-district, Muang District, Chiang Rai Province.

### **Steps of Implementation and Data Collection**

The implementation and data collection are conducted according to three steps as follows:

Step 1	Preparedness to Survey the Community Context	1. Instruments used
	<ol style="list-style-type: none"> <li>1. Study the documents, concepts, theories and related researches.</li> <li>2. Study the community context.</li> <li>3. Study the area and get understanding with leaders and involved people for community-based tourism management.</li> <li>4. Assess potential of agro-tourism sites</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Semi-structured interviews</li> <li>1.2 Questionnaires to assess potential of agro-tourism</li> </ol>
Step 2	Finding out Ways to Develop Agro-tourism Site	2. Instruments Used for development
	<ol style="list-style-type: none"> <li>1. Find out ways to develop agro-tourism sites.</li> <li>2. Revise and edit based on the recommendations.</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Semi-structures interviews</li> <li>2.2 Focus group Discussion</li> </ol>
Step3	Finding out Ways to Manage Agro-tourism Sites	3. Instruments Used for an Experiment
	<ol style="list-style-type: none"> <li>1. Find out ways to manage agro-tourism sites.</li> <li>2. Revise and edit based on the recommendations.</li> </ol>	<ol style="list-style-type: none"> <li>3.1. Semi-structures interviews</li> <li>3.2 Focus group Discussion</li> </ol>

## Research Summary

1. The results on studying context of agro-tourism sites in Nang-Lae Sub-district, Muang District, Chiang Rai Province found that there were five agro-tourism sites in the community as follows:

- 1<sup>st</sup> **Tourist Site:** Community Enterprise Learning Center
- 2<sup>nd</sup> **Tourist Site:** Pineapple Orchard
- 3<sup>rd</sup> **Tourist Site:** The Community Forest
- 4<sup>th</sup> **Tourist Site:** Organic Vegetable Orchard (Baan Lung Chuan)
- 5<sup>th</sup> **Tourist Site:** Community Enterprise Learning Center

The researchers had assessed the potential of agro-tourism in Nang-Lae Sub-district, Muang District, Chiang Rai Province, in the overall was less in potential ( $\bar{x} = 2.00$ ). When considering each aspect, it was found that ; the access of agro-tourism sites aspect in Nang-Lae Sub-district, Muang District, Chiang Rai Province, in the overall had no potential ( $\bar{x} = 1.65$ ,  $SD = 0.54$ ), the facilities in agro-tourism sites aspect in Nang-Lae Sub-district, Muang District, Chiang Rai Province, in the overall had no potential ( $\bar{x} = 1.31$ ,  $SD = 0.29$ ), the attractions of agro-tourism sites aspect in Nang-Lae Sub-district, Muang District, Chiang Rai Province, in the overall had moderate potential ( $\bar{x} = 3.02$ ,  $SD = 0.67$ ), and agro-tourism management aspect,

in the overall had less potential ( $\bar{x} = 1.97$ ,  $SD = 0.42$ )

2. The results of finding out the ways to develop agro-tourism sites in Nang-Lae Sub-district, Muang District, Chiang Rai Province found that in order to empower potential of agro-tourism sites tourism stakeholders shared opinions towards the tourism sites development according to the flowing four aspects;

1) The access of agro-tourism sites aspect : taxis placed on standby to reach the tourist attractions

2) The facilities in agro- tourism sites aspect

3) The attractions of agro- tourism sites aspect

4) Agro-tourism management aspect

3. The results of finding the ways to manage agro-tourism sites are suitable for community in order to carry out performance of agro- tourism efficiently and to achieve the maximum benefit to the community. So, tourism stakeholders had the same opinions that agro-tourism in Nang-Lae Sub-district, Muang District, Chiang Rai Province should be managed according to the following four aspects; the management of agro-tourism site aspect, the supporting of agro-tourism site aspect, the service of agro-tourism site aspect, and the attractions of agro-tourism site aspect

1) The management of agro-tourism site aspect

2) The supporting of agro-tourism site aspect

3) The service of agro-tourism site aspect

4) The attractions of agro- tourism site aspect

## Research Findings and Discussions

From conducting research on agro – tourism management of Nang-Lae Sub-district, Muang District, Chiang Rai Province, it was found that the potential of agro-tourism sites in terms of the access of agro-tourism sites aspect, the facilities in agro- tourism sites aspect, and the agro-tourism management aspect, in the overall had no potential; whereas, the attractions of agro- tourism sites aspect, in the overall had moderate potential. This led to the development of agro-tourism sites in the mentioned four aspects. **Referring to the ways to manage agro-tourism sites in Nang – Lae Sub-district, Chiang Rai Province**, they were indicated as follows: There should be the structure of organizational management and the tourist site development plan; there should be a design of area management plan systematically; security for tourists should be managed; there should be the management of waste in the tourist sites; the connections should be created to support the tourist sites; natural resources and environments should be conserved; there should be a maintenance of utilities and tourism resources; there should be a sales promotion and an increase on the value of agricultural products; there should be the advertising and public relations of tourism sites. **Regarding the support of agro-tourism sites, they were found as follows:** There should be travel routes that the tourists can access to the

tourist sites conveniently and safely; the preparedness in terms of infrastructure utilities should be provided; there should be an availability of foods and drinks for tourists; there should be the preparation of personnel to accommodate the services of agro-tourism sites; there should be an acquaintance and welcoming for tourists, a brief description and tourism activities, an information of the rules and practices of tourists while visiting the tourist sites; there should be a tour guide or tour leader who can speak foreign languages for the tourists in order to give the knowledge and the tourist information entirely; there should be a shop for daily used products and souvenirs for serving the tourists to use at the tourist sites or to take home; knowledge and information of the tourist sites should be provided, such as documents or brochures, tourist boards or notice information or knowledge of agriculture including the demonstration of practice; transportation for tourists to visit the tourist sites should be provided including a mini-tractor, bicycles, or vehicles for a tourist group or a private; the training and transfer of knowledge should be provided including providing equipment and training for self-learning and in a group. **According to the attraction of agro-tourism site aspect, it was shown as follows:** There should be a prominent side in sufficiency economy and local wisdom, such as new theory agriculture, natural agriculture or organic agriculture, the production of biological agents for pesticides, etc.; the nature and beauty of tourist sites should be organized naturally or refurbished the landscape more beautifully and harmoniously with the nature; there should be a prominent and a variety of agricultural products to be sold to tourists, such as wine, processed fruits, soap, handicrafts, and so on; the learning lifestyle activities should be set up together with farmers including to grow vegetable and pineapples and harvesting. The results of this research are consistent with the research of Ms. Kesanee Sattarattanakhajorn. (2007) who studies a feasibility of agro-tourism management : a case study of Pang Ma-Oh Village, Mae Tha Sub-district, Mae Tha District, Lam Pang Province. The results found that at present agro-tourism in Pang Ma-Oh Village is unmanageable even with the fundamental and the potential of agro-tourism. This is due to the weakness of the people in the village and the lack of interest in promoting tourism. The support of public sector has no continuity including barriers to migration officials in local authorities, so the project has not continued. If there is a solution for such weakness and obstacles, Pang Ma-Oh Village may have the opportunity to develop to be an agro-tourism village. The research is also consistent with the research of Pattraporn Chantanee. (2011) who studies Management of Tourism Based on Community : A Case Study of Hed Tub Tao Community Enterprise in Sam Ruan Sub-district, Bang Pa Inn District, Ayutthaya Province and found that the guidelines for the management of tourism can conclude in four strategic issues and has developed a management model for tourism in order to manage tourism in the pattern of agricultural tourism in the community.

So, we can see that the agro-tourism management system is necessary and essential to the development of agro-tourism. Moreover, the participation of all stakeholders contribute to the management of agro-tourism that corresponds to the community context contributing to the sustainable and ongoing development of agro-tourism.

## Recommendations for Further Research

For further research, there should be a study of the context and potential of agro-tourism in other areas in order to find out better ways for the development of agro-tourism in other areas as well.

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## A Study On Semantic Map Of “Give” And Its Functions In Teaching Chinese As A Foreign Language

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### Abstract

This paper makes an attempt, based on the Semantic Map Theory, to analyze and compare different usages of the Chinese character “给” (to give) and its counterparts in Southeast Asian languages. It concludes that the common functions which “给” and its counterparts share are their given meanings, receiver markers, beneficiary markers and causative markers; while the unique functions that differentiates “给” from its counterparts are its passive markers, disposal markers and the emphatic function. As semantic maps could reflect language universals, many linguists hold the notion that they could be applied in Teaching Chinese as a Foreign Language (TCFL). Therefore, by assessing the feasibility of this concept, this paper studies both native Thai-speaking and Vietnamese-speaking students in learning the usages of “给”. In the conclusion part, the paper identifies the value of adopting semantic maps into TCFL.

**Keywords :** Give; Semantic map; Chinese character “给”; Teaching Chinese as a Foreign Language

### Introduction



## Polyfunction of verbs meaning "to give"

Newman (1996) noted that "giving" is a very common action in human activity. In human cognition, the act of giving is a basic and core in human experience, and it is a basic-level category. Therefore, except to expressing this universal human behavior, it also extended plenty of usages relative to "giving" behavior. Among languages all around the world, verbs meaning "to give" having many functions is a common phenomenon. While in the language area of Southeast Asia, the character that the semantic function of verbs meaning "to give" is various is outstanding; giving long-term language contact, the semantic extensions of verbs meaning "to give" have many similarities.

## Semantic map model

Semantic map model is a tool for linguistic typology to do cross-language comparison. Linguistic typology advocates to analysis the general factors that contribute restriction function through cross-language comparison. The same semantic and grammatical form in different languages is not a coincidence, despite the fact that users of different languages have common in cognitive psychology. As a tool of linguistic typology analysis, semantic map model is in the spot light in recent years, and its function is to intuitively and objectively present the generality and individuality of languages. Semantic maps model is based on conceptual space. Through cross-language comparison, it establishes up conceptual space which, in detail, reflects the similarity in human's cognition and extension of a concept, bearing a general meaning. The semantic map built up in conceptual space can reflect the character how a specific language deals with universality and individuality of a concept, and then constructs a conceptual space of multifunctional morpheme, based on which the comparison of different languages semantic maps can more accurately reflect the difference among languages in detail.<sup>1</sup> The paper is to compare the diverse meanings and functions of verbs meaning "to give" in Chinese and Southeast languages.

For distinction, the following "give" represents the multifunctional word "给" in Chinese, and "GIVE" represents the multifunctional verbs meaning "to give" in cross-linguistic comparison. The verbs meaning "to give" in specific languages are in their languages.

## Research Objectives

(A) Based on Semantic maps to compare the diverse meanings and functions of verbs meaning "to give" in Chinese and Southeast languages, such as Thai, Vietnamese, Cambodian and Malay.

(B) Semantic map "GIVE" in five languages constructed in this paper can be used in teaching "给" in TCFL.

<sup>1</sup>The major theoretical assumption of constructing semantic map model is Semantic Map Connectivity Hypothesis. This hypothesis is the basis that semantic map model is constructed. Research on semantic map model can be referred to Haspelmath (2003), Zhang (2010), Wu Fuxiang (2011), Wang Ruijing (2010) and other essays.

## The conceptual space of "GIVE" in many languages

Although the multifunctionality and polysemy of "GIVE" has aroused much concern and study in the field of linguistics in recent years, there is still no description about the conceptual space of "GIVE". This paper first summarizes the conceptual space of "GIVE" according to the cross-language study about "GIVE"'s functions, and then compares similarities and differences of "GIVE" in Chinese and Southeast Asia languages with semantic map. For Southeast Asia languages, the paper selected Thai, Malay, Vietnamese, and Cambodian as objects.

Many scholars have studied the multifunctional "GIVE" in different languages from cross-language perspective. For example: Newman (1996) discussed the properties of "GIVE" from a cognitive perspective and furthered the study about the function, semantic meaning and grammaticalization of "GIVE" in world languages, which has a broad impact in typology field. Mainly focusing on the field of nouns and verbs, Matisoff (1991) examined the grammaticalization of Lahu language, a Lolo Burmese language from Tibeto-Burmese Branch, in Sinospheric. Matisoff thought that the weakened "GIVE" is common in the Lahu language, the East Asian and Southeast Asian languages. Bisang (1996), from the perspective of regional types and common types, studied the grammaticalization of verb "GIVE" in Chinese, Miao (Hmong), Vietnamese, Thai and Cambodian. Song (1998) talked about many issues on the functions and grammaticalization of "GIVE" in Southeast Asia languages, namely the four semantic cases about the verb lexical meaning, beneficiaries, purposes and manners of "Hai" in Thai, "?aoy" in Cambodian and "cho" in Vietnamese, and furthered the study about grammaticalization approaches of these lexical meanings. Iwasaki & Yap (1998, 2003) mainly investigated the passive meaning of "GIVE" in Manchu-tungusic language, Mandarin, Malay, and Akan (West Africa's Khoi language), and argue that its passive meaning comes from the causative meaning. Iwasaki, Yap and Lord (2002), through an examination of a number of languages, studied the lexical meaning of "GIVE" in the serial verb construction, and explored its grammaticalization model. According to the researches on the function of "GIVE" mentioned above, it is obvious that the multifunctionality of "GIVE" in Southeast Asian languages is a common phenomenon, and in grammatical, semantic or phonetic aspects, it is also generally consistent.

The paper displays the generality and individuality of "GIVE" by using semantic map. The conceptual space of "GIVE" mentioned in the paper is quoted from Chen Shuyi (2016) (author's doctoral dissertation)<sup>2</sup>, as the following:

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<sup>2</sup> This paper studied on the published resources, "GIVE" function researches about 30 languages, including dialects, based on which the paper concludes the functions of "GIVE", classified into 14 functions. The paper also constructs a conceptual space of "GIVE" by establishing its semantic map. (see Chen Shuyi, 2016)

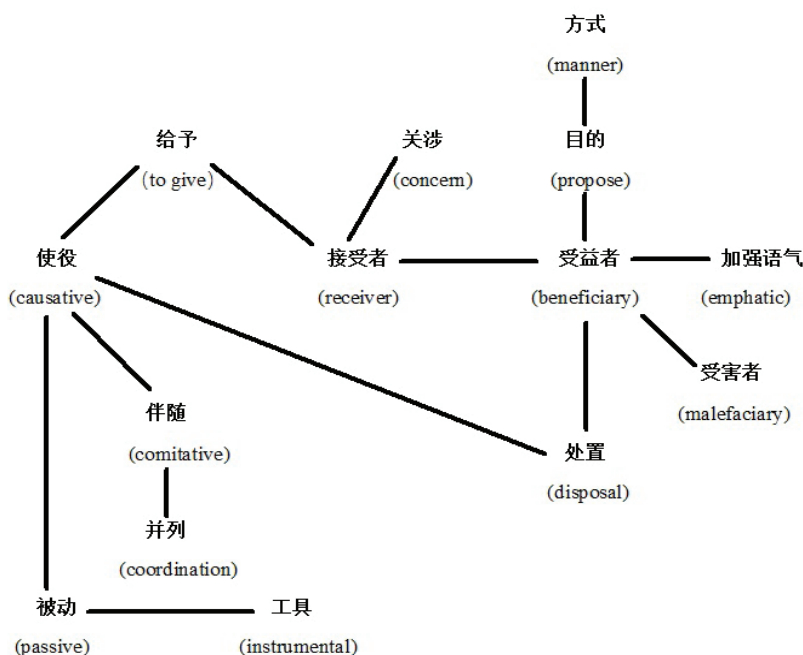


Fig-1 The Conceptual Space of "GIVE" in Many Languages  
(see Chen Shuyi, 2016)

From The Conceptual Space of "GIVE" (Fig-1), it can be seen that the associations between functions exists, which is not accidental. Plenty of cross-language researches have shown that there are grammaticalized relationships between these functions as following:

(A) **The beneficiary marker extent to become purpose marker.** Newman (1996), after examining of many languages, holds that purpose marker often comes from beneficiary marker. Song (1998) argues the phenomenon that the function of "GIVE" evolves from beneficiary marker to purpose marker is a change from the internal and cognitive situation to the textual and metalinguistic situation; (B) **The manner marker comes from purpose marker.** Purpose and manner are both about the introduction of background information, and they are verb modifier, showing that their semantic meaning and functions are closely related to each other, in that Song (1998) considers purpose markers have a further evolution to manner marker; (C) **Emphatic is from beneficiary marker.** Li Wei (2004) and Fan Qun (2005) think the emphatic function of "give" come from educing comitative function which refers to the beneficiary marker function in this paper. The emphatic function first appeared in the context where the beneficiary marker "give" was omitted; therefore this usage was formed; (D) **The causative marker is directly connected to the meaning "to give".** Newman (1996) the meaning "to give" of "GIVE" is often used to explain causative concept from the semantic aspect, because some features of the meaning "to give" is more in line with the specific characteristic of causativity, for instance, both giver and causer refer to human and involve the meaning of encouraging some action; receiver and causee both experience some kind of action because of one's behavior. The similarity of giver and causer is that giver has the intension to give and causer

causes somebody to do something, which means that the semantic feature of giver and causer are resemble, i.e. the giver as an entity makes the receiver to have something. The similarity between receiver and causee is that receiver accepts what the giver gives him and causee accepts the command (or request, proposal, etc.) from the causer. This is of the same view from Heine and Kuteva (2002)、Iwasaki & Yap (1998) who believe that in the evolution of "GIVE", "the causative" stage and "the permissive" function both existed and became "permissive-causative" function, in which phase the function is devolved from the meaning "to give" of "GIVE"; **(E) The causative marker becomes passive marker.** The change was proved by cross-language facts, such as "叫、让、给" in Chinese. Iwasaki and Yap (1998) mainly examines "GIVE" in Malay, Cantonese and Chinese, pointing out that the passive construction is coming from the causative construction; **(F) The causative marker extents to become comitative marker and then coordinate marker.** Jiang lansheng (2012) has a perception that Chinese verbs meaning "to give" can also be the prepositions of coordinate conjunctions, in other words, verbs meaning "to give" is one of the sources of Chinese conjunctions and prepositions. Causative sentence structure is "NP<sub>0</sub> 给NP<sub>1</sub> VP", a pivot structure, in which NP<sub>1</sub> is the causer of VP. But when VP is the joint action of NP<sub>0</sub> and NP<sub>1</sub>, the semantic relationship of the original pivot structure also changes, and "give" has the possibility to become comitative prepositions. The following two sentences reflect this change, and the function of "give" in the second sentence can be explained as causative meaning or comitative preposition, as the following (sentences (1) and (2) are quoted from Jiang lansheng, 2012):

(1) 邹师父是从来不给人赢的，今日一般也赢了。 (*Informal History for Academia*)

(2) 师傅请过来，给员外相见。 (*The Story of Monk Chai Kung*)

This usage is more typical in Chinese dialects than Mandarin, and "拨" in Fuyang dialect and "给" in Suzhou dialect are able to be comitative prepositions, such as:

(3) the Suzhou dialect: 明个我给爸爸一块进城买东西去。 (Quoted from Zhang Desui, Tang Aihua, 2010)

(4) the Fuyang dialect: 尔去拨渠商量间看。你去跟他商量商量看。 (Quoted from Sheng Yimin, 2015)

While the semantic and syntactic distribution of comitative and coordinate markers are close, directly related to each other. In Chinese, comitative and coordinate preposition are mostly the same, such as "跟、和" and so on.

**(G) The disposal markers are from the causative, beneficiary and maleficiary marker.** According to the study, the phenomenon that "GIVE" has the disposal function mostly can be seen in Mandarin and Chinese dialects. Wang Jian (2004) discusses two resources for "give" to express disposal meaning: one is from "give" meaning "to do for, to replace", namely the beneficiary marker function; the other comes from the causative marker "give". Sheng Yimin (2010) thinks that maleficiary marker also can become the disposal marker, so disposal marker has connection with causative, beneficiary and maleficiary marker.

## Comparison between Chinese and other four languages

The comparison between the functions of Chinese and Thai, Vietnamese, Cambodian is based on the conceptual space established in section II (Fig-1). “GIVE” in the five languages own the following functional features:

(A) “给” in Chinese: meaning “to give”, receiver marker, beneficiary marker, maleficiary marker, concern marker, causative marker, passive marker, disposal marker, as well as an emphatic function;

(B) “hai51” in Thai: meaning “to give”, receiver marker, beneficiary marker, maleficiary marker, concern marker, causative marker, purpose marker and manner marker;

(C) “cho” in Vietnamese: meaning “to give”, receiver marker, beneficiary marker, maleficiary marker, causative marker, concern marker, purpose mark and manner marker;

(D) “?aoy” in Cambodian: meaning “to give”, receiver marker, beneficiary marker, causative marker, purpose marker and manner marker;

(E) “bagi” in Malay: meaning “to give”, receiver marker, beneficiary marker, causative marker, purpose marker and passive marker.

In the conceptual space of “GIVE” on, the semantic maps of five languages can be constructed, as the following Figure 2:

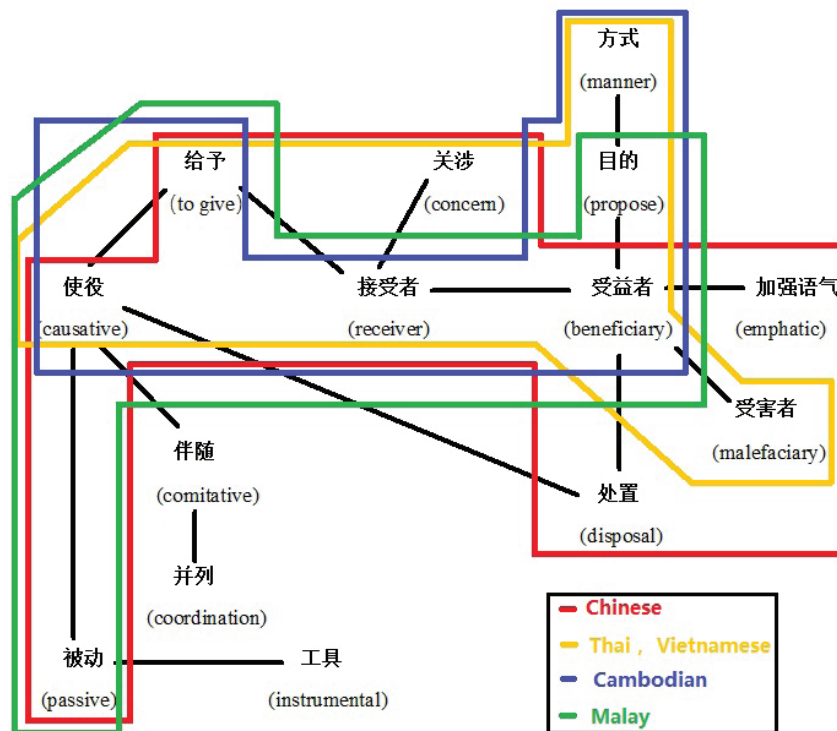


Fig-2 The semantic map of “GIVE” in Chinese and four Southeast Asian languages  
(see Chen Shuyi, 2016)

From Fig-2, the distributions of “GIVE” in the conceptual space of Chinese, Thai, Malay, Vietnamese and Cambodian can be clearly seen. The semantic map visually reflects the functional similarities and differences of “GIVE” between Chinese and the other four languages.<sup>3</sup>

(A) “给” in Chinese, “hai51” in Thai, “cho” in Vietnamese, “?aoy” in Cambodian and “bagi” in Malay all have the meaning “to give”, which is the original meaning of “GIVE”, with a basis double-object structure. For example:

(5) Chinese: 好像白胡子老头给了他一些什么精神上的压迫。(Four Generations under One Roof, page 7)

(6) Thai: ?a:33gon33 **hai51** p<sup>h</sup>ɔ:n33 nu:215 nɔ:j21 si21

阿公 给 祝福语 我 一下 吧

“阿公给我说几句祝福语吧！” (Chinese-Thai bilingual Monthly, 2012.3)

(7) Vietnamese: Tôi **cho** nó hai cuốn sách

I **give** he two CL book

“I gave him two books.” (Mueanjai & Thepkanjana, 2008)

(8) Cambodian: koat baan **?aoy** luy khñom

He PAST **give** money me

“He gave me money.” (Iwasaki and Yap, 1998)

(9) Malay: Ayah **bagi** orang (i)tu<sup>3</sup> sepuluh ringgit

Father **give** person that ten dollar

“Father gave that person ten dollars.” (Iwasaki and Yap, 2003)

(B) “给” in Chinese, “hai51” in Thai, “cho” in Vietnamese, “?aoy” in Cambodian and “bagi” in Malay all have the receiver marker function. Receiver marker function mainly refers to “GIVE” introducing the person who receive some kind of object, and the object is passed from the giver in some way; therefore there will be generally another verb meaning “to give” in the sentence, such as “发 (mail); 寄、送 (send); 还 (return (something)); 交 (Hand over)”, and so on. For example:

(10) Chinese: 把那一千万交给认识的山东人或山西人。(Four Generations under One Roof, page 247)

<sup>3</sup> Because of length limitation, this paper does not give examples about each function of “GIVE” in all languages, just introducing a part of them.

(11) Vietnamese: Hoa gui thu **cho** Lan

Hoa send letter **give** Lan

“Hoa sent a letter to Lan.” (*Mueanjai & Thepkanjana, 2008*)

(C) “给” in Chinese, “hai51” in Thai, “cho” in Vietnamese, “?aoy” in Cambodian and “bagi” in Malay all can be beneficiary marker. Beneficiary refers to that the causer does something to the object, and this action brings benefit to the object, which can be called “beneficiary”. “GIVE” is before the beneficiary (NP), so it has the function of introducing the beneficiary with a meaning “for” means. For example:

(12) Cambodian: ?o:pùk tɛn siəuphɔ̀u **?aoy** khnom.

Father buy books **give** me

“Father buys books for me.” (*Newman, 1996*)

(13) Chinese: 好吧，我给你找个帮手吧。 (*Four Generations under One Roof, page 174*)

(D) “给” in Chinese, “hai51” in Thai, “cho” in Vietnamese, “?aoy” in Cambodian and “bagi” in Malay all can be causative marker, which is a general function of “GIVE” among languages all around the world. Here “GIVE” is equivalent to causative marker like “使、让、叫” in Chinese or “make, cause, let” in English. Functions of causative marker are also included within the context of different types, such as cause, make, permit, etc. For example:

(14) Cambodian: Khnom **?aoy** ?o:pùk tɛn siəuphɔ̀u.

I **give** father buy book

“I had my father buy the book(s).” (*Newman, 1996*)

(15) Malay: Ayah **bagi** kita pergi pancing ikan dengan Pak Man

Father **give** us go catch fish with Pak Man

“Father let us go (rod) fishing with Pak Man.” (*Iwasaki and Yap, 2003*)

(E) “给” in Chinese, “hai51” in Thai and “cho” in Vietnamese have the function of maleficiary marker. This is the opposite function of beneficiary marker. When causer does some kind of action to the object, and such action causes harm to the object, then he or she will become “maleficiary”, “GIVE” is also located before the maleficiary (NP), with the function of maleficiary marker. For example:

(16) Thai: ru:45cak21 tɛ:21ca21 pad21sa21wa21 pai33 **hai51** kʰon33ʔun21

知道 只 添麻烦 去 给 别人

“就会让自己忘记自己的责任，……，只知道给别人添麻烦！”

(*Gold-Pasted Cemen*, page 306)

(17) Chinese: 他已经给自己挖了坟坑! (*Four Generations under One Roof*, page 322)

(VI) In the five languages, “给” in Chinese, “hai51” in Thai and “cho” in Vietnamese can be concern marker. Here, “GIVE” mainly introduces the object related to the action or the object the action refers to. The function of concern marker “GIVE” equals to “朝”、“向”、“对” in Chinese. For example:

(18) Chinese: 刘四爷很满意有这么多人来给他磕头祝寿。 (*Camel Xiangzi*, page 187)

(19) Vietnamese: Thấy giáo nói **cho** tôi chuyện về nàng A Su Ma

老师 说 给 我 故事 关于 姑娘 阿诗玛

“老师跟我讲关于阿诗玛的故事。” (*Du Bilian*, 2012)

(VII) In the five languages, only “给” in Chinese and “bagi” in Malay can act as passive marker. “GIVE” in some languages is able to introduce the causer of action, as a passive marker, which is equivalent to “被” in Chinese. For example:

(20) Chinese: 钱先生在监牢里受罪的当儿，外孙子倒给宠得不行。 (*Four Generations under One Roof*, page 550)

(21) Malay: Kereta kita habis **bagi**<sup>4</sup> dia rosak.

Car us completely **give** he wreck

“Our car was completely wrecked by him.” (*Iwasaki & Yap*, 1998)

(VIII) In the five languages, “给” in Chinese cannot be purpose marker, while “hai51” in Thai, “cho” in Vietnamese, “?aoy” in Cambodian and “bagi” in Malay can. Purpose marker “GIVE” mainly introduces the purpose of the action before “GIVE”. For example:

(22) Thai: Nu:an33 pʰlak21 Jum215 **hai51** tok21 nam45

Nuan push Jum **give** fall water

“Nuan pushed Jum in order for her to fall into the water.” (*Iwasaki & Ingkaphirom*, 2005)

<sup>4</sup> “bagi” in Malay has the function of passive marker; though, it is used with more limitation. Iwasaki and Yap (2003) interprets it that the passive marker “bagi” only used in southern dialects of Malaysia Peninsula; in addition, modern Malaysia people, especially well-educated young people do not use “bagi” to express passive meaning. Compared with the traditional “bagi”, they tend to use a more common form in standard Malay, the passive marker “di-”.



(23) Vietnamese: Bà cần phải ăn uống **cho** khỏe người.

你 要 饮食 (动词 给 身体健康)

“你要好好地吃，身体才会健康。” (Li Bei, Ruan Mingfang, 2012)

(IX) Sometimes, “GIVE” can introduce verb modifier, with the function of manner marker. In the five languages, “hai51” in Thai, “cho” in Vietnamese and “?aoy” in Cambodian can be manner marker, mainly in the “verb + GIVE + manner” structure. For example:

(24) Cambodian: Khpom rùət t̀̀u sa:la:-rien **?aoy** rəhás.

I run go school **give** quick

“I run quickly to school.” (Newman, 1996)

(X) In the five languages, only “给” in Chinese has the function of disposal marker (equivalent to “把” in Chinese or “take” in English) and the emphatic function, especially the function of disposal marker which may be unique feature of “给” in Chinese. For example:

Disposal of mark:

(25) Chinese: “是，和平了结好！” 晓荷给太太的话加上个尾巴。(Four Generations under One Roof, page342)

Emphatic:

(26) Chinese: “我把大门给锁上了！” (Camel Xiangzi, page165)

## Role Semantic Map of “GIVE” Plays in Teaching “给” in TCFL

Many linguistic typology scholars believe that semantic maps can be used in teaching Chinese as a foreign language (TCFL), such as Sun Wenfang(2012), Wei Haiping (2013), Lin Huayong and Wu Xueyu (2013) and so on. The paper supports this view, namely that the semantic map “GIVE” in five languages constructed in this paper can be used in teaching “给” in TCFL. Taking error analysis as an example the influences it has on non-Chinese-speaking students are as follows:

First, the paper believes if “GIVE” in other languages has common function with “给” in Chinese, it will be helpful for non-Chinese learner to study Chinese. For example, according to the semantic map of five languages, “hai51” in Thai and “给” in Chinese, both have the functions of receiver marker, beneficiary marker, causative marker, maleficiary marker and concern marker; only “给” in Chinese can be passive marker, disposal marker and emphatic function. Based on these similarities and differences shown in semantic map, the paper holds that it can help teachers to predict errors and difficulties Thai students may encounter with in learning “给” in Chinese and help to focus on the key points and difficulties in teaching analysis.

In this regard, the paper tentatively studied the situation that native Thai students use “给” in Beijing Language and Culture University HSK Dynamic Composition Corpus (北京语言大学的HSK动态语料库). The data collected approach is: First, Base on the corpus only collected Thai students use “给” sentences, total 492 sentences. Second, according to the function uses of “给”, these sentences were divided into 9 kinds of function uses, further analyzed correct sentences and error sentences. The results can be referred in the following table:

Functions of “给”	Situation that Native Thai Student use “给”					
	Appearance		Accuracy		Errors	
	Frequency	Number of Sentence (total 241)	Frequency	Number of Sentence (total 211)	Frequency	Number of Sentence (total 30)
“To Give”	16.18%	39	84.62%	33	15.38%	6
Receiver	14.11%	34	94.12%	32	5.88%	2
Beneficiary	44.4%	107	90.65%	97	9.35%	10
Causative	9.13%	22	72.73%	16	27.27%	6
Maleficiary	8.71%	21	100%	21	0	0
Concern	2.9%	7	71.43%	5	28.57%	2
Passive	1.67%	4	0	0	100%	4
Emphatic	2.9%	7	100%	7	0	0
Disposal	0	0	0	0	0	0

As it is displayed in the table, native Thai students use “给” in Chinese in the situation of meaning “to give”, as receiver marker, beneficiary marker, causative marker and maleficiary marker with both high frequency and accuracy, showing that the students have a good understanding of “给” in Chinese which has the same functions with “hai51” in Thai; on the contrary, “给” in Chinese as passive marker, disposal marker and emphatic function are less used, even with a zero frequency ( for instance, disposal marker function are used in the compositions of native Thai student). In addition, students have errors in using these functions.

The situation native Thai students use “给” in Chinese indicates the importance of “hai51” that having a knowledge of their similarities plays a big role in using “给”. Students have known “hai51” in Thai with its functions of meaning “to give”, receiver marker, beneficiary marker, maleficiary marker, causative marker and concern marker before; therefore, when native Thai students learning these functions of “给” in Chinese, they will understand more quickly. Although there are some errors, the mistakes they make are not that many. However the situation of using “给” as passive marker, disposal marker and emphatic function is totally different. These three functions are unique in Chinese “给”, while “hai51” in Thai has no similar usages. Native Thai students, without understanding these features, are easily to make errors. In addition, if the situation permits, they are used to avoid using these functions and choose other words of similar meaning to replace.

From the above, the similarities and differences shown in the semantic map can help predicting the situation that non-Chinese-speaking students use Chinese.

Secondly, the paper finds that errors of using “给” between native Thai students and other southeast Asia language students are similar. According to the semantic map of “GIVE” in five languages, meaning “to give”, receiver marker, beneficiary marker and causative marker are common functions of “给” in Chinese and “GIVE” in southeast Asia languages. So the assumption is that if there are errors, the errors have no big differences in using “给” while the “GIVE” in different languages have common functions. According to the above initial analysis and relative researches, Native Thai and Vietnamese students<sup>5</sup> have same errors in using the functions meaning “to give”, receiver marker, beneficiary marker and causative marker as the following:

### (A) Omission

Omission error refers to the errors caused by missing one or more components in word or sentence (Lu Jianji, 1994). Native Thai students often make this error in using the function of meaning “to give” in double-object sentences. For example:

(27) \*要解决这问题，一方面晚辈该给一些时间，让他们有一个适应的过程。

(corrected as “一方面晚辈该给前辈一些时间”)

(28) \*父母是多么疼爱自己儿女，给受好的教育，希望儿女成才，能够站立在小的世界上，做个好公民。(corrected as “给他们(或儿女)受好的教育”)

(29) \*可那时我还想工作，给自己经验，就不理他的话。(corrected as “给自己增加了经验”)

(30) \*其实太自由可以给你很多坏事。(corrected as “给你造成了很多坏事”)

(31) \*一些人认为这样活下去是没有意义的，所以给他们安乐死。(corrected as “给他们实行了安乐死”)

In the above examples, (27) and (28) are the case that student omit the indirect object after “给”. The paper thinks that this error is because of the impact of “hai51” in Thai. Except having two objects (constructing double-object structure), it can often be used with only one object (indirect object or direct object). While in Chinese, “给” generally are used with two objects (not including the situation “给” means “to give” in sentence with “把”). For example:

(32) “k<sup>h</sup>au215 **hai51** te21 nən33” (*Gold-Pasted Cemen*, page 53)

他 给只钱

<sup>5</sup>The situation that native Vietnamese students use “给” are referred from Li Qinghe (2012) and Du Bilian (2012).

“他只给钱。”

(33) “lɔːŋ33 **hai51** hed21p<sup>h</sup>on215 ma:33 si45” (*Gold-Pasted Cemen*, page 435)

式给原因来吧

“说说一个原因吧。”

(34) t<sup>h</sup>ə:33 la21 mi:33 k<sup>h</sup>ɔːŋ215k<sup>h</sup>wan215 ma :33 **hai51** Mu:an<sup>33</sup> kab21 Ba:33 mai215

你呢有礼物来给孟和芭吗

“你呢？有礼物要送给孟和芭吗？” (*Gold-Pasted Cemen*, page 277)

(35) 万一日本兵因为不认识他而给他一些麻烦呢？ (*Four Generations under One Roof*, page 42)

(36) 今天你能给我机会，教我说出心中的话来，我已经应当感谢你！ (*Four Generations under One Roof*, page 401)

While using “给”, Thai students may not be aware of this point, hence the error comes into being. (29) is a sentence about beneficiary marker; the student made errors because of missing the verb, so a verb should be added to the sentence; (30), (31) are about maleficiary marker, and verb must be added to the sentence. Error in these three sentences show that student confuse “给” as verb with it as preposition. In general, when the preposition “给” introduces the object of consequential actions, “带来”, “留下”, “造成” are used after it.

For errors made by native Vietnamese students, Li Qinghe (2012) and Du Bilian (2012), through study about this error, find it is similar to the situation native Thai students make errors; for example, when using “给” as receiver marker, beneficiary marker and other prepositions functions, they often miss the predicate verb. For example (some of the examples are quoted from Li Qinghe, 2012):

(37) \*广州给我最深刻的印象就是灰色，街道是灰的，墙壁是灰的，空气是灰的，好像一切都是灰的。（corrected as “广州给我留下最深刻的印象”）

(38) \*中国的节日我都度过，而且每个节日都给我不少怀念。（corrected as “而且每个节日都给我留下不少怀念”）

(39) \*第一次见面的时候，他总给我一种深刻的好印象。（corrected as “他总给我留下一一种深刻的好印象”）

Li Qinghe (2012) agrees that native Vietnamese students miss the predicate verb when using the preposition “给”, because they cannot tell the preposition “给” and the verb “给” meaning “to give”. Therefore, they use preposition “给” as a verb.

## (B) Sequential error

Sequential error is caused by misplacing one or several components in sentence (Lu Jianji, 1994). Native Thai students usually make this error when using “给” as receiver marker, beneficiary marker, maleficiary marker and other preposition functions. For example:

(40) \*……所以我的哥哥帮我们跟房东说便宜点给我们。(corrected as “帮我们跟房东说便宜一点儿”)

(41) \*父母要养成好的习惯给孩子们。(corrected as “给孩子们养成一个好习惯”)

(42) 今天，我写信给你们是为了让你们知道我在这儿所发生的事情。

Native Vietnamese students also have the same problem. Du Bilian (2012) considers the sequential error as the major syntax error when they use “给”. For example:

(43) \*我交作业给老师，老师看了看我笑。(Du Bilian, 2012) (corrected as “我把作业交给老师，老师看着我笑”)

(44) \*老师解释那些句子给我。(Li Qinghe, 2012) (corrected as “老师给我解释那些句子”)

(45) \*你拿那张报纸给我。(Li Qinghe, 2012) (corrected as “你给我拿那张报纸”)

In (43), “给” is used as a receiver marker, and its location is always after the verb, forming “v给” structure; in (44) and (45), “给” is beneficiary marker, before the verb predicate. Students have a wrong order because they do not understand these.

These examples illustrate that native Thai student and Vietnamese students have misunderstanding about the usage of preposition “给”, in that they put it after the verb. This sequential error may be caused by the influence of their mother tongue.

In Chinese, the prepositional phrase “给+NP” are generally after the verb predicate when as a receiver marker; while it is used as beneficiary marker, concern marker and maleficiary marker, it should be put before the verb predicate, which is different from prepositional phrase “hai51+NP” in Thai and “cho+NP” in Vietnamese, generally after the verb. For example:

“给” in Chinese (Lu Shuxiang, 1999):

Receiver marker:

(46) 厂里发给他一件工作服。(“给他” after verb “发”)

(47) 把文物献给国家。(“给国家” after verb “献”)

Beneficiary marker:

(48) 大夫给病人治病。(“给病人” before verb “治”)

“hai51” in Thai (Gold-Pasted Cemen, 1982):

Receiver marker:

(49) cɛ:k21 tʰua:j51 kab21 ?o:33lia:ŋ45 **hai51** kon33 tʰaŋ45sa:m215

分杯子和咖啡给人三

“把咖啡和杯子分给他们三人。”

(“hai51 kon33 tʰaŋ45sa:m215 (给 人 三)” after verb “cɛ:k21 (分)”)

Beneficiary marker:

(50) k<sup>h</sup>au:215 waŋ215ca21 sa:ŋ51 ba:n51 **hai51 Ba33Li33**

他希望盖住宅给芭丽

“他确实爱芭丽，希望为她盖一所住宅。”

(“hai51 Ba33Li33 (给 芭丽) “ after verb “ sa:ŋ51 (盖)”

“cho” in Vietnamese (*Suthatip*, 2008):

Receiver marker:

(51) Hoa **gũi** thu cho Lan

Hoa **send** letter give Lan

“Hoa send a letter to Lan.”

(“cho Lan (give Lan)” after verb “gũi (send)”

Beneficiary marker:

(52) Hoa **lái** xe cho bô

Hoa **drive** car give father

“Hoa drove the car for this father.”

(“cho bô’ (give father)» after verb “lái (drive)”

From these examples, the prepositional phrase “hai51+NP” and “cho+NP” are in the same position in the sentence, which is different from “给+NP” in Chinese whose location depends on the expression of function. So if native Thai student and Vietnamese students don’t know enough about these usages, they are likely to rely on their mother tongue “hai51” and “cho” to use “给”.

From the above, the paper thinks that when “GIVE” in different languages express the same function, if non-Chinese-speaking students of different background make errors in learning Chinese, and if these errors are from mother tongue transfer, their errors are probably similar.

The analysis in this section is trying to explore the semantic maps as a method in teaching Chinese as a second language. This paper argues that semantic map has a certain value in TCFL. Based on the semantic map, the similarities and differences of languages can be used as a reference in second language teaching to help teachers predict errors. Of course, the semantic map also has some limitations: it cannot reflect the specific situations of errors. What’s more, errors of second language learners are caused by many reasons; therefore, error analysis cannot merely rely on semantic maps, but it can be complement to the error analysis method. Combined with the two methods, the relevance of teaching would be enhanced, and the teaching effectiveness improved.

## Conclusion

Semantic map is a tool of linguistic typology analysis, and its theory is based on the commonality of human cognitive characteristics, presented by conceptual space. The paper uses semantic map to do comparative analysis about function distribution of “给” in Chinese and “GIVE” in the four southeast Asian languages. From which, the study finds the five languages all have the functions of meaning “to give”, receiver marker, beneficiary marker and causative marker, while passive marker, disposal marker and the emphatic function is unique to “给” in Chinese. The similarities and differences reflected by semantic map like these play a certain role in teaching Chinese as a foreign language, such as can be used as the references for the errors analysis of second language learners. Of course, semantic maps also have certain limitations; hence, the study cannot overstate its role.

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## Problems Encountered by Thais in Learning Khmer

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### Abstract

The purpose of this paper is to investigate problems encountered by Thai beginners in Khmer learning. Data was collected from participants attending a basic Khmer course and an intermediate Khmer course, which were offered from January 16 to August 22, 2014, by the Faculty of Liberal Arts, Ubon Ratchathani University, in collaboration with the Office of Civil Service Commission. The study focused specifically on the learners whose first languages were not Northern Khmer. It was found that the learners had pronunciation problems. This may result from the fact that Khmer has more consonant and vowel phonemes than Thai, for example the vowels /aə/, /ae/, /ao/, the initial consonant clusters /tb-/, /mc-/, /sñ-/ and the final consonants /-c/, /-ñ/, /-l/. Intonation and stress in Khmer also account for the learners' problems with pronunciation. In addition, the learners also had difficulties in writing. Khmer and Thai orthographies are different. Khmer has subscript forms for consonant clusters and two-syllable words while Thai does not. This causes confusion among the learners. Another problem with writing involves using particular types of words, including grammatical words and derived words. This is because Khmer has grammatical words such as final particles, and also, word formation in Khmer and Thai are different. Instructors should be aware of and try to solve these pronunciation and writing problems in order to help the learners become successful in learning Khmer.

**Keywords:** problems in language learning, Khmer, Thais

## Introduction

One of the missions of the Faculty of Liberal Arts, Ubon Ratchathani University, is to build and integrate knowledge of languages, society, culture and local wisdom to support the development of the southern Isan region and Mekong Region as parts of the ASEAN Community. Therefore, the faculty has offered courses in neighboring countries’ languages including Laos, Khmer and Vietnamese to achieve the mission.

Now the faculty is in readiness for the above mission. It has provided students with teaching staff, teaching and learning facilities, the Mekong Sub-region Social Research Center (MSSRC). It has also administered bachelor’s and master’s degree programs, including Bachelor of Arts Program in Mekong Region Languages and Cultures and Master of Arts Program in Mekong Regional Studies. Moreover, the numbers of students applying for these two programs are increasing.

Khmer has received growing attention among Ubon Ratchathani University students in the past few years. This might be resulted from the establishment of the ASEAN Community. In addition, the Faculty of liberal Arts has offered workshops on Khmer for personnel of other organizations such as the Office of Civil Service Commission.

As a central human resources organization, the Office of Civil Service Commission of Thailand is responsible for setting approaches to enhance government personnel’s capability, skills and potential to be prepared for AEC. The Commission is aware of the importance of communication and improvement in collaborations between nations, and this improvement can be achieved by personnel’s negotiation skills, language competencies as well as knowledge of cultures. Therefore, the Office of Civil Service Commission collaborated with the Faculty of Liberal Arts, Ubon Ratchathani University, to organize an academic service project to teach neighboring countries’ languages including Khmer, Laos and Vietnamese to government employees from different organizations across the country during January 6 – August 22, 2014.

Through this project, seven thirty-hour Khmer courses were offered. The first five courses were Khmer for beginners and the other two were the intermediate level. The objective of these courses was to teach listening, speaking, reading and writing skills as well as neighboring countries’ cultures to participants. The courses were taught by Associate Professor Sommai Chinnak and Assistant Professor Dr.Chanchai Khongphanthum from the Faculty of Liberal Arts, Ubon Ratchathani University.

Participants of the Khmer courses can be divided into two groups: those whose first language was Northern Khmer, including Thai-Khmer people from Surin, Buriram and Srisaket, and those whose first language was not Northern Khmer. The latter communicates in standard Thai.

Problems encountered by these two groups of participants are different. This article will discuss the problems faced by the participants whose first language was not Northern Khmer.

## 1. Pronunciation Problems

The participants had problems with pronouncing vowel, single initial consonant, initial consonant cluster, and final consonant sounds.

### 1.1 Vowel Sounds

Some Khmer vowels, such as /ae/, /aə/ and /ao/, do not exist in Thai. When the participants pronounced these sounds, they tended to replace them with the nearest equivalents in Thai. This led to mispronunciations.

Examples:

/ae/ ថៃ /thae/ ตุ๊ก Thai participants pronounced /thæɛ/.

/aə/ ដើរ /daə/ เดิน Thai participants pronounced /dæə/.

/ao/ ស្រាយ /saoy/ เสวย Thai participants pronounced /sooy/.

### 1.2 Single Initial Consonant and Initial Consonant Cluster Sounds

The participants had problems with pronouncing the initial consonant sound /ɲ/ which does not exist in Thai.

/ɲ/ ញ៉ាំ /ɲam/ กิน Thai participants pronounced /yam/.

Moreover, the participants had difficulties with pronouncing initial consonant clusters because Khmer has more initial consonant cluster sounds than Thai does. Consequently, Thai participants pronounced those unfamiliar Khmer consonant clusters incorrectly with two syllables.

Thai has eleven pairs of initial consonant clusters including /pr/, /phr/, /pl/, /phl/, /tr/, /kr/, /khr/, /kl/, /khl/, /kw/ and /khw/. The first consonant sounds in these clusters include /p/, /ph/, /t/, /k/ and /kh/, and the second consonant sounds are /r/, /l/ and /w/ (Naksakul, 2008, p. 120).

There are eighty-one pairs of initial consonant clusters in Khmer. They can be divided into three types. The first type consists of fourteen one-syllable initial consonant clusters: /pr/, /tr/, /cr/, /kr/, /sp/, /st/, /sk/, /sm/, /sn/, /sɲ/, /sl/, /sr/ and /sw/. Another type includes thirty nine sets of clusters with an aspirated consonant [h]: /pht/, /phc/, /phk/, /phʔ/, /phd/, /phn/, /phɲ/, /phɳ/, /phl/, /phs/, /phy/, /thp/, /thk/, /thm/, /thn/, /thɳ/, /thl/, /thw/, /thy/, /chp/, /chk/, /chʔ/, /chb/, /chd/, /chm/, /chn/, /chɳ/, /chl/, /chw/, /khp/, /kht/, /khc/, /khn/, /khɲ/, /khl/, /khs/, /khw/ and /khy/. The last type consists of twenty-eight pairs of clusters with [ə] as the mid vowel: /tʔ/, /tb/, /kʔ/, /kb/, /kd/, /kɲ/, /ʔw/, /mt/, /mc/, /mʔ/, /md/, /mn/, /mɲ/, /ml/, /mr/, /ms/, /mh/, /lp/, /lk/, /lʔ/, /lb/, /lm/, /lɳ/, /sʔ/, /sb/ and /sd/ (Naksakul, 1996).

While the above consonant clusters which do not exist in Thai should be pronounced with one syllable, the participants pronounced them with two syllables by adding the vowel [a] between the first and second consonants. The examples are as follows:

/sw/ ស្វាយ /swaay/ มะม่วง Thai participants pronounced /sa-waay/.

/thn/ ថ្នាំ /thnaam/ ถิ่น Thai participants pronounced /tha-naam/

/mh/ ម្ហូប /mhoup/ อาหาร Thai participants pronounced /ma-houp/

### 1.3 Final Consonant Sounds

There are fourteen final consonant sounds in Khmer while there are nine final consonant sounds in Thai: /-p/, /-t/, /-k/, /-ʔ/, /-m/, /-n/, /-ɳ/, /-j/ and /-w/ (Naksakul, 2008). The Khmer final consonant sounds which do not exist in Thai include /-c/, /-ɲ/, /-l/, /-h/. When the Thai participants pronounced words with these consonant sounds, they compared them to one of the nine consonant sounds above.

/-c/ កាច់ /kaac/ fierce Thai participants pronounced /kaat/.

/-ɲ/ ស្រឡាញ់ /sra-lan/ to love Thai participants pronounced /sra-lan/.

/-l/ ក្បាល /kbaal/ head Thai participants pronounced /ka-baan/.

/-h/ ចាស់ /cah/ old Thai participants pronounced /caʔ/.

## 1.4 Intonation and Stress

Unlike Thai which has tones, Khmer uses intonation and stress. Examples of difficulties encountered by the participants are as follows:

### Intonation

ផ្ដែនេះ កាចណាស់ This dog is very fierce.

The example above shows the falling intonation in the middle and the rising intonation at the end of the sentence.

### Stress

ប្រទេស Country

## 2. Writing Problems

The participants also had difficulties in writing Khmer script and using particular types of words, including grammatical words and derived words.

### 2.1 Khmer orthography

Problems with writing Khmer alphabet are common among beginners. In Thai, most letters have ‘heads’, or tiny circle parts, and writing these letters starts with the heads. Many Khmer letters also have the heads. However, writing them does not start from the tiny circle. For example, writing the letter ឃ or ង starts with a line from the left side. To help learners facing this problem, an instructor may have them write along dotted lines or show them how to write step by step.

In addition, the participants had difficulties when they wrote consonant clusters. In Thai, consonants in a cluster are written in the same row from left to right without spaces between them. However, Khmer uses subscript forms for consonant clusters. In other words, the second consonant is written below the main consonant.

In the examples below, the second consonants of the clusters have to be changed to their subscript forms. However, the Thai participants tended to write the consonants in the same rows.

**Example 1:**

ก + ฝ + ฎ + ุ                    /krapp/                    to prostrate

The second consonant ฝ above has to be changed to ฎ. The participants wrote  
กัฎุ.

**Example 2:**

น + ฝ                    /lɨaa/                    be fair, Beautiful

The second consonant ฝ above has to be changed to ฒ. The participants wrote  
นฒ.

**2.2 Grammatical and Derived Words**

Another writing problem encountered by the Thai participants who are beginners involves using particular types of words, including grammatical and derived words.

**2.2.1 Grammatical Words**

Grammatical words perform a particular function in a sentence (Kula, n.d.). Their meanings or functions are determined by their contexts (Phu-issarakij, n.d.). Though there are not as many grammatical words as lexical words, they turn out to be problematic for Thai participants. The following example shows how เอิ serves different functions in the conversation.

ฉาญฉัย                    สฺุฉฉ ! สฺุฉสบุฉฉ (1) ?

Chanchai                    Hello. How are you?

สฉฉฉ                    ฉฉ (2)                    ! ฉฉฉฉสฺุฉสบุฉฉ (3)

ฉฉฉฉฉ : ๑



**Samaporn**

No. I am not very well. I have a stomachache.

According to the conversation above, the final particle serves ២៩ three different functions. First, it serves as a final particle to indicate an interrogative sentence as in (1). Second, it is a negative answer as in (2). Lastly, it functions as a final particle in a negative statement as in (3).

### 2.2.2 Derived Words

Derivation is an important kind of word formation in Khmer. A derived word is formed by adding an affix to a free morpheme and its meaning is still related to the meaning of that free morpheme. Affixes in Khmer consist of prefixes and infixes (Phu-issarakij, n.d.). The Thai participants did not know the roots and meanings of derived words. Moreover, they were not sure of when to use derived words. Examples of derived words in Khmer are as follows:

{p-}	ជុំ	to gather (v.)	→	ជុំ	to gather, to assemble (v.)
{baN-}	ប្រើ	to use (v.)	→	បម្រើ	to serve, wait on (a.w.)
{pɔN-}	យល់	to understand (v.)	→	ពន្យល់	to explain (v.)
{-m-}	ឃ្នាល	to guard, herd; to raise (v.)	→	កម្មាល	guardian, keeper; shepherd.
{-am-}	ស្រួល	comfortable, easy (adj.)	→	សម្រួល	simplify, to ease (v.)

### Conclusion

Thai participants whose first language was not Northern Khmer encountered similar problems with both pronunciation and writing. Pronunciation problems resulted from the fact that some Khmer phonemes do not exist in Thai. The participants also had problems with grammatical and derived words. To solve these problems, the instructor used the following solutions.



Firstly, to solve pronunciation problems, the instructor explained differences between Khmer phonemes to learners and showed them how to pronounce those sounds and had them repeat the sounds.

Secondly, the instructor adopted peer tutoring by participants who were ahead of others in order to deal with writing problems. In addition, the instructor gave extra exercises to the participants who had lower level of understanding of grammatical and derived words.

After the courses for beginners, the participants received satisfying post-test scores and eighty percent of them applied for the intermediate courses. After completion of all of the Khmer courses, their listening, speaking, reading and writing skills were improved and they were also able to utilize the skills at a simple level.

## Recommendations

This article may provide Khmer teachers with some ideas of possible problems encountered by learners whose first language was not Northern Khmer and how to deal with them. However, for better understanding of difficulties in learning Khmer as a foreign language, further study on problems faced by those whose first language was Northern Khmer is recommended.

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## Cultural Spaces Based On The Comparison Of Chicken Bone

### Divination Scripts From Three Villages <sup>1</sup>

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#### Abstract

The objective of this research was to study the chicken bone divination scripts in ethnic groups of people, Plang (Tai lauy, Lua). These scripts are existing in different three areas that are in Bann Huay Num Khun, Mae Fah Luang district, Chiang Rai province, and another two villages in Myanmar which are Bann Yak, Keng Tung city, Shan State and Bann Nong Luang, Mah city, the 4<sup>th</sup> Autonomous Region, Mong La city, Shan State. The methodology used in the study was documentary research by rotating those three scripts among them and used application software in organizing data of pictographic and words of prophecies for comparison purpose. The concept framework of cultural spaces of Henri Lefebvre was applied for data analysis.

The result of study was found that chicken bone divination practices have been widespread among ethnic groups in Mekong basin but chicken leg bone divination which was recorded as a scripts were found among ethnic groups of Tai people. The scripts in the study belong to ethnic groups of people who speak Mon and Khmer languages. They are originally people who lived in upper Mekong basin before ethnic groups who speak Tai language became into power in this area. From the study, it can be linked to the idea of the earlier studies that chicken was referred to power and from the chicken bone divination scripts revealed the prophetic authority which could be considered as social rules especially in a small community. In term of cultural spaces, it could be considered into three kinds, physical space, minded - space within each individual and social space which governed by ghost (Phi) or sacred spirit systems. Sacred spirits were similar to social ethics and moral authorization. From the chicken bone divination scripts comparison perspective, it found that the scripts from Bann Yak indicated the inhabitants were the groups of people who had escaped battles and war. It indicated the situation of insecure community which was corresponded to community history mentioning that It was an original and old community which people escaped from Praya Mangrai who came to rule Keng Tung. The scripts of Bann Nong Luang had the content related to the way of community

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economic life and homestead building. For Bann Huay Nam Khun, the script had a complicated prophecy. Its prophecy showing of the community as being a high one whose territory was perceivable with its principles and rules mostly governed by variety of sacred spirit systems. All of the three chicken bone divination scripts, It reflected the differences in size, type and development of community which could be classified into 3 levels. That were Bann Yak was considered as a community being beyond hunting and seeking things from forests, Bann Nong Luang was considered as a subsistence agricultural community and Bann Huay Nam Khun was considered as a large community.

**Keyword :** Chicken bone divination scripts, cultural spaces, Plang ethnic group

## 1. Introduction

Chicken bone divination has been long performed in daily life among groups of people in the area of Mekong Basin (Terwiel, 1980; Kriangkraipetch, 2001). Owing to the belief of ethnic group of Tai people, chicken is a symbolic of (Sudchaya, 2001, 2013, certain parts of chicken could be referred to certain kinds of power. The study of relationship of human and chicken has been continue conducted since the past to the present (2017) and it became significant in 1914 from the research project of Human-Chicken Multi-Relationship (HCMR). It was remarkable that their relations were changed in aspects of production and land usage. In term of having chicken for food consumption, human had to have cultural technology development in animal catching tools especially in wild agile chicken catching for food. So in the earlier period as a society of wild products from forests collecting and hunting, people could not consume wild chicken at all. They could do that and have chicken raised when society was became a crops-rotation society which making cultivated area overlap with the area used to be the area for wild chickens. This situation was increasingly encouraging of human to be close to wild chickens due to human cultivation advanced toward the area of wild chickens (Prapatong, 2010, pp. 191-207).



**Figure 1** Chicken bone divination

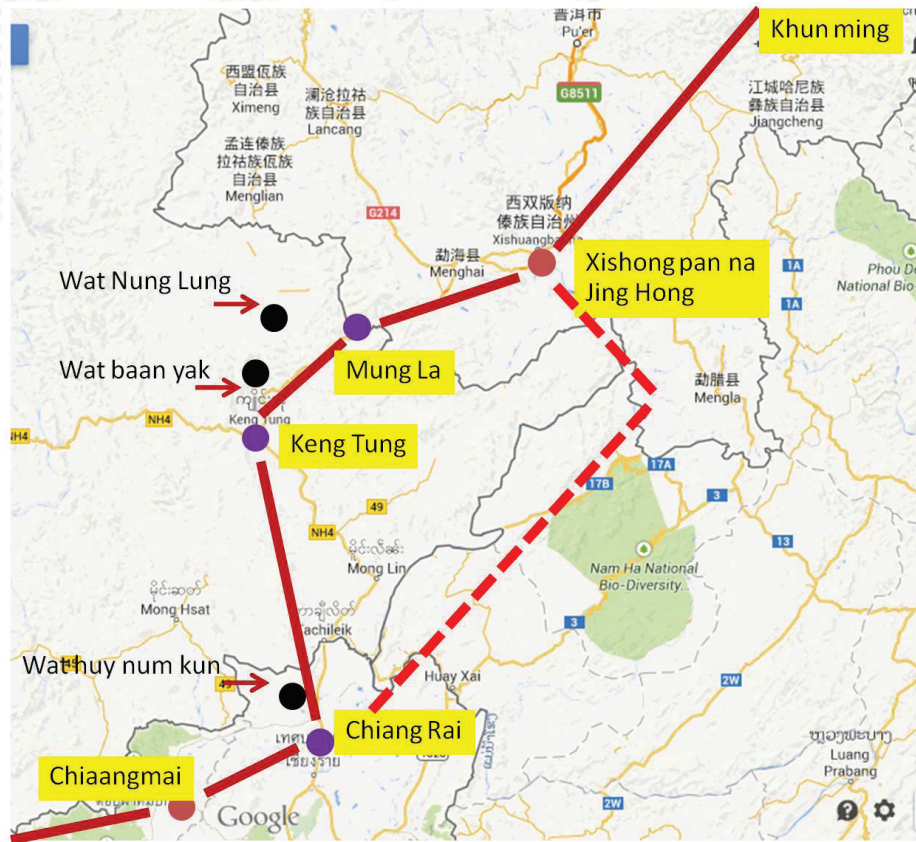
The belief in chicken and power as well as chicken divination have continued in various ethnic groups. Even there have various predictions based on different parts of bones and organs. Chicken leg bones divination can be so far considered as a recorded script. The study of chicken leg bone divination was first conducted by Renu Wichasilp (Vichasilp (n.d.) which was the collection study of the scripts in the group of Tai family languages such as Tai Lue, Tai Yai, Tai Ahom. It was considered as a first step of script study in the branch of language and literature. It was later there was a study of chicken leg bones script of divination in the language group of Mon- Khmer. It was used among ethnic group of Plang people (Tai Doi or

Lua). In an aspect of Social Sciences academic, ethnic group of Plang spoken people, it was found there was a chicken bone divination script in Tai Khen and Tai Lue instead of their own sound of language. The study at Bann Huay Nam Khun, Mae Fah Luang district, Chiang Rai it was discovered that, chicken bones divination, the augury chicken used had to be the one specific for the sacred spirit at that particular area according to the belief of the certain physical area of territory belong to the certain sacred spirit in the community. Moreover, the person who performed the prediction had to be the person in some transition process of life or event, for example, in the process of building the new house, getting marriage, taking a distance trip or a journey, getting a new job, getting a promotion etc. Then there were some comparison study to arrange the level of chicken bone prediction. It was found that the prediction of each ethnic group had relation with mode of life and community with differences in development of each community including with the belief and religion systems (Prapatpong, 2010, pp. 191-207).



Figure 2 Chicken bone divination manuscript

This research was to extend the previous result of the study of Plang spoken group of people. It was based on the assumption that it was the ethnic group which could be traced of linking to the group of people whose mode of living development from gathering things from forest and hunting to crop rotation as well as the development of the society from believing in ghost (Phi) or sacred spirit to Buddhism. Those three communities which were the target areas of the study having the differences in terms of society development and history via the chicken leg bone divination scripts. The collecting data were conducted from two villages in Shan State, Myanmar to which comparing of the three copies of chicken leg bone scripts. Those scripts were from three different areas. The first one was from Bann Huay Nam Khun, Mae Fah Luang district, Chiang Rai, the second one was from Bann Yak, Keng Tung city, Shan State, Myanmar and the third one from Bann Nong Luang, Mah city, the Tai Autonomous Region, Shan State, Myanmar.



**Figure 3** The scripts were from three different areas Bann Huay Num Khun , Mae Fah Luang district, Chiang Rai province, and another two villages in Myanmar which are Bann Yak , Keng Tung city, Shan State and Bann Nong Luang, Mah city, the 4<sup>th</sup> Autonomous Region, Mong La city, Shan State.

## 2. Objectives

1. To compare study the three copies of the chicken bone divination scripts of the three ethnic groups.
2. To investigate the relationship between human and the three copies of the chicken bone divination systems in terms of cultural spaces and their environment.

## 3. Research Methodology

Data collecting of these chicken bone divination scripts have been conducted since 2004 by starting studying the script of Bann Huay Nam Khun and having a field work to collect data at Keng Tung and Mong La city. From those scripts had to be interpreted from Tai lue characters into Thai, but there were some cases they could not be done because they were in Plang language. That why researchers had to go to the village where Plang people were living for having that script interpreted. This village was in Chiang Rai where these group of Plang people migrated from Bann Nong Luang and Bann Numyua, Mah town, Myanmar. The

reason to choose the scripts from those three villages was that there was not known of any chicken bone divination script comparative study among Mon and Khmer spoken people. It was only found in Tai spoken people. From this research survey of the villages in the area of Shan State, the scripts were found in only those two villages. After that it had to have an expert interpret, recheck and compare them in terms of similarity or differences among the scripts by using of the taxonomy and the concept framework of cultural spaces of Henri Lefebvre (Lefebvre, 1991, 2005).

## 4. The Study Result

### 4.1 Plang ethnic group

Plang ethnic group in Thailand called themselves "Lue" or Tai Doi. They are scattering living along Thailand and Myanmar's border around the area of Bann Huay Hin Phon, Mae Chan district, Bann Huay Nam Rin Mae Sai district and Huay Nam Khun Village, Mae Fah Luang district. In term of population number, they are the second large ethnic group from Tai Yai group at Huay Nam Khun with their own spoken language. There was an evidence of document showing of the village settlement and mentioning that there was a group of Tai Doi who called themselves "Plang"

At Huay Nam Khun village, There are other ethnic group called themselves "Lue" whose their language can considered as one the language in the group of Mon and Khmer which is called Austroasiatic languages and it is also Plang language belongs to. Most of these people who speak this language living in the Yunnan area in China. Some of them migrated to Keng Tung, Shan state in Myanmar then moved to Chiang Rai, Thailand. In 1967 there was not many people who could speak this language in Thailand. Plang language can be classified into another 7 dialects as Toj, Jong Moi, Sateng, Bam Yong, Konma, Pang Loshi and Kon Klang.

Plang people who lived in Huay Nam Khun told the story of the journey to Thailand that they were the group of people who came from Meng Kon Toj in Xishuangbanna, China and in 1961 Some of them migrated to Ken Tung, Shan State, Myanmar. They lived there for 3 years and later moved into Thailand at Bann Pha Taek, Mae Sai district, staying there for 2 years. In 1966, There was the first group of Plang who moved and settled down in Bann Huay Nam Khun and integrated with the group of Tai Yai (Suwannawat, 2003, p. 7)

From the study survey, along the ancient trading route starting from Chihong or Xishuangbanna, China to Sam Tao, Mong Lah, Mong Mah, Keng Tung, Shan State, Myanmar, there were some of Plang villages. Each of them had Buddhist places which could be said that Plang people had some faith in Buddhism. For the case of Bann Yak village, there was a history of Plang settlement in the village that they were chased away from Ken Tung to this highland by Paya Mangrai. This group of people used to be in charge of tax collecting for King of Keng tung and some of them even used to work for the King's treasury in Keng Tung. They were recognized as faithful and honest people. Now a day, some Plang families are still taking care the house of Keng Tung Royal inheritance. Plang people could be considered as a partial of Royal economy society as well as a partial in the ceremonial practices when Keng Tung Prince



ascended to the throne, by keep them in the Treasury Hall, then later chasing them away. It was similar to the practice of Lua people in the Kingdom of Lanna. When during the Keng Tung 's Songkran festival, these people were in charge of drum beating for ceremony all day and night. It showed that even Plang people spoke different language from Keng Tung Royal group and Tai Khen which was the majority group of people there, they could be considered as a necessary part of the the Keng Tung Royal empowering structure in terms of economic and ritual practices (Prapatong, 2010).

For the ethnic group of Plang people and Lua in the Kingdom of Lanna, there was no ethnic relation even their languages used could be classified as the same root. Lua people in Thailand had a respect for Khun Lung Wilang Ka who was the king in the legend, whereas Plang group had no connection with that legend. Plang were called themselves as "Plang" since when they lived in Xishuangbanna, Yunnan, China then they scattering lived along the ancient trade route from Kunming in Yunnan, Xishuangbanna, Sam Tao, Mong Lah, Mong Mah, Keng Tung, Chiang Rai, Chiang Mai, Tak, and to Mottama. Tai Yai called Plang people as Tai Lauy or Tai Doi (Prachuabmaoh et al., 2012, pp. 67-73).

## 4.2 The Comparison study Result of The Prophecies of the Three Chicken Bones Scripts

In aspects of cultural spaces and the prophecy (Henri Lefebvre)

### 4.2.1. Physical spaces

- House Spaces

From the important key words of prophecies related to physical spaces, It was covered that the script that related to internal of the house most out of the three scripts was from Huay Nam Khun, the second one was from Bann Nong Luang. There was nothing related to internal spaces of the house from the script of Bann Huay Yak. Most of the words found were similarity, for example, the door, the later, over the door, bed, stove, middle of the house, corner of the house and under the house. Those words were mentioned when related to the wrongdoings manners which were considered violating the sacred spirits. It was practically implied that doing against norm of practices of the house space as well as norm of appropriate practices and manners towards members of the family or residents of the house.

According to the repeatedly words and pictographic of predictions in three copies of the scripts, they could be classified as following numbers of them.

From Bann Nong Luang. For the spaces of the house, there were 5 of them of the house doors, 4 of the ladders, 1 of the house corner, 1 of the bed room, 2 of the spaces under the house and 1 prediction word or pictographic of these following, house post, drinking water pot, beside of the house, and the edge of wooden boards.

From Bann Yak. There was no prophecy word related to house space.

From Bann Huay Nam Khun, It was found that there were 4 of them were ladder bases, 1 of ladder, 1 of the top of a ladder, 2 of the main door, 2 of the top of the doors, 3 of

stoves, 4 of the top of the mattress, 2 of the middle of house spaces, 1 of the spaces under the house, 1 of the spirit of the house.

- Spaces for daily living and earning ,farming and trading

From the important key words of prophecies of pictographic, It was found that all three scripts emphasized on the spaces of the way of earning and living such as farming spaces, trading and producing . They were showing in pictographic of chicken bones prophecies as following.

From Bann Nong Luang. There were 51 of pictographic prophecies related to trading and 30 of them for farming.

From Bann Yak , It was found that there were 42 of them related to the ways of earning and living, and 6 of them for trading.

From Bann Huay Nam Khun . There were 49 of them related to trading and 1 of them for banana, sugar cane and other trees growing.

- Spaces of environment, forest, pond and three.

From the three scripts, the spaces of Bann Nong, Bann Tak and Bann Huay Nam Khun , It was found that there were some similarity and repeatedly of pictographic of predictions such as three, water and stream creek, small stream, waterside, downstream with cogon grass and termite hill. These words and pictographic predictions were mostly found from the script of Bann Huay Nam Khun Bann Nong Luang and Bann Yak respectively. They could be divided as following.

From Bann Nong Luang, for the predictions related to environment consisted of 3 of them for threes and Bo threes ,5 of them for water and ponds , 2 of them for streams, 3 of them for channel of water, 1 of cogon grass, 1 of farming, 3 of them for termite hill, 1 of top of pool dike and 1 of waterside.

From Bann Yak. The prediction related to environment, one pictographic prophecy was found. It was referred to a big three.

From Bann Huay Nam Khun. The prophecy related to environment, they were pictographic of predictions as follows; 5 of them for wells, 1 of termite mill, 2 of them for water channels or rivers, 2 of them for watersides, 1 of downstream, 2 for them for thick forests, 1 of irrigation ditch.

#### 4.2.2 Internal minded Space of individual

- Comparison among victims by sacred spirits (phi, ghost) and their remedy of correctness (good spirit/bad spirit)
- Sickness or illness
- Correctness or remedy

From studying of the three copies of the scripts, it was found that phi or secrete spirits in ethnic group of Plang 's beliefs. The sacred spirit or phi was a system which was related to and had relation with their ancestors and physical spaces, in addition, had an influence on governing over their daily ways of lives. The 3 scripts showing variety of phi or sacred spirits as following.

**Figure 4** The comparison of sacred spirits (Phi) names according to the three copies of the scripts

Various sacred spirits (Phi) of the 3 copies of the scripts		
Bann Nong Luang	Bann Yak	Bann Huay Nam Khun
1. Phi Lung Ta	1. Phi Arak and Phi Arak Tawan Ook	1. Phi Lung Ta
2. Phi Pu Ya Ta Yai	2. Phi Ruean	2. Phi Pu Ta Ya Yai
3. Phi Rai Na	3. Phi Phai Bida	3. Phi Lung Pu
4. Phi Lam Huay	4. Phi Banpaburut	4. Phi Mae Kong Kin
5. Phi Rong Nam	5. Phi Man Han.	5. Phi Poo Ya Ta Yai
6. Phi Bor Nam	6. Phi Raiy	6. Phi Phai Mae
7. Phi Nam	7. Phi Mai Yai	7. Phi Roong Taiy Nam.
8. Phi Ruen Phai	8. Phi Mae Man	8. Phi Chom Bluank
9. Phi Sue Bann		9. Phi Mai
10. Phi Pratoe Ruean		10. Phi Rong Nam
11. Phi Bandai Lang		11. Phi Tee Don
12. Phi Chao Ruean .		12. Phi Muang Fai
13. Phi Tewada Nai Ruaen		13. Phi Khan Kao
14. Phi Mod		14. Phi Hua Bandai
15. Phi Mor		15. Phi Tai Toon Ruean
16. Phi Tao		16. Phi Teen Bandai
17. Phi Prai Mai Ruean		17. Phi Tao Fai
18. Phi Kradueng Tam Khao		18. Phi Sieaw Ruean
19. Phi Tai Bann		19. Phi Ruean
20. Phi Pa Cha		20. Phi Sieaw Muang
21. Phi Dip		21. Phi Tee Soong
22. Phi Arak		22. Phi Lak
23. Phi Wat Rang		23. Phi Pa Cha
24. Phi Sapan		24. Phi Muang
25. Phi Chom Bluank		25. Phi Hon Nuea
26. Phi Ton Mai		26. Phi Sapan
27. Phi Kaay Yam Poo Wan Poo		27. Phi Tang Luang or Phi Mae Nam
28. Phi Hoo Lah		28. Phi Arak
29. Phi Rai		29. Phi Tao Paya
30. Phi Prai		30. Phi Pad Tee Nueng
31. Phi Bauk		31. Phi Peesat
		32. Phi Rai
		33. Phi Tee Liang

According to the study of the three copies of chicken bone divination scripts, most of the names of phi or sacred spirits mentioned in them had the similar names. Only a few of them were different and the number of sacred spirits of the script of Bann Yak was not many. The difference in the number of them was reflected the complexity of society in aspects of morale and ethics in social directing and controlling.

However, from the study, if there was sickness occurring because of some violation against Phi, it was mentioned that the degree of illness would be at 4 levels that were minor illness, medium, almost die and the level of passing away. In the script mentioning about the way to remedy by performing of ritual practice, such as ceremony of well-being by calling back spirit that lives within each person, worship ceremony for spirits, perform a long life ceremony, ceremony of making merit, ceremony of ordination as a novice in Buddhism, ask for forgiveness perform and perform of dispel bad luck.

Among the variety ways of correctness performing for wrongdoings against sacred spirits, It was found that at Bann Nong Luang had at most variety of them, at Huay Nam Khun had a high ceremony, and at Bann Yak had only a ceremony of well-being by calling back spirit that lives within each person and ceremony for sacred spirit worship.

### 4.2.3 Social spaces

- Comparison of Cultural life of prophecy

At Bann Nong Luang. Trading and economic way of living were main emphasized as well as there were social norm and practice was governed by variety of sacred spirits or phi systems. This research study was found that, there were 31 sacred spirits (phi). They had influences on manners, performances and relationship among Plang people. All phi systems could be compared as social rules and regulations of people in daily lives. They were existing as forbidden rules and against wrongdoings, for example, the prediction of sickness because of wrongdoings against Phi Suea Bann. Furthermore, in the script also pointed to the way to correct those wrongdoings such as performing a long life ceremony, ask for forgiveness ceremony, making a merit practice, or being a chair of the ceremony in a Buddhism novice ordination.

The script of chicken bone divination of Bann Nong Luang could be reflected the prediction on cultural lives of Plang people in Bann Nong Luang classified into 1. Mode of production, trading and way of earning 2. Phi as a social rule governing social relations among society members. 3. Practices or ceremonies of beliefs as social symbolic of controlling.

Bann Yak, It was found that, the script of prediction was emphasized on the way of earning and living and battle. The prophecy related to battle or war, it was the most found in the chicken bone script of Bann Yak. There were altogether 30 prophecies while in Bann Nong Luang was only 3 prophecies and at Huay Nam Khun was only one. Moreover, it was focused on lawsuit and negotiation. For the beliefs and the roles or the influences of sacred spirits, there were only 8 of them that governed the social relations of ethnic group of Plang such as when being sickness because of wrongdoings against Phi Arak, sacred spirit within personal was away. However, the remedy of illness practices mentioned in the script were the ceremony of calling back spirit that lives within each person and the ceremony of worship sacred spirits.

The script of Chicken bone divination from Bann Yak was also emphasized and reflected of the important aspect of its prediction as follows. 1. The way of earning and living and war which were derived from context of area spaces and situation at that period of time. 2) Social governing via the beliefs of violation against phi or sacred spirit which were social ideology related to social relations. 3) The ceremony of calling back spirit that lives within each person, the ceremony of retuning party for sacred spirits which were considered as the medium of social connection.

Bann Huay Nam Khun. It was found that the script was mainly emphasized on trading, following with the influence of sacred spirit or phi especially towards sickness. The sickness were caused from wrongdoings which were against 34 sacred spirits. The number of phi or sacred spirits showed the tightening of the social rules over social relations in society. In term of comparing of the Huay Nam Khun's script to the other two, It could be said that, at Huay Nam Khun, Plang people were very strict with their traditional rules and norms than the others.

The rules and norm of practices illustrated in the predictions that if wrongdoings happening it would cause some illness starting from being almost die to die and the script pointed out of the way to correct them by practicing or having a ceremony of worship, sacred items for worship providing etc.

The chicken bone divination script from Bann Huay Nam Khun illustrated the significant cultural ways of lives as follows. 1) Trading 2) Social control of behaviors through the beliefs of all wrongdoing against ghosts or sacred spirits. 3) Ritual practices or ceremonies were important as mechanism of remedy or society proper ways of behaviors consciousness. At Bann Huay Nam Khun those earlier mentioning was at most seriously concerned.

## 5. Discussion

From the study of the 3 copies of the chicken bone divination scripts, In terms of the cultural way of life, it could be said that the chicken bon divination could be like a constitution of a small society which was confirmed from the study that the predictions were in the form of suggestion or telling that which behavior was "good" or "not good". The suggestion and telling came out into the aspects of for example, trading, farming, law suit conducting, journey taking, negotiating. All these words were under the concept of belief in "good behavior or misconduct of behavior". The scripts had an influence and power on those behaviors related to all those mentioned aspects.

In addition, toward the wrongdoings against ghosts or sacred spirits, it was found that it was appeared in the chicken bone divination scripts as the forbidden behaviors which were well aware by everyone in the society. It indicated that the chicken bone divination script was like rules that governing over social behaviors, activities in particular space. It could be confirm that it was like having certain autonomous over certain area and space and it was perceivable by member of society of the meaning of that area or space. By perceiving that it would finally bring all social ordering and positive relationship among the people and spaces in society. For example, general people in society will perceive that the area where it was the beginning area of the water was forbidden to use because of being against sacred spirit,

in fact the forest around that area was the water source, the trees around them were to be water shed for public usage and consumption. Another example was to compare is that the case of traffic regulations, at the traffic light, when red sign is starting, driver supposing to stop, move again when the green light is on. This traffic rule is used for making an order of the traffic on the street. It was like when wrongdoing happening it had to be some kind of correction which was considered as rule or regulation to make society is in order.

In term of being a symbol to confirm the power of chicken bone divination scripts. All those ceremonies or practices indicating in the copies of the scripts, they were confirm the existing of phi or sacred spirits to control social behaviors and relationship among members of society in the ways of respecting exiting rule and norms. It was even important as of a reproduction for maintaining ethnicity of Plang identity. It could be said that the ritual ceremony or practice could be represented and explained of the cultural way of life relationship of the people in those three areas through chicken bone divination scripts.

The chicken bone divination scripts of Plang people not only be considered as a constitution for social relationship among people in society, but it was also to link the belief system to social rules and regulations governed by phi or sacred spirit systems. It made the scripts of chicken bone divination to have impacts on Plang ways of lives very much which consequentially to their behaviors in society in the manner of strictly to norms and to what the scripts said. This would lead to the strong existing identity of Plang of ethnicity.

On the issue of war or battle prediction especially from the script of Ban Yak, It was found out that there were mentioned in many places, it was illustrated 1) Time period of organizing or obtaining the script of chicken bon prediction during the war or it could be possible that it later will add up the issue of war. 2) The prediction related to battle or war, it indicated of the political conflict between community or between city. 3) The prediction related to war or battle could be related to an authorization of whether it could win or lose in the battle, however the prediction related to war, could cause chaos and frightening among people. It would make them to be ready and unity all the time. It finally make the people unity and allow the community leader to have an opportunity in recruiting the troops for the battle.

The study found that in the areas in which the three copies of the chicken bone divination scripts were existed, in terms of social spaces according to Henri Lefedvre, the script differences were identified in term of the levels of society development issues into 3 aspects.

Physical space in Bann Yak, there was no obvious territory defined and there was a war going on which caused some migration and the power of leader was supreme authority. There was only trading and there was no agricultural producing. In Nong Luang case, Its territory was defined as a rural community which having its way of life based on agriculture and trade. Whereas, at Bann Huay Num Khun, its territory was defined as an urban community which was complex. There were plants and fruits growing for household consumption.

In an aspect of individual's mind space, it was found that in term of Phi and its space being using as mechanism to direct and control society, there was a difference in the number of Phi in each script which it was implied in complexity of moral and ethics directing and controlling of each community.

In term of social space, it was found that the complexity in problem solving related to sacred spirit or Phi system was different. In Ban Yak, there was no correctness performing of Phi ceremony while in Ban Nong Luang it was found that there were minor ceremonies within a family. Ban Huay Num Khun, the correctness performing of Phi ceremony had to be at the town level which was participated by many families.

All these scripts of chicken bone divination from those three areas, their prophecies showed the different in society development. That were at Ban Yak, It was a small size of community with being subsistence of agricultural producing. At Ban Nong Luang, it was a newly establishment community which having a crop rotation. There was no obvious territory boundary. Finally, at Huay Num Khun, it was the urban society where there were some complexity in spaces and agricultural producing with high degree of land intensively used.

## 6. Conclusion

This article can be concluded that there were differences of the three copies of the scripts of the chicken bone divination. Even they came from the same ethnic group, but from the different areas. Even the 42 pictography of predictions were similarity but the words of prophecy were not the same. It can be explained that the pictographic of chicken bones could be duplicated but the interpretations were varied depend on the context areas, however, the concept framework of cultural space study by Henri Lefebvre, social structural relation analysis integrated with the social development of each village were used as data analysis of this research project. The three villages had the differences characteristics in development<sup>5</sup>. For Bann Yak, the script was served for the society which was the community that changing from hunting and collecting wildness things to rotation cultivation society together with the production technology of the tool for catching wild chickens to raise them as domestic ones. The chicken bone prediction has to be done only by using domestic chicken. It was further found that the prediction in Bann Yak mostly related to war or battle, it rather depended on community leadership authorization in motivating and organizing people in society than in economic relation perspective.

For the case of Nong Luang, the scrip was suitable for the community where it depended on trade and crop rotation society. With the contrast of Bann Huay Nam Khun, where it was a large community but there was visible town territory and no private property existed. It was a agricultural community changing from crop rotation into land intensively production. In term of the linkage of the three copies of the chicken bone divination scripts, it was confirmed that those scripts were used among the group of people who were not yet Buddhist and not yet in the stage of community development into a part of the large one. The divination of the scripts were liking rules or principles for the small community in order to live together.

It was concluded that the comparison of the prophecy of the chicken bone scripts of ethnic group of Plang people in the three areas could be an indicator that the society development through basic rules or principles establishment with sacred spirit to punish and to promote of right and power via chicken.

<sup>5</sup> There was no indicator related to how old of the 3 copies of the scripts and it could not be able to tell exactly what communities looked like. It was assuming and analyzing that the scripts were for certain type of community.

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## Draft and Interpreted Papers

- The Chicken Bone Divination Script of Bann Huay Nam Khun (2016)  
The Chicken Bone Divination Script of Bann Nong Luang (2016)  
The Chicken Bone Divination Script of Bann Yak (2016)



## An Analysis Of South Korea's Nation Branding Strategy In 2009 - 2015

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### Abstract

This study examines the strengths and weaknesses of Korean nation branding to understand how and why behind the success and failure in such areas; moreover, future trends are also analyzed with the focus on the actions and results from 2009, the year that government began highly concentrating on nation branding strategies. The study is done by using the secondary academic data collected through various sources including findings from research studies, books, journals, news and online articles along with the SWOT and TOWS analyses.

This study found out that South Korea develops its nation branding through the cooperation between state and private sectors to support the growth of various industries on the global stage. The nation's strengths are the success of the economy and technology industries as part of the main nation branding strategies. Moreover, Korean soft power, through the widely known 'Korean wave', has hammered the creation of the nation branding strategy worldwide. In addition, wide use of social media helps to support the spread of Korean culture and language as a means to learn about and understand Korea. Nevertheless, the government organization established to be responsible for Korean nation branding did not cooperate with other government organizations which could help promote South Korea's image more effectively. The government organization established to be responsible directly for Korean nation branding named 'Presidential Council on Nation Branding' was not continuously run and supported due to a change of government in the country. Additionally, transferring from a famously 'homogenous society' to be more 'multicultural society' as well as the North Korean threat and the issues related to conflict with neighboring countries are also obstacles that South Korea has to face and overcome. The government should continuously consider creating strategies along with research and studies for further development. At the same time, cooperation and mutual understanding should be an obligation and goal of every stakeholder, not only the government side.

**Keywords:** nation branding, South Korea, nation branding strategy

## Introduction

South Korea successfully developed its economy and in 1996 attained the status of 'developed country' after being admitted to the Organization for Economic Co-operation and Development (OECD), the criteria of membership being a high-income economy with a very high Human Development Index (HDI). In addition, when the Asian Financial Crisis in 1997 and the economic crisis in 2008 occurred, South Korea was widely commended for being able to cope well with their effects. Notwithstanding all these achievements, South Korea's overall national image does not correspond to its economic status in the world. South Korea's overall image is still lagging behind many other countries especially in the Asia Pacific region like Japan or Singapore, according to the rank of the Nation Brands Index of Simon Anholt who developed this index to measure the power and quality of each country's brand image by combining the six dimensions of exports, governance, culture and heritage, people, tourism, investment and immigration. From Nation Brand Index 2008, South Korea was ranked 33 out of 50 nations. Moreover, there were the recent results of the Country Brand Index (CBI), a preeminent global study of country brands using the five dimensions of value system, quality of life, business environment, heritage and tourism. In CBI 2012-2013, South Korea ranked 49<sup>th</sup> out of 118 countries with the country being ranked in the top 15 for only one measure in the 'Tourism' dimension, that of South Korea being perceived as a 'Shopping' destination as shown in figure 1 and figure 2. For CBI 2014-2015, South Korea ranked 20<sup>th</sup> out of 118 countries with the country being ranked in the top 5 for Regional rankings: Asia-Pacific as shown in figure 3 and figure 4. The ranking of South Korea in the Country Brand Index has increased significantly during these 2 years.

### Full List Of Countries

rank 2012	Country	rank 2011	rank 2010	rank 2012	Country	rank 2011	rank 2010	rank 2012	Country	rank 2011	rank 2010
1	Switzerland	2	3	41	Croatia	40	49	81	Laos	NA	NA
2	Canada	1	1	42	India	29	23	82	Bosnia + Herzegovina	NA	NA
3	Japan	4	6	43	South Africa	35	31	83	Russia	82	81
4	Sweden	7	10	44	Czech Republic	38	43	84	Bahrain	94	80
5	New Zealand	3	3	45	Turkey	48	55	85	Colombia	89	85
6	Australia	5	2	46	Belize	49	46	86	Venezuela	84	77
7	Germany	11	11	47	Cyprus	46	45	87	Cambodia	83	90
8	United States	6	4	48	Namibia	37	36	88	Sierra Leone	86	94
9	Finland	8	8	49	South Korea	42	44	89	Mozambique	88	95
10	Norway	12	13	50	Taiwan	NA	NA	90	Senegal	104	103
11	United Kingdom	13	9	51	Mexico	47	48	91	Tunisia	98	83
12	Denmark	15	19	52	Uruguay	50	53	92	Bolivia	96	NA
13	France	9	7	53	Dominican Republic	55	38	93	Guatemala	81	86
14	Singapore	16	15	54	Trinidad & Tobago	54	52	94	Albania	73	61
15	Italy	10	12	55	Oman	58	57	95	Philippines	78	65
16	Maldives	18	16	56	Estonia	66	89	96	Honduras	90	NA
17	Austria	17	20	57	Cuba	56	50	97	Uganda	99	91
18	Netherlands	23	25	58	Egypt	57	58	98	Ukraine	105	99
19	Spain	14	14	59	Botswana	53	51	99	Ghana	91	78
20	Mauritius	22	21	60	Saudi Arabia	69	69	100	Romania	101	92
21	Ireland	20	17	61	Morocco	62	60	101	Algeria	85	100
22	Iceland	19	24	62	Jamaica	64	62	102	Ethiopia	95	96
23	United Arab Emirates	25	28	63	Slovenia	52	54	103	Sudan	93	101
24	Bermuda	21	18	64	Panama	67	67	104	Paraguay	106	NA
25	Costa Rica	24	27	65	Hungary	60	66	105	Nicaragua	100	98
26	Thailand	26	26	66	China	65	56	106	DR Congo	103	107
27	Israel	28	30	67	Sri Lanka	NA	NA	107	El Salvador	109	105
28	Brazil	31	41	68	Tanzania	68	73	108	Serbia	97	84
29	Barbados	36	32	69	Vietnam	59	63	109	Nigeria	108	106
30	Argentina	32	33	70	Nepal	61	59	110	Bangladesh	107	102
31	Belgium	33	34	71	Lebanon	63	71	111	Syria	92	87
32	Portugal	30	29	72	Qatar	72	70	112	Rwanda	102	93
33	St. Lucia	39	35	73	Slovakia	74	79	113	Zimbabwe	112	110
34	Chile	34	40	74	Kenya	77	68	114	Libya	110	104
35	Fiji	45	39	75	Poland	79	82	115	Iran	111	109
36	Malaysia	43	42	76	Jordan	71	75	116	Somalia	NA	NA
37	Bahamas	41	37	77	Ecuador	75	74	117	Pakistan	113	108
38	Malta	51	64	78	Indonesia	76	72	118	Afghanistan	NA	NA
39	Greece	27	22	79	Bulgaria	70	76				
40	Peru	44	47	80	Cameroon	87	97				

Figure 1. Ranking of Country Brand Index (CBI) 2012-2013  
Country Brand Index 2012-2013



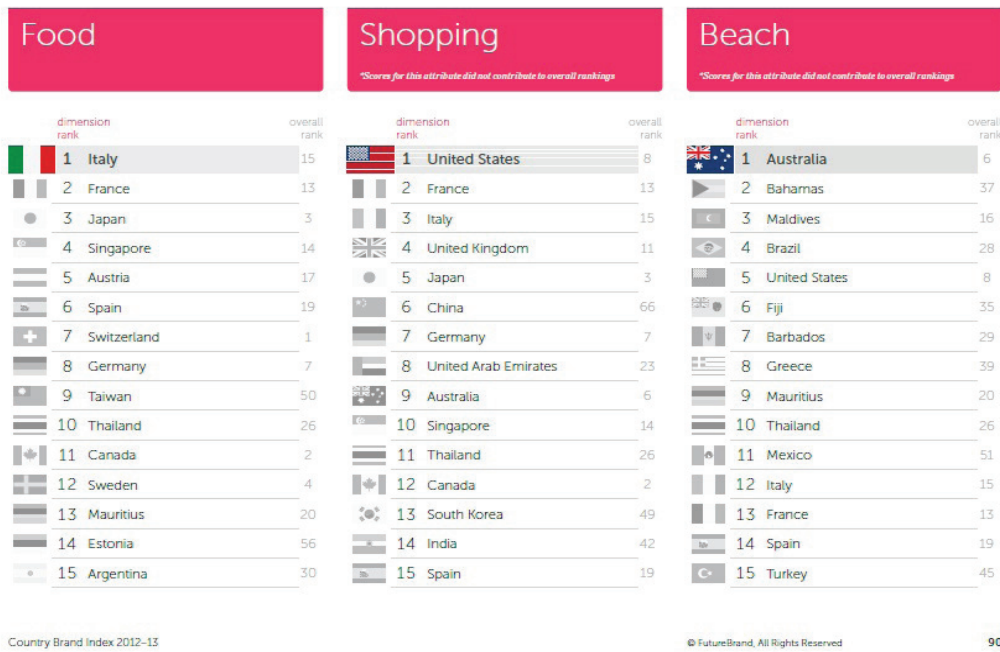


Figure 2. Country Brand Index (CBI) Ranking of Tourism Measurement  
Country Brand Index 2012-2013



Figure 3. Ranking of Country Brand Index (CBI) 2014-2015  
Country Brand Index 2014-2015

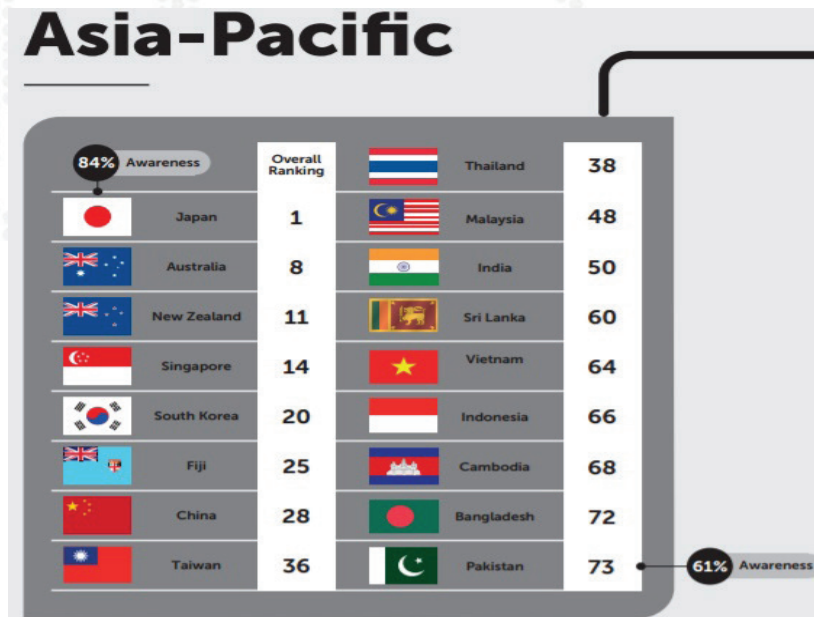


Figure 4. Regional rankings: Asia-Pacific Country Brand Index 2014-2015

Consequently, the South Korean government has continuously tried to develop the country's international image. After recognizing the problems and benefits of South Korea's nation image, the government established the "Presidential Council on Nation Branding" in 2009. The objective of this organization is to promote Korea's global image; to right misconceptions about Korea, its culture, its products, and its people; and to raise respect for Korea so as to support Korean businesses and nationals abroad through governmental initiated strategies and policies. Moreover, 2012 saw the international hit by the Korean singer 'PSY-Gangnam style' that helped improve Korea's image internationally and brought aspects of Korean style to the world. Yet the fruit of such efforts and endeavors have not been fully borne. Subsequently, this research examines the strengths and weaknesses of Korean nation branding to understand the how and why behind the success and failure in such areas; moreover, future trends are also analyzed.

## Methodology

The study aims to study South Korean nation branding strategies using the descriptive explanatory research method. Most of the data in this research is descriptive secondary academic data. Therefore, the study includes information from books, previous studies, journals, information from the Internet with reliable sources and statistical data. SWOT analysis was adopted in order to analyze the strengths, weaknesses, opportunities and threats of Korean nation branding strategies in overall image.

## Main Content

On the global stage, the image of South Korea is viewed as both improving and declining in different indexes. To illustrate, South Korea's image seemed not to have gained satisfactory improvement from the Country Brand Index (CBI) from 2009 until 2016; South Korea was ranked in CBI 39<sup>th</sup> in 2009, 44<sup>th</sup> in 2010, 42<sup>nd</sup> in 2011, 49<sup>th</sup> in 2012-2013, and 20<sup>th</sup> in 2014-2015. However, the BBC's countries rating poll in 2012 revealed that the global perception on South Korea was improving continuously with a decline of negative views which mainly came from the development of the economy and products as well as Korean traditions and culture. There are some positive and negative effects and influences on South Korea's national image that this chapter will seek to provide an analysis of Korean nation branding strategies towards the utilization of SWOT and TOWS matrix by considering the four main factors which are political, economic, socio-cultural and technological factors. Moreover, the future trend of nation image will be analyzed based on the policies of the government of President Park Geun-hye who has served as the 11<sup>th</sup> President of South Korea since February 2013.

## SWOT analysis of South Korea Nation Branding Strategies

Table 1: South Korea Nation Branding Strategies SWOT analysis

	Positive	Negative
	Strengths	Weaknesses
<b>Internal Factors</b>	<p><u>Economic factor</u></p> <ul style="list-style-type: none"> <li>Entertainment industry as a core</li> </ul> <p><u>Technological factor</u></p> <ul style="list-style-type: none"> <li>Utilization of wide range of media</li> </ul> <p><u>Political factor</u></p> <ul style="list-style-type: none"> <li>Effective government organizations</li> </ul> <p><u>Socio-cultural factor</u></p> <ul style="list-style-type: none"> <li>Strong potential for network of people</li> </ul>	<p><u>Political factor</u></p> <ul style="list-style-type: none"> <li>Political Instability</li> <li>Lack of integration for government organizations</li> <li>Tourism Industry's strategies not fully effective</li> </ul> <p><u>Socio-cultural factor</u></p> <ul style="list-style-type: none"> <li>Strong sense of collectivist society</li> <li>Critical social issues: high suicide rate in society</li> <li>Lack of Landmarks</li> </ul>
<b>External Factors</b>	<p><u>Technological factor</u></p> <ul style="list-style-type: none"> <li>the emergence and rapid development of ICT globally</li> </ul> <p><u>Socio-cultural factor</u></p> <ul style="list-style-type: none"> <li>Increase of popularity of Korean wave worldwide</li> </ul> <p><u>Political factor</u></p> <ul style="list-style-type: none"> <li>Cooperation with other countries on the international stage</li> </ul>	<p><u>Political factor</u></p> <ul style="list-style-type: none"> <li>North Korea threat</li> <li>Political issues and conflicts among neighboring countries in East Asia</li> </ul> <p><u>Socio-cultural factor</u></p> <ul style="list-style-type: none"> <li>Cultural backlash toward Korean wave</li> <li>High competition in improving nation's image</li> </ul>

## Strengths of South Korea Nation Branding Strategies

- **Entertainment Industry**

Beside the most famous and strong image of South Korea's rapid economic growth, it has been found that there are two key industries, the technological industry and the entertainment industry, that help promote the country's image in international markets and become the strong point of nation branding strategies. After the great support for heavy industries since the 1970s, "in the early 1990s, the share of the machinery sector (auto industry, computers, audio-visual products, semiconductors, and general machinery) in total industrial production began to increase significantly" Tselichtchev and Debroux (2009). Kim also asserted that the global gadget headquarters switched from Tokyo to Seoul due to the emergence of Samsung and LG as well as the subsidization and support to next-generation software protocols and wireless technologies from the South Korean government (2010). From the success of heavy industries and the development of technology in the global market, the focus on soft power played a more significant role for South Korea and its entertainment industries became a part of the country's strategic export industry. Korean wave here covers dramas, popular music known as K-pop, and movies which led to the craze for everything related to the Korean wave. Into the 21<sup>st</sup> century, Korean wave has been spread throughout East and Southeast Asia as well as recently starting to emerge into the western world by the widespread use of social media networks such as YouTube, Twitter, and Facebook. There is also a great concern that Korean wave that the wave or the popularity may be declining and fading out like the situation that occurred with J-pop (Japanese pop). However, in 2012, there was an international hit by the Korean singer 'PSY' called 'Gangnam style' that helped improve Korea's image internationally and introduced aspects of Korean style to the world. Now the famous Korean singer is internationally famous for his music and dance and is joining the project 'Psy's Wiki Korea' and he himself acts as an ambassador for Korea to promote Korean style worldwide for the Korea Tourism Organization (KTO). From 2007 to 2011, Korean cultural exports have increased by 25.2% per year on average (Choi, 2012) and in 2012, Korea gained its first surplus from its cultural account which is worth \$1.25 billion (Kim, 2013). It has been announced that the growth of the Korean content industry including games, cartoons, music, broadcasting, animation, and characters increased in yearly total sales year-on-year and is expected to reach 90 trillion won (US\$85.6 billion) in 2014.

- **Utilization of wide range of media**

Since Information and Communication Technology in Korea has developed highly with the first place global leading role of the ICT Development Index (IDI) published by United Nations International Telecommunication Union, the use of a wide range of media with high technology to help promote the nation's image, especially in the tourism industry and entertainment industry, push forward the widespread information to different group of consumers. Apart from television programs, films, printed media, online media and social media are the channels and tools that enable people to communicate with people around the world with just a second nowadays.

- **Effective government organizations**

Since South Korea uses culture as part of a branding strategy, besides the Ministry of Culture, Sports and Tourism and 'Presidential Council on Nation Branding' created from 2009-2012 to be responsible for branding strategies directly under President Lee Myung-bak's administration, the Korea Foundation and KOICA or the Korea International Cooperation Agency were established to promote academic and cultural exchange programs and to enhance the image of Korea in the world. Educational exchange programs and many scholarships provided by the government can bring social benefits that build strong relationships, connections and understanding among people from different cultures. Economic advantage is also essential. For example, the USA benefited from economic distribution of more than \$24 billion from international students, according to the U.S. Department of Commerce (Institute of International Education, 2013). In addition, since 2009, the Korean Cultural Centers have been set up around the world to promote Korean culture and facilitate cultural exchange. The establishment of these state-funded organizations is another aspect of the 'soft power' policies to promote their own language, culture and cooperation activities with other countries to create good relationships, better understanding and many other advantages politically and economically as well as to enhance the image of Korea globally.

- **Strong potential for the network of people**

There is great number of Korean students studying abroad with an increasing number of foreign students in Korea. The role of the country's citizenry going abroad is important since they represent one of the characteristics and identities of the homeland. Besides key persons representing Korea in the global stage such as Mr. Ban Ki-moon, the eighth Secretary-General of the United Nations, Korean people themselves going abroad as tourists, business people, or workers also help create a network of people and build relationships with people in the countries that they visit. The number of South Korean students studying abroad was ranked as number one of the OECD countries that enrolled in other OECD countries in 2011 (Education at a Glance, 2011). South Korean students also shared the total number of international students in the US counted as 49 percent with two other countries from Asia, China and India (OECD 2013 Education Indicators in Focus, 2013). Even though this phenomenon may look profitable in the area of public diplomacy, nation branding and economy, the greater number of Korean students choosing to study abroad may reflect the problems with the domestic educational system also. Furthermore, this group of Korean students is limited mainly to the study at OECD countries because of high quality of education as well as good quality of life. Accordingly, from the international education market, the number of foreign students in Korea has increased over 17-fold during 2000-2011 (OECD 2013 Education Indicators in Focus, 2013). The spread of the network of people helps boost the relationship from the citizen part to the government sector as well as the further development the business and economic areas. However, the spread of people going abroad for whatever type of intention usually comes with potential positive and negative perceptions from people in the host country such as the negative attitudes that usually occur with migrant workers or the groups of tourists traveling abroad due to the cultural clash or language barrier.

## Weaknesses of South Korea Nation Branding Strategies

- **Lack of integration for government organizations**

It has been found that even the culture and entertainment industries are now strongly related to the creation of the nation's image, the government organizations that are responsible for creating and assessing the strategies are still not integrated. The Presidential Council on Nation Branding established in 2009 was directly under the President, the Korea Foundation and Korea International Cooperation Agency (KOICA) are under the Ministry of Foreign Affairs and Trade. Actually all of these government organizations have the same objectives that are to promote and improve South Korea's global image. In addition, since February 2013, there was no government organization that will directly play an important role to promote or do research about its national image progression due to the change of government and change of policy. Dinnie (2008) mentioned that the direction of Nation branding in one country can be changed due to the changes of government the same as occurring with the companies that the policies will be affected by a new director. For the Korean case, the Presidential Council on Nation Branding has stopped working with no replacement of a new organization. Also, the satisfied projects that had been promoted for building the national image could not be supported indefinitely.

- **Not fully effective Tourism Industry's strategies**

Another weakness that has to be mentioned is about Korea's tourism industry. Tourism is another area that a country can benefit from. Tourism here is also considered as one part of service sector that helps run the economy and creates occupations for the domestic people; however, the service industry in South Korea is not yet fully developed since the government has emphasized mainly the manufacturing sector. In 2008, South Korea's service sector growth was less than other OECD countries where services account for 58 percent of the economy, compared to 80 percent in the United States, 79 percent in the United Kingdom, 73 percent in Japan, and 72 percent in Germany (Dobbs & Villinger, 2010). However, there is an ambition to improve the service sector by increasing the R&D expenditure year by year. The report from the Korea Industrial Technology Association 2013, R&D expenditures for the service sector averaged 3,777.1 billion won, up 397 billion won (11.7%) from the previous year, accounting for 8.7 percent of total corporate R&D expenditures, a relatively low figure compared to that of major developed countries such as the United States (29.2% in 2008) and the United Kingdom (24.1% in 2009). For the tourism industry in Korea, most of the travel destinations are attached to the Korean drama filming locations which can be considered as a good strategy since Korean culture and Korean wave are now in focus. However, this strong image may overcome other images that South Korea would also like to build on such as the promotion of World Heritage Sites in South Korea that are not yet fully recognized by either domestic travelers or foreigners. Moreover, since most of the tourists coming to South Korea are those who are have a craving for the Korean Wave, it may be another obstacle for Korea to attract people who do not have an interest in Korean wave and have less information about South Korea. This lack of popularity not only affects tourism but also economic growth, business and politics. It is criticized by Dr Charlotte Horlyck, a specialist in Korean art history at London's School of Oriental and African Studies about Korean tourism campaigns launched several times with no explicit message and



often not successful such as “sparkling”, “dynamic”, “infinitely yours” and the “Soul of Asia.” Moreover, it is stated that many of Korean Tourism campaigns mainly attract tourists rather than the wider related issue of national image (Williamson, 2012). In addition, information from the Korea Tourism Organization showed that from the number of Korean Departures is over the number of visitor arrivals, at the same time, there is a gap between tourism expenditures each year over the tourism receipts that put the balance in the negative. Perhaps as a result of the great influence of Korean wave and the development of the country’s image on the world stage, the number of visitor arrivals into South Korea almost doubled from 6,890,841 people in 2008 to be 12,175,550 people in 2013.

- **Strong sense of homogeneous society**

The South Korean government has given more interest to and emphasized propelling Korean society into becoming a ‘multicultural society’ due to the problems occurring after the great development of the industry and economy such as low fertility, declining labor rates and an aging society. However, ‘multicultural society’ and ‘race and conflict’ in South Korea are still troublesome for South Korea’s national image. Since Korea was known as being one of the strongest homogeneous societies with a highly collective nature of Korean society, the readiness for being a more open society in the time of internationalization with an increase in foreigners both as tourists or migrant workers are still not fully accepted by the citizenry. From Travel and Tourism Competitiveness 2013 by the World Economic Forum, the attitude of the country’s citizens towards foreigners of South Korea is ranked 129<sup>th</sup> out of 140 countries (World Economic Forum, 2013). This problem can affect the national image and the development of its economy as well as the political relations with others countries.

- **Critical social issue: high suicide rate society**

Another hot issue attached with negative connotation for both Korean people and foreigners is the high suicide rate in the society. Korean statistics show suicides were increasing sharply from 2002 from 17.9 percent to 31.7 percent per 100,000 people. However, in 2012, the suicides rate decreased to 28.1 percent but is still in the top 5 causes of death in Korea. One of the possible motives that may strongly affect the increasing suicide rate in South Korea is the pressure from highly competitive society in Korea. This nature of competition can be rooted to Confucianism that influenced the Korean people’s way of life, beliefs, attitudes, traditions and culture since the past, and as also noted by Tudor (2012) that “South Korea’s Confucian legacy dictated that the starting point was the education of the populace: the nation’s young had to be educated as well as possible, and after they became adults, they had to work as hard as possible.” In addition, this hard work has become an encouragement and policy used by the government and among Korean people for the development of the nation and individuals. We can see that the competitive atmosphere starts from the school level to the university level that youths have to study hard all day and all night to get a good grade and be able to enter the best or top national universities known in the name of ‘SKY’ including Seoul National University, Korea University and Yonsei University. This hard working nature and high competitive atmosphere is even stronger when entering a career field.

- **Lack of Landmarks**

South Korea or narrowing down to Seoul still lacks significant landmarks which often serves as the representation of a country, an identity and a tourist attraction at the same time. It is easy for foreigners to recognize many countries with their famous landmarks such as the Eiffel Tower in France, the London Eye and Big Ben for England, the Great Wall of China, Mount Fuji in Japan, etc. However, for South Korea, it may take time and the picture of landmarks is still blurred in the perception of foreigners whether it should be Gyeongbok palace, N Seoul Tower or others. This obstacle may occur because there are too many significant and interesting places but it should be considered seriously. It is noted by Roll (2006) that strong top-of-mind awareness and recall of the destination should be considered instantly for countries to gain the attention and make a distinction from others for economic advantages. As a result, South Korea should have distinctive landmarks that always come to mind for both domestic citizens and foreigners.

## Opportunities of South Korea Nation Branding Strategies

- **Opportunity from globalization and the emergence and rapid development of ICT globally**

Benefiting from globalization and the development of new media and technology is not limited just to the communication from the government to people but it is spread to the communication from people to people becoming a global information society where people can create and share information with no barrier of place and time. In addition, an increasing number of smart phone users with access to high speed internet service in more and more countries where governments have tried to develop information and communication technology help to make the market for online networks grow bigger with increase competitiveness and opportunities for both producers and consumers.

- **Increase in popularity of Korean wave worldwide**

South Korea can benefit greatly from the increasing popularity of the Korean wave worldwide. The more Korean wave and Korean culture is in the interest of an international audience, the better image, reputation and many other advantages Korea will receive. This popularity of Korean wave primarily started in Asia and is now spread to other regions such as in Latin America, the Middle East and in Europe. The Korean wave has even been able to capture the large Muslim countries like Indonesia where the mainly younger generation has welcomed Korean television dramas and Korean singers with an open mind.

- **Cooperation with other countries on the international stage**

The South Korean government has a strong relationship with many international communities such as the Southeast Asian nations becoming ASEAN+3, including Japan and China. Joining with ASEAN has led to much participation and many activities for people both from South Korea and Southeast Asian countries such as one of the student exchange programs where Southeast Asian students can go to study at Daejeon University for one year along with

cultural and language learning and complete an internship. Even though it is initially the cooperation between states, the action and activities inside the policies can affect the image of the country as well as the political relationship and economic advantages for Korea.

## Threats of South Korea Nation Branding Strategies

- **North Korea Threat**

For an analysis of threats to South Korea nation branding strategies, the outstanding threat for South Korea’s image is the conflicts with North Korea as well as the conflicts among neighboring countries Japan and China. For the conflicts between South and North Korea, it seems to be a long lasting problem since the division of the Korean peninsula in 1945. It is stated by Kim (2010) that the physical impact goes beyond the military threat and there are many other factors that should be considered such as spiritual, familial, cultural and humanitarian angles and a significant economic story to reunification. As a result, it is up to the policy of the government to adopt the hard line or soft line for North Korea. This may be the unavoidable problem for the South Korean government to face.

- **Conflicts among neighboring countries in East Asia**

Conflicts in East Asia are also obstacles, especially the long-running territorial dispute between South Korea and Japan over an island that the Koreans call ‘Dokdo’ and the Japanese call ‘Takeshima.’ The historical issues between Korea and Japan since the colonization period including the issue of “comfort women” have still not been resolved. In addition, the relationship with China doesn’t seem to have many problems economically since China is a big market for Korea’s exports, but the role that China has in still supporting North Korea economically and politically is a serious matter for South Korea. These conflicts surrounding South Korea have also led to an untrustworthy situation for tourists and investors which have the negative impacts on the country’s income and image as a peaceful country.

- **Cultural backlash toward Korean wave**

Korean wave may be a strong point that brings many benefits to South Korea; however, there is also a negative effect which is an anti-Korean wave which comes from this emergence. If a large number of people in one country get into a foreign culture over their culture, the phenomenon of allowing a free flow of foreign culture will be considered seriously and the feeling of resistance is possible to grow. Moreover, Song, the director of Joongang Entertainment and Sports gave an opinion that the causes of anti-Korean wave occurred in Japan where “anti-Korean wave” comics were sold with thousands of copies, China where people felt that the Koreans under appreciate Chinese culture and in Taiwan come from both political and psychological reasons. Song also suggested finally that “The best way to cope is to try to seriously consider how foreigners view Korea and remain interested in their own culture as well” (Nam, S.H. & Lee, S.J. , 2011).

- **High competition in improving the nation's image**

Considered globally and regionally, there is high competition in improving the nation's image to gain more benefits politically and economically. In East Asia, South Korea is situated among two big countries; Japan can be considered as having the best nation image, while China can be considered as improving its national image with its great power. Also, it is possible that the strong images of these two neighboring countries can affect or overcome Korea's nation image. South Korea may have higher potential in some areas better than other countries but the image that foreigners view Korea still matters.

## Conclusion

In summary, this research's finding conforms with the thesis's hypothesis that the successful economic development and technological industries firstly bring a good reputation to South Korea. Also, the support from government and cooperation with the private sectors to promote Korean culture has highlighted the increasing of better nation image worldwide. Government organizations such as Korean Foundation and the Korea International Cooperation Agency also play an important role in creating better image of the country as well as developing better relationship with other countries. However, there are still many weaknesses and obstacles that South Korean government has to overcome such as the lack of integration of government organizations or even the North Korea threat and the conflicts with neighboring countries in East Asia.

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## Application Of Multiple Intelligent Activities To Promote English Reading Skill Of Sixth Grade Students At Phatan Nakrua Municipal School, Maetha District, Lampang Province

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### Abstract

The purposes of this research were to improve students' English reading comprehension through the application of multiple intelligent activities to extracurricular activities and to compare students' ability before and after attending the activities. The one group pre-test and post-test was used as the design of the study. The subject was a group of fourteen students studying in Prathomsuksa 6 at Phatan Nakrua Municipal School, Mae Ta district, Lampang province. Lesson plans about family and animals and reading tests were used as the instrument to collect data regarding students' performance. Quantitative data was analyzed to compare the mean scores before and after the application of metacognitive reading activities.

The results revealed that the students in the experimental group got significantly higher scores at .01 after they were taught using multiple intelligent-based reading activities. The study can be concluded that the intelligent-based reading activities could be used to improve students' reading comprehension.

**Keywords:** multiple intelligent, reading comprehension

## Introduction

English reading skill plays an important role of in our lives. Since science and technology has changed dramatically. The communication by sending data requires good reading skills to understand the content. Moreover, it is used as a tool of occupation and research some information and news (Chatarat P. 2006: 59). Knowing how to read and using appropriate techniques are essential for all readers. Practice reading regularly helps readers gain basics of reading which help the readers to be keen on the skill and gain new information.

Students need to be able to adapt their language ability to various situations. They need to use the knowledge and ability to use English as a tool to learn about what they are interested in. The pursuit of self-knowledge by reading is a convenient way for readers. They can read at their leisure time.

Now, the current reading skill in English of Thai students affected the results of Educational Testing basic level (O-NET), conducted by the "National Institute of Educational Testing Service (NIETS). According to the Eight Learning Areas test results, it revealed that English has the lowest scores, 22.54 percent. This implied that language ability of Thai students were very low. Thus, it effected the language competition with other students in ASEAN community or worldwide. To this end, teachers need to use instructional strategies that are appropriate and consistent with the group and in accordance with the purpose of teaching at all levels. The techniques and methods must be applied regularly. From the above issues, instructors are the key persons to develop reading ability of students. Teachers need to find reading techniques and strategies that help students develop their read skill and their reading intelligence which refers to linguistic intelligence.

According to Gardner (1993), professor of education at Harvard University, developed the theory of multiple intelligences in 1983. Linguistic intelligence is one of the eight different intelligences that he proposed. These intelligences are as follows; Linguistic intelligence ("word smart"), Logical-mathematical intelligence ("number/reasoning smart"), Spatial intelligence ("picture smart"), Bodily-Kinesthetic intelligence ("body smart"), Musical intelligence ("music smart"), Interpersonal intelligence ("people smart"), Intrapersonal intelligence ("self-smart"), and Naturalist intelligence ("nature smart"). According to the theory, individual has different types of intelligence. Instructors should design learning activities that serve the students' intelligence so as to achieve their learning successfully and effectively.

In order to develop learners' language skills, instructors should understand and know their learners well enough and at the same time they should design classroom activities based on the multiple intelligence theory (Paopan N. and others, 2000). In much the same way Janda K. (2014) suggested that teacher can design learning activities that serve learner's intelligence, thus help develop learners' language skill. This study employed the theory of multiple intelligences as a guideline to design learning activities especially in teaching reading. There were some researches employed multiple intelligence into the classroom to better the students' learning abilities for example Poonsap, S. (2008) had researched on the development of English skills by using multiple intelligence activities in the conduct of English learning for students of primary grade 5 at Ban Pa Yang School in Banh Klum district, Songkla province. The results revealed that the students' reading skill after the application of the activities, the total mean scores



were higher after learning than before it. In much the same way, Kansomboon, N. (2003) studied about applying the theory of multiple intelligences into the classroom to develop the students' language skills. The findings revealed that students' reading skill had improved.

According to Gardner (1993) and Gloria (2000) the instructional procedure comprises 3 phases: 1. Presentation 2. Practice and 3. Production. In the initial presentation phase, instructors highly control teaching/learning process. The materials in this phase contain all the targeted linguistic items and structures in the unit. This presentation can take a deductive or an inductive way. Students have to induce the underlying rules and meanings. Then in the second phase, a practice phase, the instructors tell objectives of the lesson and have the learners do the activities. These activities are aimed at achieving accuracy of forms so that fluency can be later achieved in production activities. The activities are aimed at achieving the linguistic targets presented in the initial phase (P1) for example reading texts in their text book, do some exercise, do group work so that the learners will have some movement, brainstorm, and practice using the language they have learnt. The last phase, a production stage (P3), which aims at increasing fluency in linguistic use, precisely through "autonomous and more creative activities". The strategies for achieving such a goal are based on a freer use of the targeted structures. The kind of activities in the production stage may imply discussions, debates, role-plays, problem-solving activities, opinion and information gaps, etc.

Due to the subjects of the study, they were the sixth grade students. They studied English two hours a week with Thai English teachers and one hour with the foreign teacher. Their Thai teacher taught them reading skill and writing skill whereas the foreign teacher teach them listening and speaking. They have been studying English since they were in grade five. However, the researchers found that they had some difficulties in studying English. Some of them did not know much vocabulary, could not read and pronounce properly. Some could not tell what they had read. They could not summarize what they had read. The researchers found that this must be their problem in the future. We believed that there must be some new techniques brought into the classroom to help them learn more. As they were young kids, these students liked do group work and fun activities. The researchers were interested in employing the theory of multiple intelligence into the classroom. Therefore, the theory was applied in the English reading class in the sixth grade students to better their language ability.

### **Purpose of the study:**

1. To develop English reading skill of the sixth grade students at Phatan NaKrua Municipal School through multiple intelligent activities.
2. To compare the Students' English reading achievement level before and after using reading lesson through multiple intelligent activities.

## Research Design

The data was gathered and analyzed as follows:

### 1) Subject of the study

The subject was 14 sixth grade students at Phatan NaKrua Municipal School, Mae-ta District, Lampang province. Purposive sampling was used in choosing the subject of the study.

### 2) Variables

Variables in this study were as follows:

#### 2.1 Independent Variable

Learning activities based on a theory of multiple intelligence to develop reading skill

#### 2.2 Dependent Variable

Students' reading skill and their reading achievement

### 3) Contents used in the experiment

The topics used in this study were Animals and Going Shopping which chosen based on the institutional curriculum of Phatan Nakrua Municipal School.

### 4) Duration of the study

The study ran for 6 weeks (2 hours per week)

### 5) Research Instruments

5.1 Six lessons of English reading lessons based on content about Animal and Going Shopping

5.2 A 30- minute English reading proficiency test (10 items: 10 scores), used as pre and post-test.

### 6) Construction and development of Research Instrument

The researcher constructed English reading lessons based on the content about Animal and Going Shopping in the following way:

6.1 The researcher studied the institutional curriculum and the objectives of English lessons English Department, Level 2, Grade sixth.

6.2 The researcher derived two topics from the survey as follows: Animals and Going Shopping.

6.3 The researcher modified the two topics to suit the subjects by giving the students vocabulary guidelines and meanings, simplifying structures of language, and apply the content to the teaching.

6.4 After that the researcher wrote six lesson plans then submit to the experts.

6.5 The lesson plans were examined for IOC.

## Research implementation and Data collection

The researcher prepared the research instruments then students were given pre-test. After that, students studied the lessons. At the final stage students were given post- tests.

## Data Analysis and Assessment of Research tools

There were three experts examined, corrected and improved the accuracy, validity and reliability of the language and contents of the test. The level of difficulty of the test was between 0.20-0.80 and a rank of discrimination at the 0.20. K-R 20 formula by Kuder-Richardson was used in calculating for test reliability.

In terms of content validity, the researcher employed Index of item objective congruence (IOC) by Rovinelli and Hambleton (cited in Puangrattana Taweerat: 2007) in evaluating content validity.

The comparison of pre-test and post-test was done by employing T-test via computer program.

## Result of the Data Analysis

The comparisons of students' achievement after the implementation were as follows:

scores	frequency	%
16-20	12	86.00
11-15	2	14.00
1-10	-	0.00

According to the standard criteria (80 percent), eighty-six percent of the students or twelve students passed whereas fourteen percent of the students or two students failed. Thus the finding revealed that after being taught by using the lesson plans, which were based on the theory of multiple intelligent, students had improved their knowledge through reading comprehension.

The comparison of Mean scores before and after the implementation were as follows

n	X1	X2
Total	14	14
11-15	7.12	16.70
<b>S.D.</b>	<b>2.20</b>	<b>2.11</b>

The mean score of the pre-test were 7.12 and standard deviation was 2.20 whereas the mean score of post-test were 16.70 and standard deviation was 2.11. Results revealed that the students gained posttest scores higher than pretest scores. It indicated that students' reading ability has improved. Moreover, it also reflected the multiple intelligence activities were effective.

The comparisons of students' achievement before and after the implementation were as follows:

Test	n	( $\bar{X}$ )	S.D.	t
Pre-test	14	7.12	2.20	23.76*
Post-test	14	16.70	2.11	
	<b>S.D.</b>	<b>2.20</b>	<b>2.11</b>	

\*Statistical significance at the 0.01 level

The t-test was 23.76 and the statistical significance was at the 0.01 level. The mean score of the post test was 16.70 whereas the mean score of the pre-test was 7.12. Results indicated that lessons were designed appropriately and the teacher had planned multiple intelligence activities that served the objectives. Students were able to develop their reading skills, thus the difference of pre-test and post test result was Statistical significance at the 0.01 level.

## Discussion

The results of the study indicate

1. After the application of multiple intelligence activities, eighty-six percent of students or 12 students passed the reading comprehension test. Fourteen percent of students or two students failed the reading comprehension test. It revealed that after the implementation of the multiple intelligence activities which promote reading for comprehension, 86 percent of students has increased their reading skill, confirming hypothesis 1. This is advocated by Nuanlaoong T. and others (2015) who stated that teaching materials draw students' attention and increase the effectiveness of their learning. In addition, Marjolie, H. (2004) suggested in his study that the instructors should emphasize special strength and the benefit of implementation of multiple intelligence theory in daily instruction relate to motivation and academic achievement.

2. The comparisons of students' learning achievement before and after the implementation reflected that the students' learning achievement after the implementation was higher than before the implementation. Before the implementation the mean score was 7.12, but after the implementation the score was higher. The mean score after being implemented was 16.70. This indicated that the tools were effective. The students' reading skills were improved. This is advocated by Kanjunda K.(2014) studied students' multiple intelligences and develop the instructional strategy promoting English persuasive communication skill. She found that the students' ability of English persuasive communication in posttest was higher than posttest with statistically significant difference ( $p < 0.01$ ).

## Recommendation

1. For further study, the researcher should study about the application of multiple intelligence activities to develop other language skills such as speaking, writing.
2. For further study, the researcher should conduct the study with the different aging learners.

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## The Development Of English Correction Software For Teaching Correct Pronunciation To Pupils In A Primary School At Nhong Mae Na School, Nhong Mae Na, Khao Kho, Phetchabun

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### Abstract

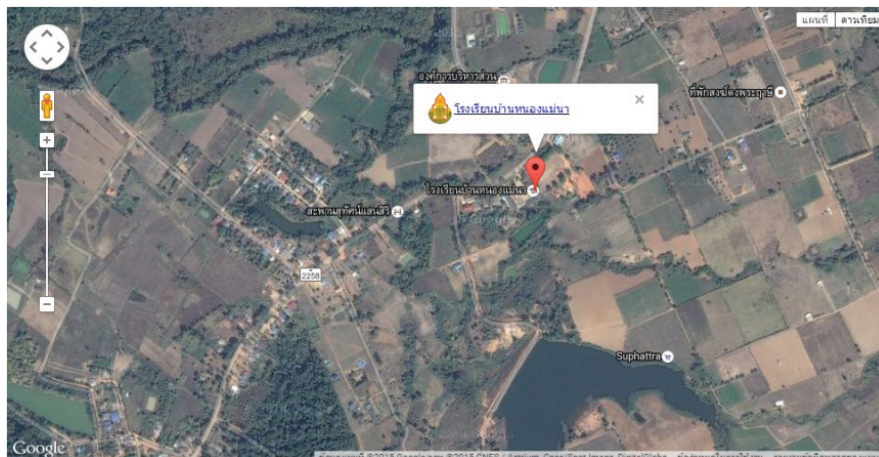
The English Correction Software for teaching correct pronunciation is using android systems with Detect Me English application to analyze the pronunciation, that is suitable for primary school pupils. The objective of this research is to study the development of correct English pronunciation amongst primary school pupils. The method of this research comprises three phases. The first phase involved data collection to find out what is needed in the correct development of English skills amongst primary school pupils by researching what words should be within the vocabulary in the primary school curriculum. The second phase involved interviewing specialists to determine 10 key words which should be chosen to be written into the program. Then the third phase involved testing primary school pupils with the program itself and then studied the results on the development of the pupils. This was done by asking the pupils to repeatedly use the program within their own studies and then their progress being kept in track. The study group of twenty pupils were from the Nhong Mae Na school. The tools used for this study were; 1) a questionnaire for whether there was a desire for such a machine to develop the English language of primary school pupils. 2) The written interviews for primary school teachers who teach English. 3) The English voice detection software for primary school pupils. 4) The evaluation questionnaire to gain feedback on the user friendliness on the software, 20 pupils read each word 3 times so that we could summarize all those words to percentage. Our results from the feedback and studies have shown that the pupils have shown improvement on their English word pronunciations, and the evaluation for the score as an average was excellent with 80.33% after using the software. We could conclude from this study that for the pupils who showed interest, and used the program showed a much greater improvement on their English pronunciation of these 10 words compared to pupils without this tool.

**Keywords:** English Correction Software, English Pronunciations, Hill tribes primary school pupils

## 1. Introduction

The establishment of the ASEAN Economic Community (AEC) in 2015 was a major milestone in the regional economic integration agenda for ASEAN. The official language for the ASEAN Economic Community is English. Although AEC was launched in 2015, Thailand had been preparing a few years prior before the official launch. Many schools tried to run "English for ASEAN camps", English for ASEAN seminars or even courses that related to English for ASEAN. However, the ability of Thai people to use English for communication is still not proficient as the majority of Thai people cannot communicate in English well. The Office of the Education Council has also agreed that English proficiency of Thai people is very low. Thailand is the 8th out of 10 countries within ASEAN and only 10% of Thai people can speak English proficiently. The affect of this has been many lost business opportunities for Thailand within the ASEAN Economic Community. Fluency in speaking is one of the four main skills when it comes to English. It is also one of the most difficult skills for pupils to develop. There are many factors that cause pupils to get confused and lose motivation to become adept in English speaking. Incorrect teaching can affect the whole learning system. For example if teachers do not know how to pronounce English sounds properly this inevitably results in a lack of proper education in the fluency of pupil's English. If this pattern continues, then most likely the trend for English fluency is not likely to improve at all, rather would results in regression in the populations ability to fluency.

Nhong Mae Na School, Nhong Mae Na, Khao Kho, Phetchabun was our pilot testing group for this research because pupils here have a lack of opportunity to learn English properly. They are also hill tribe pupils so they speak Thai as their second language and English as their third. Pupils from the school cannot speak English and their English abilities are very low which bring them to issues of miscommunication. Furthermore the researcher and team have found that the teachers in this school also struggle with the ability of pupils to understand Thai. Many pupils cannot pronounce English phonetics because they transcript their first language to their third language and also because of limitations in the time within English classes, teachers cannot effectively work to improve on pupils' English pronunciation individually.



**Figure 1** the Nhong Mae Na school, Nhong Mae Na, Khao Kho, Phetchabun



Learning to pronounce English correctly can be a very challenging feat for pupils learning the English language. According to D. H. Brown (2000), one of the factors that cause difficulties is the difference between the phonology of their native language (L1) and that of the second language/foreign language (L2), which in this case is English. Brown proposes six factors that may hinder or facilitate a learner’s pronunciation of L2 which are: L1, age, exposure to L2, innate phonetic ability, identity and language ego for L1, motivation, and finally, concern for good pronunciation ability.

In Thai phonology (Tumtavitikul 2006); the phonemes /p,t,k,p<sup>h</sup>,t<sup>h</sup>,k<sup>h</sup>,f,s/ are easily pronounced at syllable initial, however at the syllable final, there is a neutralization rule where these obstruent phonemes become an unreleased voiceless unaspirated stop of the same place of articulation, i.e., an underlying /s/ or /t<sup>h</sup>/ would be pronounced as [t] at the syllable final position. Thai does have /s,f,p<sup>h</sup>,t<sup>h</sup>,k<sup>h</sup>/ as well as /p,t,k/ as underlying phonemes at the syllable-final stored in the mental lexicon. These underlying phonemes reflect themselves in morphology. For example, /kròt<sup>h</sup>/ → [kròt] ‘angry’, the final is aspirated stop phoneme because when we do concatenation, + /a/, we pronounce [kròt<sup>h</sup>a] ‘anger’. It is the final consonant of the first morpheme that shows up its true self when [t<sup>h</sup>] occurs at syllable initial.

In English phonology (Ladefoged 2006), there is the phonological final obstruent devoicing of the type that neutralizes phonemic contrasts. Also voiced obstruents are devoiced to some extent in the final position in English, especially when phrase-final or when followed by a voiceless consonant. English has an allophonic rule for vowel duration where a vowel is lengthen before a voiced obstruent final, giving clue as to the consonant at syllable-final whether it is voiced or voiceless.

Syllable structure constraints in Thai limit syllables to form possible templates: C(C)V, C(C)VC, C(C)VV, C(C)VVC. In a cluster initial, the second consonant must be either l, r, or w. And if the second consonant is w, the first consonant must be either k or k<sup>h</sup>. At the syllable final position, the consonant neutralization rules apply and limit the consonant final to [p, t, k, m, n, ŋ, w, j, ?] with only one position for the final consonant sound. Cluster coda in the underlying structure will all be deleted leaving only the consonant adjacent to the vowel in pronunciation. For example, /yáks/ → [yák] ‘giant’ and the consonant in the cluster surfaces when morphology applies, e.g., /yáks/ + /ii/ → [yáksii] ‘giant ff.’ (Tumtavitikul 1998)

The English phonemes are broken up into the sound sequences of the consonants found in each word. We can see those phonemes in the syllable structures C(C) (C) V (V) C(C)(C). In consonant onset cluster there is a limited range of consonants that can occur in each of the positions. The rules like these are called phonotactics constraints, which give more insight into the syllable structure. (Giegerich 1992)

The pupils, not aware of the phonological rules in English, may incorrectly pronounce the stop consonants and may not release the final obstruent consonants at the syllable final position, the pupils, may also carry over their L1 and have difficulties differentiating /g,k/ at syllable final in English.

In this research, the pronunciations of 10 key words were investigated through the “Detect Me English” application on primary school pupils from Nhong Mae Na school. Twenty

pupils were used for this study and all the pupils read each word 3 times so that we could summarize the scores of all those words into percentages. The hypothesis underlying the study is that language transfer from L1 to L2, may be the factor causing difficulties in pronunciation of the important English stop consonants, hence difficulty in correct and fluent English pronunciation overall. The results of the study found pupils who showed interest, and used the program showed a much greater improvement on their English pronunciation of the 10 words in the application compared to pupils who studied without this tool.

## 2. Objectives

To evaluate the efficacy of English correction software for teaching correct pronunciation to pupils in primary school at Nhong Mae Na school, Nhong Mae Na, Khao Kho, Phetchabun.

## 3. Methodologies

The subjects of this research were 20 primary school pupils from the Nhong Mae Na school, Nhong Mae Na, Khao Kho, Phetchabun.

The tools used for this study were;

1) An unstructured Interview for whether there was a desire for such a machine to develop the English of primary school pupils at the Nhong Mae Na school, Nhong Mae Na, Khao Kho, Phetchabun.

2) The English voice detection software "Detect Me English" application (Android system) for primary school pupils.

3) Manual for "Detect Me English" application (Android system) which include how to use the application and activate the program.

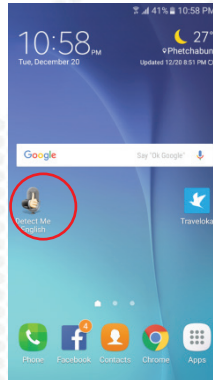
4) The evaluation task to gain feedback on the user friendliness of the software by reading the each word 3 times.

3.1 The design of the English correction software for teaching correct pronunciation was designed to be used with the android system on a android smartphone, the application "Detect Me English" operates with external hardware to show results whether pupils could pronounce 10 key words right or wrong as in figure 2

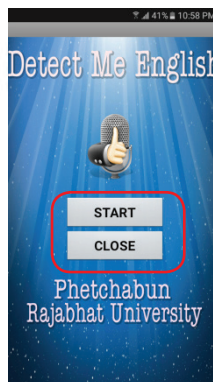


**Figure 2** The English correction software for teaching correct pronunciation set.

There is a menu button to connect to the test for those 10 key words which have been selected to be suited for primary school pupils in «Detect Me English» application

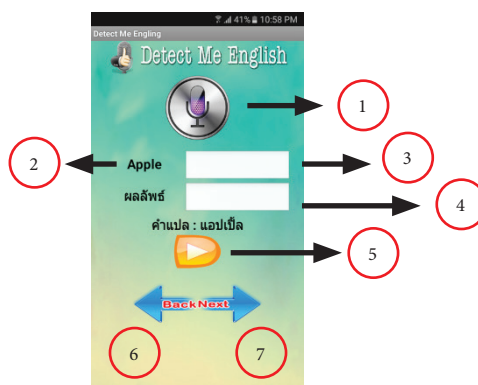


**Figure 3** Chose «Detect Me English» to get through to the home page of the application



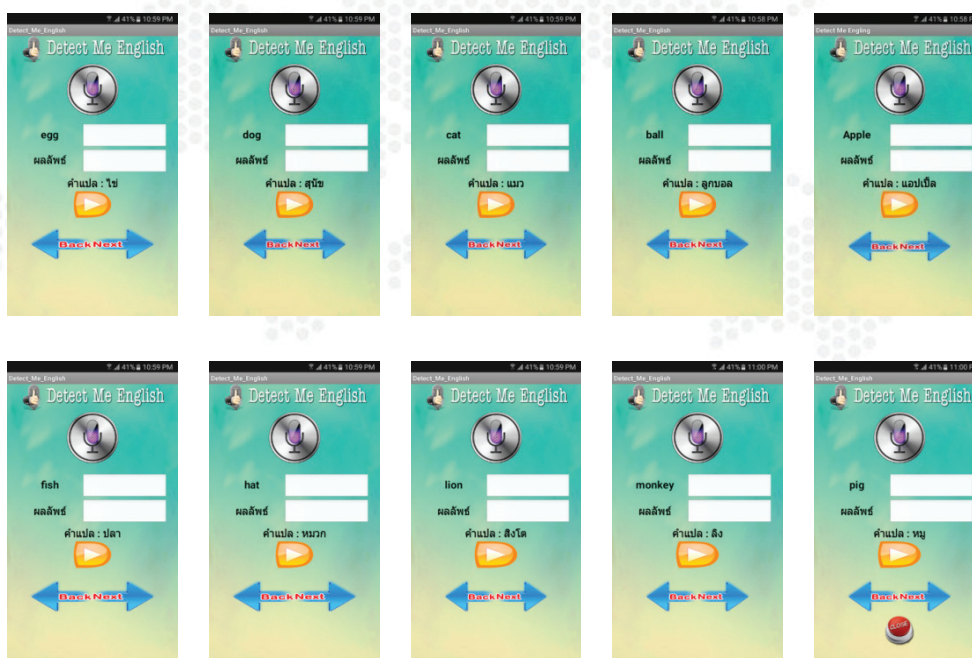
**Figure 4** Home page of the application

Detect Me English consists of START and CLOSE menus. The START menu will link you to the 10 key words.



**Figure 5** Main on-screen hub for «Detect Me English»

(see figure 5.) 1. Microphone button; this button is used as the user speaks into the device to attempt to correctly pronounce the words. 2. The Subject Word: This is where the word the user needs to pronounce is displayed on screen in English. 3. The Result box: this is where the subject word will display upon the user making the correct pronunciation of the word in English. If there is incorrect pronunciation then the display will not show anything. 4. Incorrect pronunciation result box: Upon the user making an incorrect pronunciation, the application will process the users attempt and display phonetically what the user has pronounced, thus allowing the user to distinguish what kind of phonetics they are incorrectly pronouncing. 5. The demo button: the user before they test themselves with the application can listen to the correct pronunciation being played upon selection of the demo button. 6. Back Button: The user can skip to the previous word. 7. Next Button. The user can skip to the next word.



**Figure 6** Display of all ten separate screens that the user will work through.

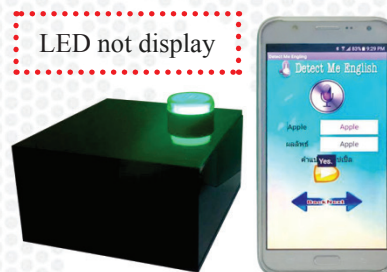
The 10 key words that the user will work through within this program are; apple, ball, cat, dog, egg, fish, hat, lion, monkey and pig (see figure 6.). Each of these ten words were chosen based upon the suitability to address address the L1 to L2 phonetical barrier as well as suitable for primary school ages. This was approved by the linguistics experts. Each word within the program is also easily changeable to any other word that is desired to be written within the program as well as new words being also added to the library of words within the catalogue. The strength of this program is the straight forwardness to add or change words as desired.

### 3.2 Flow diagram of the software protocol in processing the user input.

The software works by firstly receiving the input sound from the user through the microphone device which this information which is received by the application then sent to the processor to analyse the voice patterns. The processor then sends a signal to the LED display to notify the user whether they have successfully pronounced the word or not. The LED display will emit a green light if the user has pronounced the word correctly.

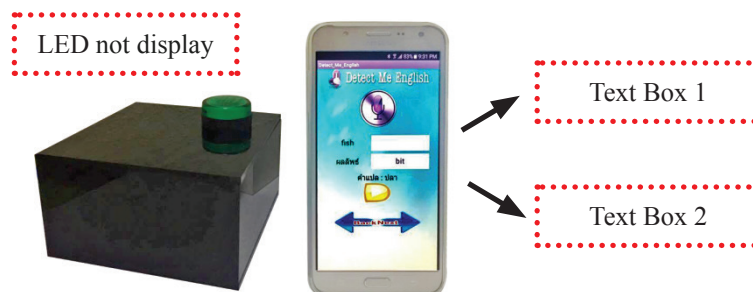


**Figure 7 Flow diagram of application processes**



**Figure 8 LED display when user has made the correct pronunciation**

When the user pronounces the word correctly the LED display has been configured to show a green light for 5 seconds. This clearly notifies the user when they have correctly pronounced the subject word. The green light was also designed to motivate and reward the user for their correct pronunciation. The screen will also display a "yes" message to also positively reinforce the users efforts.



**Figure 9 LED display when user has made an incorrect pronunciation**

The LED display has also been configured to not display any light to also clearly distinguish when the user has not pronounced the word correctly.

## 4. Results

Each of 20 students had three attempts to for each of the 10 words to make the correct pronunciation and the percentage of students who made the correct pronunciation within the three attempts are as follows in figure 10. We found that the results showed improvement on the scores on the percentage of students who made the correct pronunciation after three attempts. The average percentage of students who made the correct pronunciation was 80.33%.

No	Words	result 1 – 3
1	apple	93.33%
2	ball	88.33%
3	cat	83.33%
4	dog	85%
5	egg	56.66%
6	fish	90%
7	hat	63.33%
8	lion	95%
9	monkey	93.33%
10	pig	55%
Total		80.33%

**Figure 10.** Percentage of students (n. 20) who made the correct pronunciation of each subject word within 3 attempts

## 5. Discussion and Conclusion

The study was done to determine the efficacy of the Detect Me English application on teaching primary school students to pronounce English words correctly. The results have shown that a high percentage of students were able to make a correct pronunciation after three attempts and using this software. The software's capability to demo the correct pronunciation seems to be the most helpful tool in students learning to make the correct pronunciation as this allows students to listen and practice the phonetics even without a native language speaker.

This tool seems to make significant improvement to their English pronunciation skills as the average percentage of students making the correct pronunciation of the ten words between the 20 students was 80.33%.

We however upon reflection on the study have also wanted to expand our study through our following proposal.

Our proposal for improving and building our study is by;

1. Improving by testing different specific, categorized groups of students. We hope to distinguish between gender differences as well as GPA score abilities to further study and factor in differences between students gender and personal skill levels to further conclude the effectiveness of the program.
2. To record and study the progression of the students between the 3 attempts as well as pre-testing the students before the use of the program to factor in and scrutinize the efficacy of the program.
3. To add in a control group to help further compare the efficacy of the program and it's affects as well as controlling the test environment more specifically with a structured time constraint to create a fair and non-biased test.
4. To even possibly expand on the age range of the test subjects to high school students to compare the effectiveness of the program amongst different age groups at different stages of education.

In conclusion, we have found that this program is showing promising results in helping students to learn proper pronunciation within English words with the hopes that this program can be further developed to even build on grammatical and sentence building skills within the students to further help improve their fluency.

## 6. Recommendation

Our recommendation for the use of this program are as follows;

1. Using the program for self-study in school and also as a tool within lesson planning for teachers to incorporate into their lessons.
2. Using the program for personal study to help improve on listening as well as pronunciation skills.

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## Crossing Gendered Borders : Gender Roles In A Thai EIt Textbook

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### Abstract

This paper is carried out to explore gender roles of social actors as linguistically portrayed in a Thai English language teaching textbook targeting *Pratom 6* students. The data included 4 reading passages in *Projects: Play and Learn 6*, published in 2011 by the Ministry of Education, Thailand. Based on Systemic Functional Linguistics, the tool employed was TRANSITIVITY analysis, focusing on the actions assigned to female and male characters in the textbook. The findings have revealed certain features of actions assigned to each gender. They have put forward the questions regarding the existence of gender stereotypes and gender discrimination, as portrayed in this pedagogic material.

**Keywords:** gender roles, gender stereotypes, TRANSITIVITY, SFL

## Introduction

Gender roles are social expectations regarding norms of behaviours each individual has to conform to as a result of each society's values and beliefs at a certain point of time (Blackstone, 2003). They are a form of social interactions that are based on, and meanwhile contributing to, power relations (Scott, 1986). Highlighting the differences between the sexes, these roles have been closely intertwined with the overgeneralization of gender stereotypes (Anselmi & Law 1998, p. 195), and subsequently sexism. It is not uncommon to read statements regarding women being expected to remain in their domestic areas and to perform certain duties in the household while men were more opt to variety of roles and responsibilities in the public spheres. Regardless, women and men alike struggle to fit in this fixed roles they have been given.

Gender roles are social constructs (UNESCO Asia and Pacific Regional Bureau for Education, 2009, p. 23). On the one hand, they are influential since they define us (Butler, 1990). On the other hand, they can change. Indeed, it has been claimed that after the World War II, the situations have improved due to the shift in social values and attitudes towards gender roles (Burgess, 1994, p. 391). Regardless, in particular in Asia and Pacific regions, gender stereotypes and sexist statements are still prevalent as evident in common proverbs and sayings, (UNESCO Asia and Pacific Regional Bureau for Education, 2009, p. 43). In Thailand, the situations regarding the gender-based discrimination are still controversial issues. On the one hand, women and their professional roles have been presented with a positive view (Andrews & Siengthai, 2009). On the other hand, discrimination is still present and apparent in the role women play in government, at home and at work. Women are highly under-represented, are mistreated at home and discriminated at work (Romanow, 2012).

It should be alarming to find that textbooks are one source propagating distributing sexism (Michel, 1986; Sinafuso, 2000; UNESCO, 1999; UNESCO 2002; UNESCO 2003), since they are "powerful levers of social change in propagating universal values" (Brugeilles & Cromer, 2009, p. 6). Under the Education for All paradigm (EFA), The United Nations Educational, Scientific and Cultural Organization (UNESCO) has strongly advocated the significance of textbooks. UNESCO General Conferences have been organized to advocate the issue since 1946. Regional seminars on gender and textbooks were also held by UNESCO in 2005-2007. In 2009, UNESCO published a guide to promote gender equality through textbooks (Brugeilles & Cromer, 2009, pp. 6, 8). Concurringly, the Gender in Education Network in Asia-Pacific (GENIA) has published a toolkit cohering to the policy initiated (UNESCO Asia and Pacific Regional Bureau for Education, 2009).

Textbooks have been regarded with prestige in comparison to other learning materials. In spite of all the advances in pedagogically-related information communication technology, they remain "at the heart of education policy" (Brugeilles & Cromer, 2009, p. 6) in every levels of education (Macian, 1986, p. 103). For teachers, the material chosen can immensely help teachers in their instruction (Suaysuwan & Kapitzke, 2005, p. 79) and subsequently in the success of their instruction (Graddol, 1997). Textbooks are "an almost universal element of ELT teaching" (Hutchinson & Torres, 1994, p. 315). In Thailand, students, especially young learners, are immensely dependent on textbooks, (Suaysuwan & Kapitzke, 2005). In addition to the body of knowledge they prescribe, textbooks are a powerful medium for socialization of children

(Brugeilles & Cromer, 2009, p. 16). They provide models of social expectations, worldviews, social values and ideological mindsets.

As an English as a foreign language (EFL) context (Arnold & Rixon, 2008, p. 38), English language is a fundamental element in educational context of Thailand. Not only has it been influential in the country for almost 2 centuries (Baker & Phongpaichit, 2005; Foley, 2005; Wongsothorn, Hiranburana, & Chinnawongs, 2003), it also gained an unofficial status as the lingua franca (Baker, 2008, 2012; Foley, 2007; Kirkpatrick, 2010). As also evident from other countries in the Asia-Pacific region, English has played a crucial role in educational contexts, both in classroom practices and in national policies (Nunan, 2003).

The textbooks used in Thailand are regarded as an official knowledge. They have been produced locally as early as the reign of King Rama IV (Darasawang, 2007). Since 1960s, The Ministry of Education (MoE) has been giving consent to pedagogical resources to be used. Suaysuwan and Kapitzke (2005) have examined textbooks published in Thailand in order to explore social situations of the country during 1960-2000. Employing critical discourse analysis and multimodal analysis, the study has revealed ideological and cultural implications and transformations of the Thai society through the representations of class, economic status, and gender roles. Given that, ELT textbooks in Thailand have not received much attention, in particular locally-produced ones (Bovornsiri & Angwattanakul, 2008; Gulasee, 2009).

## Research objectives

Based on a linguistic analysis drawn from Systemic Functional Linguistics (thereafter SFL), this paper was carried out to explore the representations of social actors (van Leeuwen, 1996) regarding their gender-based roles in an educational context of Thailand based on narratives found in a locally-produced ELT textbook targeting young learners (Arnold & Rixon, 2008, p. 38) currently available. It aimed to investigate how gender roles were linguistically depicted in the textbook.

## Methodology

### Data

The narratives analyzed were taken from reading texts in *Projects: Play and Learn 6*, published by the Ministry of Education, Thailand in 2011, and also one of the official selections of textbook series for *Pratom 4-6* (Grade 4-6) according to the Basic Educational Curriculum 2551 B.E. (2008 A.D.) of Thailand. The textbook was written by Associate Professor Sripoom Akkramas, and edited by Nicole Lasas, an American scholar. Of the three books in this series, *PPL6* was selected due to its more complex lexical and syntactical elements in comparison to the other two. The front cover of *PPL6* can be viewed in Appendix.

Drawn from Tonjumba's (2014) categorization of the text genres, 4 narratives out of 15 texts were chosen in this study. These were *The Story of the Hare and the Tortoise: The Race*, *The Story of the Hare and the Tortoise: Forest Fire*, *Cinderella*, and *The Jungle Book*. (For full genre analysis of the texts, See Tonjumba, 2014.). They were selected for two main reasons. Firstly, the analysis deliberately excluded texts in which the characters were inanimate

or gender-neutral. For example, in *What to Eat* and *How to Wash Vegetables*, the main agents were vegetables which were not gender-specified. (See Appendix for the list of texts and their potential genres.) Secondly, narratives were regarded with prominent influence to young learners. They were, according to Martin and Rose (2008), “central genres in all cultures...” (p. 6) since children everywhere in the world were familiarized with stories at an early age. In story-telling, “[t]here is something miraculous about the way a child’s attention is instantly drawn by a story, as their imagination is ignited and held” (p. 49). Meanwhile, and more importantly, narratives offered the tool to instruct young learners, particularly influential in a Thai context in addition to the mere fun and joy of reading (Indrasuta, 1988, p. 219).

### Linguistic tool

This study employed a linguistic analysis based on Systemic Functional Linguistics or SFL (Halliday, 1985; Halliday & Matthiessen, 2004; Martin et al., 2010; Martin & Rose, 2003, 2008). In order to identify the roles and actions assigned to male and female characters in the textbook, the key system used in this study concerned TRANSITIVITY analysis.

According to Martin et al. (2010), TRANSITIVITY dealt with “configuration of a process, participants involved in it, and attendant circumstances” (p. 98). In other words, they involved “people and things” and the actions of these items (Martin & Rose, 2008, p. 32). In terms of participants and processes, TRANSITIVITY dealt with “the resource for sorting out our experience of all kinds of events into a small number of types” (Martin et al., p. 100) whereas CIRCUMSTANTIATION or circumstances involved “the resource for ‘augmenting’ the configuration of process + participants by means of elements that are less directly involved in the process, circumstances” (p. 101). The tables illustrating TRANSITIVITY and CIRCUMSTANCE types in English as deployed in the analysis can be viewed in Appendix.

### Procedures

1. The texts were divided at a clause level according to their ideational element of the processes (Martin, 1992; Martin, Matthiessen, & Painter, 2010, p. 5). Clauses embedded in Verbiage were analyzed separately from the Verbiage. Minor clauses (e.g. *Hahaha*, *Tut-tut*, etc.) were excluded.
2. The clauses were analysed according to the coding scheme provided in Appendix.

### Example of analysis

<i>One sunny morning,</i>	<i>Henry the Hare</i>	<i>hopped</i>	<i>down a narrow lane</i>
<b>Cir: location</b>	<b>Actor</b>	<b>Pr: Material</b>	<b>Cir: location</b>

In this sample, *Henry the Hare* is the Actor performing a Material process of hopping, with the circumstances of location in time *One sunny morning* and place *down a narrow lane*.

<i>We [all the animals]</i>	<i>can go</i>	<i>together</i>
<b>Actor</b>	<b>Pr: Material</b>	<b>Cir: accompaniment</b>

In this sample, *We* is the Actor performing a Material process of *can go*, with the circumstances of manner *together* for accompaniment.

## Findings

As a general finding, the narratives in the textbook had distributed the key roles to both genders. As *The Race* and *Forest Fire* shared the same set of characters, they had both male and female protagonists; The Hare and The Tortoise. *Cinderella* was a narrative focusing on a female character, Cinderella. *The Jungle Book*, on the other hand, focused on the story of Mowgli, the boy who was raised by the wolves. The results from TRANSITIVITY analysis of the four texts were as follows.

### 1. *The Story of the Hare and the Tortoise: The Race*

The main characters in this text were, as the title suggested, Henry the Hare and Tootsie the Tortoise. The pronouns used identified the former as male, and the latter as female. Both have been assigned with equal Material processes of 13 clauses, the majority of which involved the movement of the two animals such as *hopped*, *went running off*, and *marching* for the Hare, and *walk*, *race*, and *plodding* for the Tortoise. The use of Verbal and Mental processes was not much different. However, the use of Relational process of the Tortoise was remarkable, with 9 clauses in comparison to only one assigned to the Hare.

### 2. *The Story of the Hare and the Tortoise: Forest Fire*

Text 2 also revolved around the Hare and the Tortoise as the narrative proceeded after the Tortoise won the race. It shared most of the characters with Text 1 such as the Hare and the Tortoise. In this second part of the story of the two animals, however, the roles of the major characters were changed. Namely, key actors in this text were the Tortoise, the animals as a group, and the elephants. The animals and the elephants were dominant in Material processes. As groups, however, their genders were not identified. The roles assigned to the Tortoise were mainly Material and Behavioural processes, whereas the roles of the Hare were much less significant.

### 3. *Cinderella*

The main character in this text was, as realized by the title, Cinderella. The analysis also showed that she carried out most of the processes, (30 out of 82). Among these, 17 were Material process (e.g. *lived*, *mop*, *go*, *come*, *left*, *ran*, *wait*, *come back*, *put on*). The second most salient characters were Cinderella's outfits and the Prince. As for her garments, Cinderella's clothes were mentioned with Relational process of transformation such as *became*, repeated 5 times. The Prince was the most prominent male character in this narrative. He was described doing Material (e.g. *invited*, *danced*, *ran after*, *sent out*) and Mental (e.g. *wants*, *fell in love*, *like*) processes. The less significant characters were female ones. The Stepmother and Stepsister were seen doing Material processes (e.g. *dressed up*, *tried on*, *tried to wear*), as well as the

fairy, with repeated Material process of pointing her wand. Finally, the man who was sent out to find the owner of the slipper at the end of the narrative was portrayed doing a lot of Material processes (e.g. *go, went, came, left*).

#### 4. *The Jungle Book*

The main actors in the text were male. Mowgli was the key character of the narrative, with 10 processes, mostly Material (e.g. *joins, came, grows up, climb, eat, must go*) and Relational (*is*). The second main character was also male. Shere Khan the tiger was the second most prominent character in the narrative, with 7 processes including Material (*comes, go, leaves*), Mental (*wants*), Relational (*is*), and Behavioral (*growling, watching*). Mother Wolf was the only female character in the texts, with 1 Material and 2 Mental processes.

### Discussion

There were two crucial points worth mentioning regarding the findings from the analysis. Firstly, although the roles of female and male characters in the narratives analyzed might appear to be of relatively equal proportion, the use of saying (Verbal) and saying as activity (Behavioural) processes in these narratives implied whose voices were heard. To begin with *The Race*, the two main characters did have their voices heard (The Hare: *said, said, called, laughed*; The Tortoise: *said, said, sang*). Still, the voices of the people around them were louder (other animals: *cheered, sang x4, shouted, said*). As The Tortoise won the race, her voice got heard more than any other's (e.g. *said, said, shouted, thank*) in *Forest Fire*. The Hare and The Python, both male, each only had one say throughout the narrative. In *Cinderella*, the female protagonist said a great deal, but notably four of the processes were to thank and one to pray. In *The Jungle Book*, men did the talking, and women the hearing (The Bear: *talk, teaching*; Shere Khan: *growling*; and Mother Wolf: *hears, hears*).

Another remarkable issue dealt specifically with the actions in *Cinderella*. To be more specific, the female character was portrayed performing a great variety of Material processes. However, these included the actions that other characters asked, and commanded, her to do; for example her stepmother (*Cinderella, mop the floor*), the Prince (*[w]ait, [c]ome back*), the fairy (*[n]ow, go and see the prince, [c]ome home before midnight*), and the man from the palace (*[c]ome with me to the Prince*).

This paper has provided a quick glance at how gender roles were distributed in the narratives targeting young learners in Thailand. Through TRANSITIVITY analysis of the texts, it aimed to explore if, and how, in/equality might have been in the progress of being constructed in textbooks through the curriculum.

Suffice it to say that gender roles in Thailand, based on the pedagogic material studied, should be handled with precaution. Although women were portrayed with actions as many as men were, and their voices were made louder to be heard, what they were seen doing and saying mattered. Stereotypes of women and men were still present through the roles of Cinderella's passive agent performing the tasks people asked her to do while busy getting all dressed up and beautiful and asking for help, and being grateful for what she was given.

As official knowledge prescribed for Thai students early on in their life, this represents how young learners have been socialized to place themselves in the society. As remarked by

UNESCO Asia and Pacific Regional Bureau for Education (2009, p. 43), messages sending gender bias should be made aware of, and learners are thus reminded to make reflections on their “beliefs and attitudes”. It is one of the borders to which we are bound. Children have been indoctrinated where they belong, and what they are expected to do. These are borders in the sense that we are not supposed to cross at ease, although it is absolutely possible that we can.

Crossing this border is obviously not a simple task. In educational context, it will take time to develop these resources, involving “a large number of actors to implement these policies, ranging from policy-makers to publishing houses to distributors, and possibly donors; the whole of the teaching profession, together with pupils, their families and communities” (Brugeilles & Cromer, 2009, p. 6). In other words, it will need everyone.

## Conclusion

The ultimate question this paper attempts to answer is whether the long-established gendered border has been, or will ever be, crossed. Of course, only a handful of people will not be able to make it, just like the animals in *Forest Fire*, the only way they were able to cross the river and escape from the forest fire was to give each other a hand to build a bridge so that *[w]e can go together*, crossing this border together and, hopefully, live happily ever after.

## Recommendations for further research

This study is restricted in terms of the scope of the data. It would therefore benefit greatly from gathering more texts from a variety of textbooks. Comparison and contrast would prove useful to view the issue in a bigger picture. In terms of the linguistic tools employed, APPRAISAL analysis of the texts would be ideal to examine not only the roles prescribed to a particular gender of the social actors, but also the evaluation of those roles. More comprehensively, multimodal analysis of the illustrations would also be worthwhile.



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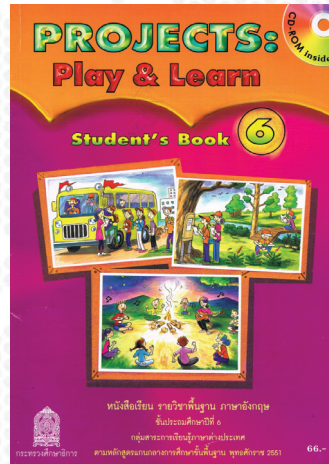
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## Appendix

### 1. The textbook



### 2. List of the texts analyzed and word counts

Text	Title	No. of Words	No. of Clauses
1	<i>The Story of the Hare and the Tortoise: The Race</i>	438	91
2	<i>The Story of the Hare and the Tortoise: Forest Fire</i>	273	52
5	<i>Cinderella</i>	520	92
9	<i>The Jungle Book</i>	159	33

### 3. Process types in English (from Martin et al., 2010) (examples were from the texts in the textbook analyzed)

Process type	Definition	Example
<b>Material</b>	“doings and happenings” (p. 102)	<ul style="list-style-type: none"> <li><i>The big cat <b>hunts</b> at night.</i></li> <li><i>We <b>went down</b> a long road today.</i></li> </ul>
<b>Mental</b>	“sensing” (p. 103)	<ul style="list-style-type: none"> <li><i>The tiger <b>enjoys</b> water.</i></li> <li><i>I <b>like</b> you.</i></li> </ul>
<b>Relational</b>	“being” (p. 104)	<ul style="list-style-type: none"> <li><i>I <b>am</b> Tootsie the Tortoise.</i></li> <li><i>Lime juice <b>is</b> high in vitamin C.</i></li> </ul>
<b>Behavioural</b>	“saying and sensing ... as activity” (p. 107)	<ul style="list-style-type: none"> <li><i>The hare <b>laughed</b> ...</i></li> <li><i>Baloo and Bagheera <b>talk</b> to Mowgli.</i></li> </ul>
<b>Verbal</b>	“saying” (p. 106)	<ul style="list-style-type: none"> <li><i>The animals <b>said</b> to the elephants...</i></li> <li><i>Mowgli <b>said</b>...</i></li> </ul>
<b>Existential</b>	existing (p. 108)	<ul style="list-style-type: none"> <li><i>[T]here <b>was</b> a lovely young lady.</i></li> <li><i>There <b>are</b> fewer tigers in the wild now.</i></li> </ul>

## 4. Types of circumstance in English (from Martin et al., pp. 101-102)

Circumstance type	typical probe	Example realisation	Circumstance subcategory	subcategory probe
<b>Extent</b>	how ____?	<i>for three hours</i>	duration	for how long?
		<i>every three hours</i>	frequency	how many times?
		<i>for six miles</i>	distance	how far?
<b>Location</b>	at what point?	<i>in September; before tea; recently; during the lesson</i>	time	when?
		<i>in the yard; from Paris; miles away</i>	place	where?
<b>Manner</b>	how?	<i>with a hammer; by trickery</i>	means	by what means?
		<i>quickly</i>	quality	how?
		<i>as fast as possible; like a top</i>	comparison	what like?
		<i>to a great extent; deeply; considerably</i>	degree	how much?
<b>Cause</b>	why?	<i>because of you; thanks to him; for lack of \$5</i>	reason	why?
		<i>for better results; in the hope</i>	purpose	for what purpose?
		<i>on behalf of u all</i>	behalf	on whose behalf?
<b>Contingency</b>	in what circumstances?	<i>in the event of rain; without more help (we can't do it)</i>	condition	under what conditions?
		<i>in spite of the rain</i>	concession	despite what?
		<i>in the absence of proof</i>	default	lacking what?
<b>Accompaniment</b>	together with?	<i>with(out) his friends</i>	comitative	who/what with?
		<i>as well as them; in stead of them</i>	additive	and who/what else?
<b>Role</b>		<i>as a concerned parent</i>	guise	what as?
		<i>(smashed) into pieces</i>	product	what into?
<b>Matter</b>	what about?	<i>about this; with reference to that</i>		
<b>Angle</b>	whose angle?	<i>according to the Shorter Oxford</i>	source	says who?
		<i>in the view of the protestors</i>	viewpoint	from whose perspective?

## 5. Text analysis

Text 1: *The Story of the Hare and the Tortoise: The Race* (91 total clauses, 8 minor clauses)

Characters	Process Types						Total
	Material	Mental	Relational	Behav.	Verbal	Exist.	
<b>The Hare</b>	13 ( <i>hopped, can't stop, went running off, hopping, come hopping, hopping, hopping, sleep, march, marching, marching, marching, woke</i> )	4 ( <i>see, saw, thought, see</i> )	1 ( <i>am</i> )	3 ( <i>laughed, looked, looked</i> )	3 ( <i>said, said, called</i> )	-	24
<b>The Tortoise</b>	13 ( <i>walk, race, race, plod, walked, plodding, plodding, plodding, walked, marching, marching, marching, eat</i> )	2 ( <i>see, saw</i> )	9 ( <i>must be, am, am, was, was, am, am, am, am</i> )	1 ( <i>sang</i> )	2 ( <i>said, said</i> )	-	27
<b>The Hare &amp; The Tortoise</b>	7 ( <i>met, bowed, bowed, race, stood, go, walk, )</i> )	-	-	-	-	-	7
<b>The animals</b>	5 ( <i>come, come, come, came, clapped</i> )	2 ( <i>want, want</i> )	1 ( <i>wait</i> )	6 ( <i>cheered, sang, sang, sang, sang, shouted</i> )	-	-	14
<b>Others</b>	-	-	1 ( <i>that-the race is</i> )	-	1 ( <i>the fox said</i> )	-	2
<b>Total</b>	<b>38</b>	<b>8</b>	<b>12</b>	<b>10</b>	<b>6</b>	<b>-</b>	

Text 2: *The Story of the Hare and the Tortoise*: Forest Fire (52 total clauses, 1 minor clause)

Characters	Process Types							Total
	Material	Mental	Relational	Behav.	Verbal	Exist.		
The Hare	-	-	1 (are)	-	1 (said)	-	2	
The Tortoise	4 (waved, tried to run, jump, jump)	2 (smelled, saw)	1 (was)	4 (smiled, looked, shouted, thank)	2 (said)	-	13	
The Hare & The Tortoise	1 (go)	-	-	-	-	-	1	
The animals	9 (held up, put down, starts to run, came, walked, came, swim, jump, can go)	1 (saw)	1 (were)	3 (looked, look, thank)	1 (said)	-	15	
The Python (male)	1 (rolled)	-	1 (can be)	-	1 (said)	-	3	
The Elephants	6 (help, put out, marched, splash, used, splash)	-	-	1 (sang)	-	1 (there were)	8	
The Horse	2 (jump, take)	-	-	-	-	-	2	
The Tortoise & Crocodile	-	-	-	-	1 (said)	-	1	
The Monkey & The Squirrel	1 (jumped)	-	-	-	-	-	1	
The fire	4 (comes burning x3, stop burning)	-	-	-	-	-	4	
The Birds	1 (carried)	-	-	-	-	-	1	
<b>Total</b>	<b>29</b>	<b>3</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>1</b>		

Text 3: Cinderella (92 total clauses, 10 minor clauses)

Characters	Process Types							Total
	Material	Mental	Relational	Behav.	Verbal	Exist.		
<b>Cinderella</b>	17 (lived, mop, did, cared for, must get, could not go, shall go, go, see, come, left, ran, wait, come back, put on, come)	-	6 (was, had, had, are, are, are)	5 (thank, looked out, thank, thank, thank)	1 (pray)	1 (was)	30	
<b>Stepmother &amp; sisters</b>	5 (dressed up, did nothing, tried on, try, tried to wear)	-	4 (is, were, are, were)	-	-	-	9	
<b>Mice</b>	1 (made)	-	3 (are, am, am)	-	-	-	4	
<b>Prince</b>	5 (invited, danced, ran after, find, sent out)	3 (wants, fell in love, like)	1 have	1 (talked)	-	-	10	
<b>All ladies</b>	2 (come, read)	-	-	-	-	-	2	
<b>C's outfits</b>	3 (did not fit, fit, fits)	-	7 (are, became, became, became, became, stay)	-	-	-	10	
<b>The fairy</b>	7 (came, pointed, pointed, pointed, pointed, pointed, pointed)	-	1 (are)	-	1 (said)	-	9	
<b>The man</b>	5 (go, find, went, came, left)	1 (saw)	-	1 (looked)	-	-	7	
<b>The clock</b>	1 (strike)	-	-	-	-	-	1	
<b>Time</b>	-	-	1 (is)	-	-	-	1	
<b>Total (%)</b>	47	4	23	7	2	1		



Text 4: *The Jungle Book* (33 total clauses, 2 minor clauses)

Characters	Process Types							Total
	Material	Mental	Relational	Behav.	Verbal	Exist.		
Mother Wolf	1 (gives)	2 (hears, hears)	-	-	-	-	3	
Shere Khan	3 (comes, go, leaves)	1 (wants)	1 (is)	2 (growling, watching)	-	-	7	
Mowgli	6 (joins, came, grows up, climb, eat, must go)	-	4 (is, is, is, is)	-	-	-	10	
MG's parents	1 (ran away)	-	1 (are)	-	-	-	2	
The wolves	-	-	1 (become)	-	-	-	1	
The Panther	-	-	1 (becomes)	-	-	-	1	
The Bear (male)	1 (teaches)	-	1 (become)	-	-	-	2	
P&B	-	-	-	1 (talk)	-	-	1	
Birds	1 (eat)	-	-	-	-	-	1	
Others	-	-	2 (What's, What's)	-	-	-	2	
<b>Total</b>	<b>13</b>	<b>3</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>0</b>		

## Corrective Feedback And Its Effectiveness On Learners' Uptake In Foreign Language Classrooms: A Brief Review

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### Abstract

Feedback is one of the crucial factors in language classroom interactions. It is the technique that teachers and peers most often use to scaffold the learners to master the target aspect of the language. In the second and foreign language a study, the feedback is commonly known as 'corrective feedback' since its main function is to assist the learners to acquire the corrective forms of the target language (Gortari & Tedick, 1998). Lyster and Ranta (1997) have proposed a framework of six types of corrective feedback including Recast, Explicit correction, Clarification request, Metalinguistic cues, Elicitation, and Repetition. The objective of this paper is to review studies undertaken on the types of corrective feedback used in the second or foreign language classrooms and their effectiveness on the uptake of the second and foreign language learners. Five studies were analyzed to identify the types of corrective feedback used in the second and foreign language classrooms, and how they affected the uptake of the learners. The findings revealed that the most frequent type of corrective feedback that was used in the English classrooms was *recasts*. However, all studies suggested that although recast was the most frequently used in the ESL/EFL classrooms, it is the least effective factor for learners' language uptake. Based on the review, it is interesting to investigate whether the current findings are in line with corrective feedback given in the ESL/EFL classrooms in the Thai context due to the fact that such studies are limited in Thailand.

**Keywords:** Corrective feedback, Uptake, Second/Foreign language learning, Interaction

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## Introduction

Previous studies have claimed that students received comprehensible input and feedback through interaction (Gass, 1997; Long, 1996). Long (1996) stated that interaction “facilitate language acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways” (p. 451-452). Krashen (1994) also supported that interactions contrived to promote negotiation in meaning for learners, which is referred as ‘internalization’. According to Vygotsky (1978) internalization is the process when the learner creates a new schema (or knowledge) as a result from interaction between the child (or learner) with other people surrounding her/him, or through other channels. Internalization is an ‘outside-in’ process. That is, when the children are mastering themselves, they start by relying on other’s explanation and correction (i.e. other-directed). Their knowledge is gradually accumulated (i.e. constructed when the children engage in more interactional scenarios with others.) Eventually they become a self-constructor of their schema. By that process, the children move from the ‘other-directed’ stage to more ‘self-directed’ stage in schema construction. The children will finally create (or construct) their own knowledge without assistance from other. Once the children are capable to construct their own schema, they internalize the target aspect of the knowledge, or in this context, the language (Vygotsky, 1978).

Interaction leads to comprehensible input (Pica, 1994). According to Krashen (1994), comprehensible input is defined as a “language that can be understood by the listener even though some structures and vocabulary may not be known.” Comprehensible input, thus is a necessary condition for second language acquisition process” (Richards & Schmidt, 2002, p. 110). Comprehensibility is a factor that helps learners notice the language received before learners are able to process and produce the language. Other factors which help learners with noticing are encountering, saliency, instructional strategies that catch learners’ attention, processing ability of individual, notice readiness, and task demands.

Nonetheless, Lyster and Ranta (1997) argue that comprehensible input is not the only indicator of language learning effectiveness because a teacher needs to assess, or help learners’ learning achievement, from observable behavior. Therefore, Lyster and Ranta include comprehensible output as another indicator for success of language learning.

Swain (1985, as cited in Gass, 1997) claimed that what was missing for learners to communicate effectively was an ‘opportunity’ for learners to use the language. Normally the primary focus on the language production is how clear the message meaning is expressed through the language. The learner sometimes overlooks language structure—or grammar, contextual use of the language—or pragmatics; thus, teacher always provides feedback to help learner realize mistakes, or even initiates self-correction.

Teacher assesses learner’s language through language production—or output, and always relies on errors or mistakes produced by the learners in order to help them master the target forms of the language with a corrective feedback. Corrective feedback is referred to corrected information that given to the learners by others who are higher proficient in that particular aspect. It is evident that teachers often use corrective feedback to help learner’s uptake the target aspects of the language (Althobaiti & Gitsaki, 2010). Most of time teachers employ corrective

feedback to help learner acquire the target aspect of the language. (Althobaiti & Gitsaki, 2010). Interactionists<sup>3</sup> also believe that corrective feedback facilitates language acquisition because the learners notice their mistakes from the feedback provided by teachers, or friends and they are eventually able to self-correct their language and internalize the language by themselves. In foreign language instruction, however, the main source of corrective feedback provider is still a teacher in a classroom-based context (Gortari & Tedick, 1998).

## Corrective Feedback

One factor that teacher's should consider when looking at how language is learned is 'corrective feedback'. Corrective Feedback is defined in many perspectives, Hattie and Timperley (2007) have defined corrective feedback as “information provided by an agent with respect to one's performance or understanding” (2007, p.81). Another definition has been defined by Richards and Schmidt (2002), “any information that provides information on the result of behavior” (p.210). These definitions have referred to corrective feedback as information provided to learners on a result of performance.

Corrective feedback has influence on the way teachers teach or learners learn a language. This claim has been supported by the studies on immersion programs which has been studied by Lyster and Ranta (1997). They were interested in corrective feedback due to the claim that “subject-matter teaching does not on its own provide adequate language teaching” (Lyster and Ranta, 1997, p.41). Lyster and Ranta's research has pointed out that many researches have focused on corrective feedback. This was to answer the questions proposed by Hendrickson (1978). These questions were about whether or not the errors of the learners should be corrected, when they should be corrected, which type of errors should be corrected, how and who should do the correcting? These questions though have been studied over 20 years especially in L2 classrooms but the answers to these questions have been found to be complicated. Due to this complication, Lyster and Ranta have provided a framework of corrective feedback which this framework consisted of six types of corrective feedback. Table 2 illustrates and describes Lyster and Ranta's corrective feedback type framework.

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<sup>3</sup>cholars whose belief is that language acquisition happens through interaction.

Table 1 Lyster and Ranta (1997)'s framework of teacher's corrective feedback

Teacher corrective feedback	Definition	Example
<b>Explicit correction</b>	When the Teacher tells the student the answer was incorrect and providing them with the correct response	<p><i>Teacher: which songs are you ready to sing together?</i></p> <p><i>Student: I don't practice this song</i></p> <p><b><i>Teacher: you mean I didn't practice this song (Explicit correction)</i></b></p> <p><i>Student: oh sorry! Yes I didn't practice this song.</i></p>
<b>Recast</b>	The teacher does not inform the student about the incorrect answer but provides them with the correct answer.	<p><i>Teacher: What did he become when he grew up?</i></p> <p><i>Student: he be a doctor.</i></p> <p><b><i>Teacher: he became a doctor. (Recast)</i></b></p> <p><i>Student: no reaction</i></p>
<b>Clarification request</b>	Questions which make learners aware that the learner has misunderstood a message, which the learner is required to reformulate their response	<p><i>Teacher: what are you going to do if the weather is sunny?</i></p> <p><i>Student: we put on coat</i></p> <p><b><i>Teacher: what? (Clarification request)</i></b></p> <p><i>Student: (silent)</i></p> <p><i>Teacher: I'm going to park, tell about your activities</i></p> <p><i>Student: yes, I am going to work with my friend</i></p> <p><b><i>Teacher: what? You are going to work with your friend? (Clarification request)</i></b></p> <p><i>Student: yes, um, (hesitation) I am playing.</i></p>

Teacher corrective feedback	Definition	Example
<b>Metalinguistic cues</b>	This is when the teacher provides prompt questions to lead students to the correct respond	<i>Student: why did stop running?</i> <b>Teacher: who stopped? Subject of sentence (Meta-linguistic cues)</b> <i>Student: why did he stop running?</i>
<b>Elicitation</b>	This is when the teacher tries to provide learners with prompt questions to complete or correct their utterance	<i>Student: Tom and his grandmother was ready.</i> <b>Teacher: Was ready? Two people (Elicitation)</b> <i>Student: yes, were ready.</i>
<b>Repetition</b>	This is when the teacher repeats the learner’s error and puts in an intonation to get the learner’s attention.	<i>Teacher: why are you going to your grandmother’s home?</i> <i>Student: I am going to my grandmother’s home it visit?</i> <b>Teacher: it visit (with rising intonation) (Repetition)</b> <i>Student: to visit</i>

The corrective feedback which the teacher provides learners has also been an interest in classroom-based foreign language studies. Tedick and de Gortari suggest four factors involved whenever the teacher chooses the type of corrective feedback for the student: the first factor is *context consideration* an example of this is that not all types of teacher’s corrective feedback suits every student. For example, students with low proficiency need to be motivated to produce language; therefore, complex methods or feedback that create student anxiety should not be used. The second factor is how teacher’s strategy in addressing student’s; for example, teachers who concern on every aspect of the language provide various types of feedback, whereas teachers who only concerned with one aspect might only use one type of feedback. The third factor is varying feedback type, because employing variety of feedback types may suit learners’ different preferences. The final factor is allowing time for students to self-correct to uptake the new language forms or aspects. It is common that student take time to assimilate, and accommodate the new forms or aspects of the language.

Studies have revealed different perceptions from English teachers about the effective types of feedback they use with their students. The preferred feedback techniques are varied across classroom settings. For example teachers who correct their students preferred the method of elicitation and repetition. This is because these two techniques allowed students to do self-correct of the error. Previous studies found the students preferred the elicitation type and metalinguistic cues. Also, they could improve their language if teachers provided

clear explanation and gave them enough time to process the language forms which students claimed that these two techniques could improve their language better (DeKeyser, 1993; Lin & Hedgcock, 1996; Tsang, 2004; Lassagabaster & Sierra, 2005; Yoshida, 2008).

The purpose of this paper is to review five empirical studies whether different types of corrective feedback are used in both second language and foreign language classrooms. It also aims to see how the types of corrective feedback effect the uptake of the learners in the classrooms.

## Review Procedure

The researcher started by searching for five reliable articles which were about corrective feedback in language classrooms (second language and foreign language classrooms) which the criteria of choosing each article was that the article had to use the corrective feedback framework of Lyster and Ranta (1997), and the article should be a reliable article which the researcher chose to look at the Beall's list of Predatory journal. One more common characteristics of the articles was that the articles shared similar objectives of looking at the use of corrective feedback and their effectiveness.

After the five articles were chosen, the researcher read through all sections of the articles once to gain understanding of the articles, then the researcher read through the results section to review the corrective feedback used in each study, and review how each type of corrective feedback affected the uptake of the learners.

## The empirical studies

The current study reviewed in total five empirical studies which have studied corrective feedback and their effectiveness in second/foreign language classrooms. These studies were reliable studies and were ensured that they were not listed in Beall's list of predatory journals. The years that these studies were conducted were ranged from 1997 to 2009. The studies all used one common framework to categorize the corrective feedback in their studies which was the framework of Lyster and Ranta (1997). The contexts of the studied varied, some of the studies were second language classrooms, whereas some of them were foreign language classrooms.

## Types of corrective feedback

All of the reviews found six types of corrective feedback in their studies, these consisted of Recast, Explicit correction, Clarification request, Metalinguistic cues, Elicitation, and Repetition. From the review it was seen that the amount of corrective feedback in language classrooms also depended on the context, and the role of the teachers. An example is seen from Yang (2009), it was revealed that only 36 feedback moves were found in total of 6 hours of lessons that were observed. She claimed that this was due to teachers dominating the class, and giving limited opportunity for learners to communicate in their classrooms which this resulted in less feedback occurring in the language classrooms. Table 2 illustrates the frequency of corrective feedback found in the five papers.

**Table 2** Frequency of Corrective Feedback used in different papers

Study	Frequency of corrective feedback used
Sheen (2004)	686 corrective feedback out of 1473 turn taking
Lyster and Ranta (1997)	1104 corrective feedback out of 3268 turn taking
Panova and Lyster (2002)	412 corrective feedback out of 1641 turn taking
Yang (2009)	36 found from 6 hours of English lesson
Tsang (2004)	174 corrective feedback out of 1605 turn taking

From Table 2 it can be seen that four of five of the studies used the analysis method of looking at the turn-taking from the teacher and students, whereas one of the studies used the method of counting the lessons to analyze the frequency of corrective feedback.

### Corrective Feedback and their effectiveness in language classrooms

The review revealed many common results from the five studies. These included that all of the studies revealed that recasts were used most frequently in all classrooms. Lyster and Ranta (1978) have revealed from their observational study that 36% of the feedback that was used in classroom was recasts. Studies have supported this by claiming that recasts were the most frequent type of feedback used due to fact that it does not affect the flow of the classroom (Sheen, 2004). Four of five of the studies revealed that recasts resulted in no uptake from the learners in their classrooms. In contrast, metalinguistic cues, clarification requests and repetition were found to result in a high uptake of the learners. These findings relate to the claim of Yang (2009) which claimed that learners had limited opportunity to communicate because recasts do not promote learners to communicate because they receive the correct information directly from the teachers.

One more common results from the studies is that the repairs of the learners differed in the types of corrective feedback, all of the studies revealed that explicit correction and recasts resulted in either no or low repairs from the students. From Tsang's (2004) study it was found that recasts and explicit correction resulted in no repairs from the students, whereas elicitation and repetition the rate of repairs was up to 50 percent. This was also clearly seen from Yang's (2009) study which claimed that explicit correction and recast resulted in low student repair compared to prompts that were provided by teachers.

### Conclusion

The current review revealed the types of corrective feedback found in classrooms and their effects on the learners' uptake. The current review benefits language teachers' awareness of the types of corrective feedback used in their classrooms for utmost effectiveness in enhancing learners' language uptake. However, this study was only a review of currently studies available. Based on the review, it is interesting to investigate whether the current findings are



in line with corrective feedback given in the ESL/EFL classrooms in the Thai context. This is because the review cannot be generalized to Thai classrooms due to the limited studies on corrective feedback in Thailand. According to the EBSCO database retrieved 10 October 2016, the number of studies found were only four studied about corrective feedback undertaken in the Thai context. Nonetheless, Paul's study (2003) found that corrective feedback was rare in the Thai EFL classrooms. He further claimed that because teachers always dominated classes so that students lacked opportunity to interact, and thus restricted corrective feedback given by the teacher (Paul, 2003 as cited in Davies, 2011). Although educators in Thailand encourage more active learning environment (e.g., student-centered, student-driven lessons) (Khaemane, 1999) such environments are hardly found in the Thai classrooms due to the fact that teachers are dominant, and the characteristics of the students.

In line with the review which claims that the uses of corrective feedback in different contexts differ, other studies have shown that EFL classrooms differ from International classrooms for two reasons: characteristics and environment. These differences might influence on different feedback types provided by the teachers. Therefore, to study differences in nature of providing teacher's corrective feedback between two classrooms will give an insight of how the teachers in these two settings use corrective feedback to help learners' uptake the target and it is necessary because it will provide some useful implications for EFL instruction in Thailand. Moreover, a comparison of the corrective feedback used in different contexts should be undertaken such as differences in the use of corrective feedback in the Thai EFL and international contexts.

To conclude, this review revealed that the most frequent type of corrective feedback that was used in the English classrooms were *recasts*. However, all studies suggested that although recast was the most frequently used in the ESL/EFL classrooms, it is the least effective factor for learners' language uptake.

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## He Representation Of Female Characters Of Yaoi Online Fiction

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### Abstract

Women have several methods to fight against patriarchy and Yaoi is one of various ways. Yaoi is a genre of arts which mainly about gay romantic relationship. This study explores how women are represented in Yaoi online fiction. Moreover, it is created and consumed by women. All of data for analysis in this study were from online fiction in <http://aarinfantasy.com>; analyze by using content analysis as a tool. Moreover, Narrative structure, Language and gender; Representation theory were used in order to find the representation of women in this study. In Narrative structure, it was found that female characters were differently played roles and affected to the story. Furthermore, from the analysis from the Representation theory; Language and gender could be separated into three topics: the analysis of Representation theory, the analysis of Genderlect style and the analysis of Lakoff's women language. From 3 topics, it was similarly found that women also were played roles and represented differently.

**Keywords:** Representation, Yaoi

## 1. Background

There have been 3 waves of women's rights, since the first wave of women rights movement in 1800s, the second and third followed after that. (Wood, 2007) Each wave had different goals according to the change of society but the major concern of all women rights movement is the equality between men and women. Moreover, there have been a vast number of activities from women to fight against the inequality for all over the world. Nonetheless, in this study, the focus will be in Asia and the ideology battle between patriarchy and how women response through the language in form of the relationship between gay men, such Yaoi.

Yaoi is basically a genre of arts which is appeared in different forms, such as, cartoon, T.V. series, animation and literature. Since it was created, it has been transferred from women to women all over the world by using language as a tool. The major content of Yaoi is about the romantic relationship between gay men. However, it is not for gays or created by gays but it is used and created by women. Yaoi was firstly created in Japan around 1961 by a writer, *Mori Mari* in the form of novel. (2003, as cited in Tan, 2008) After that, it was slightly got attention amongst audiences and has sent to the next generations until present. Besides, nowadays, Yaoi is beyond Japan in Japanese language, it is created in different languages and countries, especially in fiction. With the reinforcement of the internet, Yaoi is created through languages on numerous websites and personal web blogs. It is also used to release the tension between women and men in the society by using gay men as characters so their relationship is equal, for example, there is no pregnancy issue of women. (Femin, 2010)

Therefore, Yaoi is used to fight against patriarchy with its characteristics of men-men relationship and it benefits women to create the content of the representations of women and has sent the messages from their views. It is the reason why the researcher selected it. In order to find the representations of women in Yaoi, content analysis would be used in order to transcribe. Moreover, the Narrative structure, Representation theory (Young, 1999), Language and gender: Genderlect style (Tannen, 1990/1995) and Lakoff's women language (1973) were applied to interpret the existence of female characters in each story.

## 2. Research Objectives

- To analyse the representation of female characters in Yaoi online fiction through the Narrative structure.
- To find the representation of female characters in Yaoi online fiction

## 3. Research Methodology

### 3.1 Population and key informants

The data was collected from <http://aarinfantasy.com> which is Yaoi website. In terms of population, the data was collected from Yaoi fiction which are online in the forum 'Fiction' in this website. All of the population in this study is 8,515 fiction. (Jan 11, 2015) In addition, key informants are selected randomly from fiction in the forum 'Fiction' from the section 'Completed original fiction', as in figure A.

Original-Fiction 18+		Last Entry
	<b>Oneshots</b> Short Stories--generally a short works, posted in entirety and marked as complete in one sitting.	Entries: 81 Posts: 1,446 <b>Daydreams</b> by BurningXSkin 01-04-2015 12:21 PM
	<b>Serials</b> Novella or Novel posted in multiple chapters/episodes. In-Progress      Completed	Entries: 2,652 Posts: 199,251 <b>To Lie with the...</b> by iThreat 01-02-2015 07:58 AM
Original-Fiction 17.9-		Last Entry
	<b>Oneshots</b> Short Stories--generally a short works, posted in entirety and marked as complete in one sitting.	Entries: 41 Posts: 180 <b>Two Halves</b> by Miko 04-20-2014 09:43 AM
	<b>Serials</b> Novella or Novel posted in multiple chapters/episodes. In-Progress      Completed	Entries: 618 Posts: 10,809 <b>Rising Feelings</b> by Kanyuu90 09-15-2014 08:58 AM

Figure A The page of forum *Fiction*

However, there are two types of original fiction which would be omitted: oneshots (short story) from 18+ and oneshots (short story) from 17.9. Since from the pilot study, most of oneshots usually do not contain female characters in the story or their appearances are not enough to analyze.

### 3.2 Research instruments

3.2.1 Content analysis: Content analysis was used in order to analyze the language by using themes and linguistic features.

3.2.2 Narrative structure framework: This instrument was rearranged from Srisuta (2005) to categorize the data from the content analysis result into framework. It also was made the objectives clearer, especially to find the representation of female characters in each story since this framework contains the tables of categorizing which would assist the analysis to be more convenient. For example, plot was used to reveal how female characters associate with the story or how they are important to the story or not. Narrative structure is consisted of plots, settings, themes, characteristics, conflicts and points of view

3.2.3 Representation theory: This theory is from Young (1990) and was used in order to find the representation of female characters. The three conditions of this theory would be used. The three conditions are as following: it must stand for something, it must from the intention of author and it must have audiences who understand it.

3.2.4 Language and gender: Genderlect style by Tannen (1990/1995) which Tannen believes that women tended to do rapport talk and concern on intimacy while men concern on hierarchy. It was used to explain the result from Narrative structure in order to find answer by the using language of female characters.

3.2.5 Language and gender: Lakoff women's language (1973), it is believed in the features which women use, such as, overly polite form or hedges. It was used to analyze the result of Tannen's Genderlect style (1990).

### 3.3 Data collection

The data collection was collected randomly from online original Yaoi fiction from 18+ and 17.9 original sections in <http://aarinfantasy.com> from the forum 'Fiction'. However, only the completed serial or long stories were considered because in oneshot or short story, according to pilot study, female characters and their appearances are not enough to analyse. To use completed fiction was because the incomplete fiction, the plot can be changed and it might be misdirected to the analysis. Moreover, in order to select, there are 6 popular stories form 3 periods of time from 2005-2014 and it is divided into 2005-2008, 2009-2011 and 2012-2014 of each section. Even though it was selected randomly, the random selections were from popularity rating and other criteria. All female characters in each story were analyzed. The steps of data collection would be 2 steps:

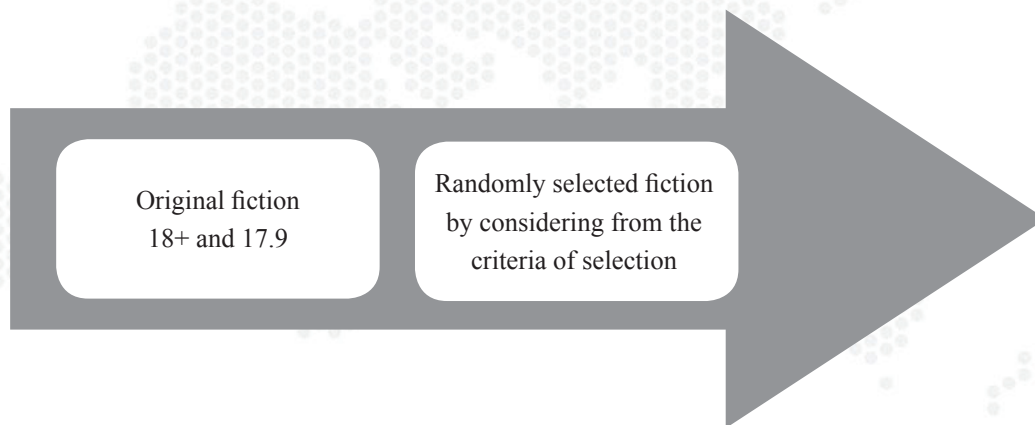


Figure B The data collection process

From figure B, the data collection process would be selected with the criteria of selection. The criteria of selection of Yaoi online fiction would associate to scope down to find the key informants, as following:

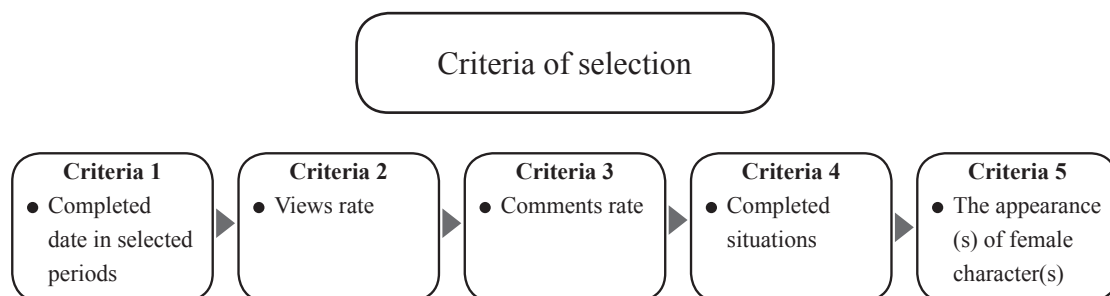


Figure C Criteria of selection

From figure C, according to the criteria table, each criterion was set by the different purposes in order to response the objectives as following:

1. Completed date in selected periods: Each story was serial and completed within 3 periods: 2005-2008, 2009-2011 and 2012-2014. These three periods were started from 2005 and ended at 2014 because the first completed serial fiction was completed in 2005 and the last completed serial fiction was in 2014. (Jan 11, 2015) Then, in this study, the periods of time were separated into 3 periods in order to select the key informants.

2. Views rate: Each story had views rate more than 500 times. Each story was view more than 500 times because it was guaranteed that the selected story was well known, popular and could send the representations of female characters to the readers.

3. Comments rate: Each story was commented more than 50. Each story had comment rate was guaranteed that the selected story was well known, popular and could send the representations of female characters to the readers.

4. Completed situations: Each story had 5 situations according to plot structure: exposition, raising action, climax, falling action and resolution. Since all of fiction were needed to study in Narrative structure, the components from each situation was needed to respond the first objective, to analyse the representation of female characters in Yaoi online fiction through the Narrative structure.

5. The appearances of female character(s): there must be at least one woman appears from the first chapter/episode. Since this study was emphasized on female characters and Yaoi fiction is a kind of gay relationship fiction, it was needed to make sure that female characters would be appeared and taken some roles. The fiction from selection would be as following: *I Want to Have Your Baby!*, *Morning After*, *The Carnivore*, *One Year Left*, *Tedium* and *Hopeless Me, Insensible You*.



### 3.4 Data analysis

The analysis process would be separated into 2 processes:

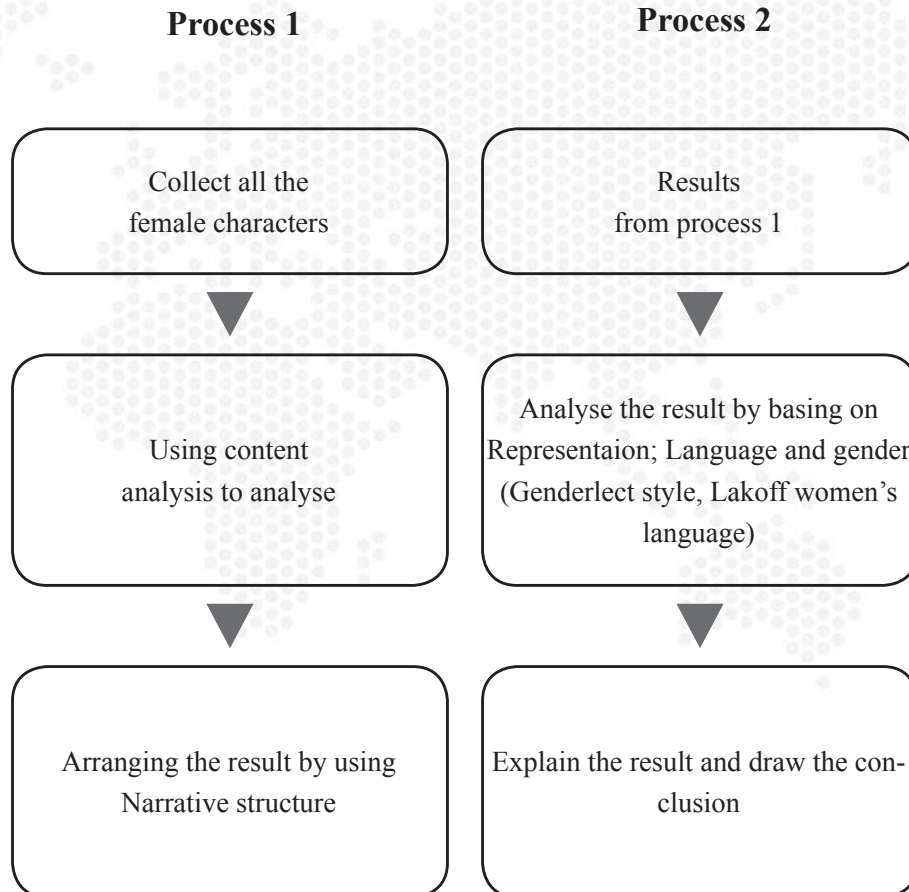


Figure D The 2 processes of data analysis

#### Process 1

1. Collect all female characters from selected stories by basing on the criteria in figure C.
2. Using content analysis to analyse in order to find hidden message or any representation of female characters through language.
3. Arrange the result from content analysis of each character from each story in Narrative structure to categorize female characters into groups to make them to be more explicit

By the end of this process, the result would be responded to the first objective, to analyse the representation of female characters in Yaoi online fiction through the Narrative structure.

## Process 2

1. Collect the result from process 1
2. Find the result by basing on Representation theory of Young (1999) and Language and gender: Genderlect style by Tannen (1990/1995).
3. Interpret the result by using content analysis.
4. Use the result from Tannen (1990/1995) to interpret by basing on Lakoff women's language (1973).
5. Explain the results from Representation; Language and gender perspectives into categories and draw the conclusion.

This process would be responded to the second objective, to find the representation of female characters in Yaoi online fiction.

## 4. Results

### 4.1 The results from Narrative structure

1. In Narrative structure, it was found in plot as following:

Story/ Event	<i>I Want to Have Your Baby!</i>	<i>Morning After</i>	<i>The Carnivore</i>	<i>One year left</i>	<i>Tedium</i>	<i>Hopeless Me, Insen- sible You</i>	Total
Exposition	4	0	6	3	8	13	34
Raising action	3	3	2	4	9	5	26
Climax	4	1	4	2	2	5	18
Falling action	6	4	2	2	10	1	25
Resolution	1	1	8	0	4	2	16
Overall	18	9	22	11	33	26	119

**Table 1** The result from Narrative structure

From the collection of information and analysis by using Narrative structure was found that:

1. The analysis of female characters' involvements in plot was revealed that female characters in selected Yaoi online fiction were taken roles differently and variously. Some of them were appeared only to be the supporting characters but some of them were the causes who pushed the stories to reach the climax or caused the conflicts with major characters.

2. The analysis of theme was found that from 6 selected Yaoi online fiction, some stories were shared the same themes with different plot. Moreover, some stories, female characters were played roles and affected to the themes.

3. The analysis of setting was revealed that the settings from the 6 fiction were from mainly 2 places: America and Japan. Even though some of them were not clearly mentioned, from the assumption of the characters' names and places, it could be assumed that the settings might be from these 2 countries. In addition, most of them were set in present time and there was only one fiction which was set in future.

4. The analysis of female characters' characteristics was shown that they were separated by their characteristics into 3 main types: rounded characteristics characters who slightly shown their different characteristics, flat characters who never changed their characteristics and dynamic type who kept changing characteristics.

5. The analysis of female characters' conflicts was resulted that 6 Yaoi online fiction were consisted of 3 types of conflicts: person against person, person against oneself and person against the world. Mostly, the conflict which was happened and involved with female characters was person against person. The type of person against oneself was the second mostly found. However, for the last type, person against the world, there were only 2 from 6 selected Yaoi online fiction which were consisted of.

6. The analysis points of views was separated into 2 types: the point of view of the story and the point of view which each female character had toward gays. For the point of view of the story from all 6 selected Yaoi online fiction, the mostly used point of view was the third person point of view which 3 from 6 fiction were provided. While the first person point of view was used by 2 fiction and there was 1 of them was used both of first and third person point of view. In addition, for the view toward gays of all female characters from 6 fiction were resulted that most of them were not mentioned their view. However, with the view toward gays' mentioning of female characters, most of them had positive view or probably was positive. In contrast, the female characters who had negative view or probably had was less than half from the positive views. Therefore, it could be concluded that most of stories in 6 selected Yaoi online fiction were used third person point of view and most of female characters had positive view toward gay.

## 4.2 The results from Representation

1. The Representation, by using Representation theory by Young (1999), it was found from the female characters from each story was analyzed through content analysis in order to find their representations and roles. Then, they were categorized to find their similarities and there were 13 sections found. These 13 sections of female characters found that Representations were represented them differently. Mostly, they were represented both in positive, such as, the good mothers or supporters and negative ways, such as, the annoyances or bad mothers. Hence, from the Representation theory (Young, 1999), it was revealed that female characters in Yaoi online fiction were not limited and fixed; taken roles variously.

2. The Genderlect style in Language and gender by Tannen (1990/1995) who believed that since women focus on the intimacy, they create intimacy expressions and roles, such as, the rapport talk, the sorry and their classical roles. In contrast, men believe in hierarchy and it was caused them to reject the order, suggestion or rapport talk. However, from 6 selected Yaoi online fiction analysis was found that Tannen's theory (1990/1995) could not be applied with every situation in the stories. Some female characters were presented in opposite ways, such as, the breaking of intimacy in some characters who did not hesitate to build the conflict. However, most of female characters' expressions were matched with Tannen's theory. Therefore, Tannen's Genderlect style (1990/1995), could not be used with the whole situations and expressions of female characters in 6 selected Yaoi online fiction.

3. The analysis from Tannen's Genderlect style results by using women's language in Lakoff's women language (1973) which was focused on the features in women's language usages, such as, the meaningless particles, the overly polite forms and tag questions. From the analysis of Tannen's Genderlect style (1990/1995) results by using Lakoff's (1973), it was found that there the mostly used women's language was overly polite form/ indirect order and the fiction which was most appeared women's language was *I Want to Have Your Baby!* In contrast, there were several features which were not used: lexical disparity, empty adjectives, hedges, overly correct grammar, and lack of sense of humor. Moreover, there were only *The Carnivore* and *One year left* were not appeared any women's language. Additionally, some of expressions were shown in the tag question but the meaning was sarcasm. Therefore, Lakoff's women language in deficit theory could not be applied with all of expressions in this study.

## 5. Discussion

### 5.1 Participation of women in Narrative Structure

From the research, it was found that most of women did not take only few parts but some of them also even drove the story to reach the climax. Even though some of them were just supporting characters, they still participate in climax. The table of participation of women in climax would be as following:

Climax	
Name of fiction	Amount of women's participation
1. <i>I Want to Have Your Baby!</i>	3
2 <i>Morning After</i>	1
3. <i>The Carnivore</i>	4
4. <i>One Year Left</i>	2
5. <i>Tedium</i>	2
6. <i>Hopeless Me, Insensible You</i>	5

**Table 2** Conclusion of Narrative structure: climax

As shown in table 2, women tended to participate climax. Nevertheless, some of them might not be affected to the story. It could be provided into 2 types: the characters who affect to the story and the characters who did not affect to the story. The first one, the female characters who participate and affect to the story, such as, *Flora* from *Morning After*, a female character who brought the conflict and made the story moved. Secondly, there were some characters who joined the climax but they were not taken important roles in the climax, such as, *Mrs. Izumi* from *One year Left* who just showed some appearances and was not affected to the story. For this type of female characters, for the major characters, instead of facing with problems from women, major characters rather faced with situation to reach the climax. In essence, even though women in some fiction participate only a few, they still have roles in each story. It was similar to the work of Srisuta (2005) which the content of Yaoi in Narrative structure was found that it mainly focused by males and each story was told by male characters while female characters were less mentioned. Even though the female characters might be appeared or less appeared, they still have participation into climax in this study.

## 5.2 Syntactic statement

From the study, it was found that women tended to use meaningless particle while they represent rapport talk in some respects. According to Tannen (1995) women tried to build the intimacy by using rapport talk. It was also indicated that women tended to use meaningless particle while they used rapport talk which for women, it was used to build connection. For example, from *I want to have your baby*, *Ayako* tried to do rapport talk along with meaningless particle, e.g. 'How are you, dear? We haven't seen you in ages!' In addition, from *Morning After*, *Flora* used meaningless particle while she used rapport talk to connect with a character. (*Flora looked between the friends and shook her head. "You poor thing. I bet it hurt, ..."*) Therefore, meaningless particle was a part of using intimacy and expressed concern to the other characters in this study in some respect.

## 5.3 Beyond theories statement

This part of discussion is all about the statements which do not according to the theories. There were two statements found in this study.

### 5.3.1 The use of tag question

*"Look at me when I'm talking to you. You have no manners, do you, Leland?.."* (by Betty from *Tedium*)

This statement was used by female character and she used tag question in order to insult which contrast with Lakoff (1973) who stated that women tend to use tag question in order to ask for confirmation. Furthermore, these results were different to the work of Adminienè and Baranauskienè (2012) who study on different speech between women and men in E. Hemingway's fiction. Then, it was found that it is different from Adminienè and Baranauskienè (2012) for women in order to use tag question in rapport talk. However, women in this study used tag questions in another purpose.

### 5.3.2 The break of intimacy

*'Ugh, boys and their perverted thoughts'* (by a female character from *Hopeless me, Insensible you*)

This statement was said by a female character who tried to bring conflict which was different from Tannen's (1995) statement that women tried to avoid conflict and bring the intimacy. This result was similar to the work of Badzinski, Jindra, Paris and Woods' study (2012) who study on the way Christian conversation narratives told by college students. They found that women and men did not use rapport talk or build connection. Similarly to this statement that woman did not try to build intimacy but rather build conflict. However, these results were different from Tang (2014) who conduct the difference of communication in Taiwan office and found that men did report talk and women concern on intimacy. These two works were both contrast and similar to this study.

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## An Investigation of English in China

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### Abstract

This study investigates the development of English in China and discusses the issue of Chinglish/ Chinese Englishes and China English. Data were taken from the secondary sources: academic books, articles, and websites. The results show that English has been used as a commercial language since 1580 by British travellers who visited Macao and Southern China. However, the first trading contact between British and China was found in 1637, led by Captain John Weddell (Bolton, 2003). Guangzhou was considered as the only port in China, which was opened for oversea trades. As a result, Chinese Pidgin English has been established and developed during 1720 – 1830 in Guangzhou. It is called Chinglish or Chinese Englishes. It is a result of the communication among traders, travellers, servants, pilots, workmen, and factorial people at that time. China English is a new term which was created in 1980 (Liu, 2008). The similar concept between both technical terms is not only to express Chinese culture and ideology, but also share the core grammar and vocabulary with Standard English. The different points are regarded the phonology and vocabulary, phrase and idiom, grammar and discourse. Examples with explanation and the implications of the study are respectively discussed.

**Keywords:** World Englishes, Chinglish, Chinese Englishes, China English



## 1. Introduction

English has been used as an international language (Crystal, 2003) and a medium tool to communicate in terms of business contacts, education, politics, economics, diplomacy and so forth. English also plays its role as a 'Lingua Franca because it is used by people who have different linguistic backgrounds, mother tongues, cultures, and dialects (Kirkpatrick, 2007). Due to these phenomena, English has been adapted to be a plural form in the educational field. It is called 'World Englishes'. This technical term was initially raised in 1978 in order to examine global regional Englishes concepts. Later on, a Teachers of English to Speakers of Other Languages (TESOL) conference was organized in Honolulu, Hawaii in 1988 and formed the International Committee of the Study of World Englishes (ICWE). In 1992, the International Association for World Englishes (IAWE) was formally set up at the University of Illinois, USA (Wikipedia). Since then, many scholars in the field have devoted their time and conducted their studies in many perspectives of World Englishes (Kachru, 1992; Bolton, 2003; Kirkpatrick, 2007, 2010). Kachru (1992), for example, created the notion of three concentric circles of World Englishes so that people can see the spread of English around the world. The first circle is called 'the inner circle'. This circle refers to countries that use English as a native language such as America, British, Ireland, Canada, Australia, and New Zealand. The second circle is called 'the outer circle'. It refers to the countries that use English as a second language, including Singapore, India, Malaysia, Nigeria, and so forth. The last circle is called 'the expanding circle'. This circle refers to the countries that use English as a foreign language such as China, Russia, Thailand, and others. Kirkpatrick also works on the World Englishes model in the sociolinguistic perspectives. He published two books namely, 'World Englishes: Implications for International Communication and English Language Teaching' (2007) and 'Asian English today: English as a lingua franca in ASEAN, a multilingual model (2010).

While English has played an important role in the global community, a role of native English speakers in using English is decreasing. Conversely, a role of non-native English speakers in using English is increasing. There are many factors related to this issue such as the economic development, the political situation, the educational development, and the diplomacy between countries. China is one of the countries in the expanding circle regarding the three concentric circles of Kachru. The various written communication is based on American style rather than the United Kingdom, but some British spellings are found in some particular contexts of China (Graddol, 2013). Beyond the characters of English language use, China shows the important role on the rapidly economic development and it influences on the use of English in China. As Wu (2001) maintained,

In the last two decades or so, the People's Republic of China (PRC) has seen rapid economic development and an explosion in commercial, technological and cultural exchanges with other parts of the world. This has given rise to a pressing demand for English proficiency (cited in Guangwei, p. 3).

Cortazzi and Jin (1996) also stated that "since China opened its door to the outside world in 1980, learning English in China began to be accelerated as a pace similar to its modernization

drive” (cited in Liu 2010, p. 90). Moreover, since China joined in World Organization Trade (WTO) in 2001 (Hofmann, 2006) and organized the Olympic Games in 2008 (Lin, 2002), English in China has been debated and becomes a more controversial issue than in the past. Chinese economic development has been developed by dealing with international traders from Europe and Western, Chinese commerce has become lifeblood of the world trading development. Chinese labors have been considered as a main factor in the regional economic development that requires the ability to speak English in the workplace. However, the possibility of employment and a requirement for specialized skills is recently varied, depending on the need of each particular context (Graddol, 2013). Learning English can change the speakers to be qualified in many aspects, for example, “acquiring a sound functional proficiency in English was often less important than the skill to ‘blag’ their way through a job interview, or to pass themselves off as a more educated person. (ibid, p. 58)”. English has become the medium language for people from other countries to communicate and learn more about China. Hence, Chinese Englishes pave the ways for other country speakers to learn about values of Chinese traditional believes and be able to preserve, develop, and promote in the meanwhile (Fang, 2011).

As abovementioned, the situation of English in China seemingly develops alongside with the trading and economic development. English in China which is called Chinglish/ Chinese Englishes and China English, all these particular terms are concerned about English used by Chinese speakers and the mixture between Chinese culture and Standard English. This study aims to investigate the development of English and discuss the issue of Chinglish/ Chinese Englishes and China English.

To reach the study purposes, following topics provide details of the development of English in China and the issue of Chinglish/ Chinese Englishes.

## 2. Development of English in China

Historically, English language was initially used in 1580 – 1620 by British travelers who started to visit Macao and Southern China. According to Bolton (2003, p. 126), “the first contact between British traders and the Chinese that we have an extensive record of occurred in 1637, when an expedition of four ships under the command of Captain John Weddell arrived in Macao and Canton (Guangzhou)”. Evidences were found in Peter Mundy’s diaries. He is an English mercantile trader. His diaries were published in five volumes from 1907-1936. Beyond his writings, there were linguistic characters of that particular time in a number of communicative levels: travelers, traders, missionaries and colonial officials (ibid).

During 1720 – 1830, Canton was the only port in China which opened for oversea trades and it was the main place for developing Chinese Pidgin English (Bolton, 2003). To elaborate the term “pidgin”, according to Holmes (2013), “a pidgin is a language which has no native speakers. Pidgins develop as a means of communication between people who do not have a common language” (p. 85). Thus, Chinese Pidgin English refers to the use of English among traders, travelers, servants, pilots, workmen, and factorial people. Downs (1997) mentioned that in the early 19<sup>th</sup> century, some English factories belonged to “the East India Company, the American factory and the Danish, Dutch, French, Spanish and Swedish factories” (cited in Bolton 2003, p. 156). These factories employed many Chinese staff to work in different positions

such as cooks, watchmen, livestock-tenders, coolies and personal servants. Regarding the term 'Chinese pidgin English, Hall (1944) is the first person who occupies this word and abbreviates it as CPE. Hall provided details of analysis at phonology and syntax levels, especially the Pidgin English types of Chinese speakers. Many linguists in the field apply his analysis framework on CPE (cited in Bolton, 2003). This level of CPE can be called as a creole, "a pidgin which has expanded in structure and vocabulary to express the range of meanings and serve the range of functions required of a first language" (Holmes, 2013, p. 90).

Similar to Canton, Macao also faced with the situation of using English as a pidgin which later becomes a creole during 1820 – 1830. There were three contexts of pidgin English use which include 1) "a commercial language used by Europeans with Chinese traders and merchants, 2) a language used with local shopkeepers and tradesmen, and 3) a language used with domestic staff in family residences" (Bolton, 2003, p. 158). According to Temple (1919, p. 313), Mundy collected some examples of pronunciation from CPE speakers.

Chinese speakers pronounce 'very well' as 'vely wen' and Perter Mundy as 'Pe-tang-Mun-ty" In what is probably the first diagnosis of the pronunciation difficulties faced by Chinese speakers of English, Mundy comments that "it seems that P, L, and D are hard to be Found att the end off their words, especially R, sildome used and hard to be pronounced by them although it is sometimes by some that live amng the Portuall att Macao" (cited in Bolton, 2003, p. 145).

In the mid-1860, English was spread throughout China by treaty ports and missionary education. The first missionary schools were established in Hong Kong, Canton (Guangzhou), Amoy (Xiamen), Shanghai, Ningpo (Bolton, 2003). So, this affected the increasing number of western traders, missionaries, and colonial officials and they came into Chinese people life in various aspects.

Cortazzi and Jin (1996a, p. 61) explained the situation of English language teaching (ELT) in China that was various and impossible to generalize. They said,

The Chinese context is almost impossible to describe: the scales of ELT are extensive and the circumstances are changing. This is a huge, rapidly developing country with an enormous population.... These are significant differences in language teaching developments between the major cities and small cities, between north and south, between key and non-key schools/ universities. There is wide variation in teaching quality, though there have been marked improvements. We should not expect all classrooms to be the same: every generalization will have important exceptions (cited in Guangwei, p. 4).

Regarding Siping (2010), English has been fashionably considered for three decades and there are approximately more than 300 million learners. The challenge of learning English in the quickened period of economic development in China has changed a focus from vocabulary and grammar to listening and speaking skills. The important emerging issue is the need of a

qualified English teacher, especially a native English speaking teacher. With this situation, a number of Western teachers are invited or employed to teach English in China. However, Lin (2002) noted that China has progressed after 20 years' effort in terms of individual training, local textbook publications, research studies, and teaching professional development.

In short, this section describes the development of English in China and the brief information about English language teaching (ELT) in China. Next section describes the issue of Chinese Englishes/ Chinglish and China English.

### 3. The issue of Chinese Englishes/ Chinglish or China English

The term of Chinese Englishes/ Chinglish or China English is defined as an English language which is used by Chinese native speakers. The similarities and differences between these technical terms are still not clear-cut in forming its concept and explanation; it is still a hot controversial issue in a recent period in terms of distinguishing the differences between these technical terms (Meng, 2007). Followings are the controversial concepts among scholars which are divided into three sub-topics: 1) Chinglish/ Chinese Englishes, 2) China English, and 3) differences between Chinglish/ Chinese Englishes and China English.

#### 3.1 Chinglish/ Chinese Englishes

Chinglish or Chinese Englishes is a technical term to describe the sociolinguistic use of English of Chinese native speakers. It has been established since 1637 (Bolton, 2003). It historically goes along with trading development. The term 'Chinglish' has been defined and discussed in both positive and negative perspectives among educators, scholars, and academicians. Regarding positive perspectives, Wang (2009) defined 'Chinglish' as a basic characteristic which was commonly shared with the core grammar and vocabulary with British English. Chinglish also could help Chinese people to express their own cultures and ideology and might eventually make Chinglish a new variety of English. Wang provided two criteria for judging Chinglish as a new variety of English (p. 32):

1. Chinglish should be regarded as a derivative of British English
2. It should be regarded as a manifestation of a tacit acceptance of English as a language of Chinese people.

In addition, Platt et al. (1984 cited in Wang, 2009, p. 32) provided four criteria for conforming to the possibility of Chinglish being a new variety of English. These are:

1. Chinglish has developed through the education system.
2. It has developed in China where a native variety of English was not the language spoken by most of the population.
3. It is used for a range of functions among those who speak or write it in the region where it is used.
4. It has become 'localized' by adopting some language features of its own.

In terms of negative perspectives, Chinglish is a result of the negative transfer of the native Chinese language to English language (Guan, 2007; Tan, 2014). Yan (2002) also noted that Chinglish is the result of incomplete English acquisition of Chinese speakers (cited in Tan, 2014).

Kirkpatrick (2007) found some features of Chinese Englishes (CEs) in terms of phonology, Chinese English speakers have different accents according to their mother-tongue dialects (Gonzalez, 1997 cited in Kirkpatrick, 2007). Bolton (2003) remarked on the features of CE in terms of lexis. Five categories are derived from a number of references including Haugen (1950), Bautista (1997), and Cannon (1998). The model involves five categories of word-formation:

1) *Coinage of new items, through a number of processes, including*

- Analogical constructions such as floormate, grupmate which are formed by analogy to classmate.
- Clippings such as aircon 'airconditioner'
- Abbreviations such as BBC British-born Chinese
- Total innovations (similar with clipping) such as Chinglish
- New compounds such as Anglo-Chinese, Britain and Chinese
- Prefixed compounds such as Chinese calendar
- Hybrid compounds such as Yunnan ham

2) *Borrowing through*

- Loan words such as Ah, ai ya
- Loan translations such as big brother

3) *Modified semantic reference*

- Items which extend or narrow their meaning such as 'harsh' denoted 'demanding, setting high standards'. For example, HK 'she is very nice teacher, but very harsh!'

4) *Modified grammatical form*

- Items whose grammatical forms are altered such as furnitures and staffs; these can be seen very often in the essays of university students in HK

5) *Preservation of 'archaic usages* such as 'Madam Lee', 'teddy boy' refer to members of street gangs associated with triads.

Fang (2011, p. 380) provided some samples from both public signs and students' essays. Followings are his samples.

*Samples from some public signs:*

Don't throw away your rubbish (Don't litter!)

If you are stolen, call the police (Report thefts to the police)

Only for deformed people (Disable only)

*Samples from Students' essays:*

My mother is one of the most vital people in my life because of her *hobbits* (hobbies)

And the memories you leave here will not fake away by time (fade away)

Therefore, if you know Cantonese, take out your heart to help others. (take actions)

To sum up, this sub-topic describes details about CEs which include definitions, positive perspectives on CEs, criteria to be a new variety of English, negative perspectives on CEs, and features and examples of CEs in different aspects of scholars. Next sub-topic provides details of China English concept.

### 3.2 China English

Ge Chuangui is the first scholar who applied the term 'China English' (Xiao & Zuo, 2006; Guan, 2007; Liu, 2008; Zhang, 2008; Zhang, 2009; Lin, 2013). Ge (1986) proposed that English is the language of English people. If we want to speak English, we have to speak like English people do. However, each context has its own uniqueness, especially culture and way of life. The speakers should be able to express their own culture by using English. This is the way that China English should be (cited in Zhang, 2009). In general perspectives, China English has been defined differently. For example, Wang (1991) remarked three functional aspects of China English that is being "used by Chinese people in Chinese native land, should have the Standard English as its core, and has its unique features" (cited in Liu, 2008, p. 29). Li (1993) defined that

China English can be defined as a variety of English whose vocabulary, sentences and discourse have Chinese characteristics. It is based on Standard English, and it has been adapted to express characteristics of Chinese culture in terms of phonetic translation, borrowing and meaning reproduction (cited in Liu, 2008, p. 29).

Zhang (2009) defined China English as the language use for expressing Chinese linguistic and cultural background. Tan (2014) defined China English as the result of the positive transfer of Chinese language.

China English is regarded as the member of the world Englishes (Hu, 2004 & 2005; Guan, 2007; Liu, 2008; Zhang, 2008; Zhang, 2009; Fang, 2011; Tan, 2014). Evidentially, Hu (2004) investigated the need and the existing variety of China English. She found that English in China has rapidly grown in the Chinese society and China English might be the new term of English in China which would represent the identity of Chinese language and culture. In 2005,

Hu also investigated Chinese English teachers' attitudes toward the standard varieties of the language and a new variety of China English. This study showed the variety of China English that should be characterized by Chinese language and culture. Liu (2008) also elaborated the term 'China English' that is a new English variety which is used by Chinese people in terms of communication under the specific situation.

Fang (2011, p. 380) provided some samples of China English from both public signs and billboards and students' essays. Below are samples.

*Samples from some public signs and billboards:*

Please cherish the grass (In contrast with "keep off the grass!")

Zhanjiang is our home. Everyone needs to keep it clean.

It makes no difference if a baby is a boy or a girl. (an appeal for change the traditional 'son-preference' ideology)

*Samples from Students' Essays:*

I really like the floating softness of the cloudy hands posture. (Taiji posture)

...the whole class sat by the reservoir and appreciated the moon (a Mid-autumn Day cultural practice)

Familial affection is the needle in my mother's hand that pulls the thread, the fan in my father's hand that drives away mosquitoes, and the bicycle that my brother rides to send me to school.

Here is the brief concept of China English. The following section discusses the differences between Chinglish/ Chinese Englishes and China English.

### 3.3 Differences between Chinglish/ Chinese Englishes and China English

As described in 3.1 and 3.2, some similarities and differences between Chinglish/ Chinese Englishes and China English are found. In terms of similarities, three points are taken into consideration. First, both Chinglish/ Chinese Englishes and China English have common features in using basic grammar and vocabulary of English language. Second, both have problems in using four linguistic features: phonology, lexis, syntax, and discourse. The lexis refers to the transliteration and loan translations. The syntax refers to the incorrectness or inappropriateness in using English grammar. The discourse problem refers to the indirectness and uniqueness in using English language to communicate among Chinese speakers. Lastly, both are possible to be a new variety of English according the criteria proposed by Platt et al. (1984) and Li (1933).

In terms of differences, five points are taken into consideration. First, both key terms has been created in different period of time. Chinglish or Chinese Englishes is the outcome of pidgin to creole language which has been aware of since 1637, but China English is the new term which was created in 1980 in order to make an improvement in using English standardly.

Second, Chinglish/ Chinese Englishes is regarded as the negative transfer from Chinese language to English language. Oppositely, China English is the positive transfer. Third, Chinglish/ Chinese Englishes is considered to be used by Chinese speakers only, but China English is supposed to be used both Chinese and non-Chinese speakers. The evidence can be seen many dictionaries added the technical words from the Chinese language into the English dictionary such as the word 'fengshui', which has already been added in The Macquarie Dictionary of New Words in 1990 and The Oxford Dictionary of New Words in 1997 (Zhang, 2009). Fourth, Chinglish/ Chinese Englishes is more indirect than China English in terms of using English expression. Fifth, China English is supposed to be accepted as one of the members of World Englishes which means the non-Chinese speakers can learn Chinese culture and language while having a conversation with Chinese speakers or talking about Chinese culture among other non-Chinese speakers.

To sum up, three similar points and five different points are found to reflect the phenomenon of English in China. Next topic is a conclusion of the study.

#### 4. Conclusion

This study aims to investigate the development of English in China and discuss the issue of Chinglish/ Chinese Englishes and China English. Data were mainly taken from the secondary sources: academic books, articles, and websites. Findings found that China has rapidly developed its economic system such as trading industries. As a result, it brings good effects to Chinese people to have good quality of life. Chinglish or Chinese Englishes is still surviving in the Chinese community because it naturally expresses the identity, local cultures, and local languages of Chinese people. Another term of Chinglish/ Chinese Englishes is China English. This technical term has been seemingly created to solve the problem of unacceptable Chinese Englishes or Chinglish which are not based on Standard English (British English or American English). So, China English is purposively used to upgrade the standard of English in China to monitor Chinese people to speak English correctly and perform their identity and cultures at the same time.

#### 5. Implications

As can be seen, here are many research studies concerning on the issues of Chinglish/ Chinese Englishes or China English. These groups of scholars or researchers mostly come from a domestic level. There are three implications suggested for future studies on this issue.

- 1) The future research should focus on the linguistic perspective such as the comparison on the syntactic and discourse levels between China English and Chinglish/ Chinese Englishes in order to obtain a clear picture of its differences and make a model for future research on English in China.
- 2) The future research studies should be conducted with corpus programs so that the differences between both China English and Chinglish/ Chinese Englishes will be clear in explanation.
- 3) The future research should be the collaborative projects between domestic and international researchers in order to widen the perspectives in the field of linguistics, especially the perspectives from international researchers to domestic researchers.



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## Media Power – Culturalism Paradigm : A Case Study Of Laos' Ideology On Thai Media

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### Abstract

Media technologies in Thailand grow faster than expected. TV shows from Thai channels, information including Thai soap operas are quite popular for not only Thai people but also the neighboring country like Laos PDR (**Lao People's Democratic Republic**). As for the understandable way of communication, Thai language; nothing is difficult to join Thai entertaining programs. Consequently, Laotians are one of the strong followers or fan of Thai stars or series on TV. Nevertheless, the explanations from the book '*Post-war Lao*' written conversely from the above mentioned by Vathana Pholsena about Thai media, in some parts, are in the negative perspective. Hence, these were the starting point of the research in order to find out whether Thai people agree with the statements in the book, and the Laos' thought on Thai media and how far Thai media could be driven into Laos' society which academically were the first and the second steps of the curiosity.

A thing, more specifically, one thing the researcher always believes is that media influences are endlessly existent so long as you pay attention on. For this circumstance, chances to be absorbed by undesirable media could possibly take place in some weak societies. In this way, the second objective of this research is to analyze how these can be blocked into Laos.

In this work, the researcher focuses on the study of Appadurai's phenomenon on 'cultural flows – mediascapes and ideoscapes' along with the concept of Stuart Hall expressed about encoding-decoding concepts. As to clearly extend the proper illustration, methodologically, scientific methods are basically guided by a questionnaire and in-depth interviews to answer the objectives. Besides, for more investigation, the writer uses the Persuasion Model of Fishbein and Ajzen and the studies of Kelman's theory of Social Influence to simplify my exposition on the issue of media power and culturalism paradigm.

Going directly to the findings, according to the comments from the book, 50 Thai teenagers from the bar chart illustrate that only 6% strongly disagreed with the negative statements, while 12% disagreed, compared to a large number of the respondents, 21% were neutral. The figures for the agreement and very strong agreement stood at 8% and 3% respectively. On the other hand, taking a closer look at the perspectives of Laos from the interview, even though Laos people like to watch Thai series, they hardly show sexy appearances, any impolite or jargon expressions. More importantly, the aspects from the attitude performed in consonance with Kelman's theory, and the model of Fishbein & Ajzen are seemingly from the culturalism-intended policies to maintain such fascinating cultures. Nonetheless, at the core of this issue, these lie in the fact that Thailand actually was the sparkling inspiration for these strong policies in Lao which should be returned to become the cultural plans for this land of smile for better society too.

**Keywords:** Lao's Ideology, Culturalism Paradigm, Media Power, Thai Media

## Introduction

### Research Problem

Thailand, land of freedom and freedom of smile, is one of the opened countries for foreigners to visit, people to vote or express the different ideologies through streets or social media. Thai people use media for multipurpose requirements. Thai people follow some international media; in the meantime, others keep watching us as well. Thai People have been watching TV for more than three decades due to the various media developments. Media technologies in Thailand grow faster than expected. TV shows, game shows, news from Thai channels, Thai soap operas, including information from social networks are quite popular for not only Thai but also the neighboring country like Laos PDR (**Lao People's Democratic Republic**) where is the close country and shares borders to Thailand. (Lao P.D.R: A Quick Look at the Country) As for the understandable way of communication, Thai language, nothing is difficult for them to join Thai entertaining programs. Consequently, no doubt again that Laotians are one of the strong followers or fan club of Thai stars or series on TV. Nevertheless, the explanations from the book '*Post-war Laos: The Politics of Culture, History, and Identity*' written conversely from the above mentioned by Vathana Pholsena about Thai media, in some parts, are in the negative context.

Here are some excerpts of the statements :

*'Thailand appears as an anti-model, the core of which is viewed as being contaminated by the ill-effects of capitalism. Lao, by contrast, tries to define itself as a virtuous nation by applying a moral discourse; in other words, by claiming an authenticity lost by Thailand.'*

On top of everything, the next excerpt is about the comment from the Lao Women's Union :

*'Her criticized Thai television programmes for encouraging incorrect dress and manners, at the expense of traditional clothing such as the pha sin (the Lao sarong)'. Similarly, some officials have accused the media of playing a significant role in the rise of consumerism, or worse, of crime, in Laos. (Vathana Pholesena, 2007)*

Hence, these were the starting point of this research in order to find out whether Thai people agree with the statements in the book, the Laos' thought on Thai media and how far Thai media could be driven into Laos' societies which academically were the first and the second steps of the curiosity.

## Theory and Methodology

In this research, qualitative methods are used. On the first step of the methodology, 50 Thai teenagers have been organized by providing from a questionnaire, because the opinions (the agreements)<sup>1</sup> from Thai people evidently were, at least, the acceptance in the expressions from the book. Most of the questions were about the attitudes toward some negative comments from the book. On the other hand, the next, the researcher has designed some in-depth interview scopes to a group of Lao people on the behaviors persuasively followed by Thai media. At this outlook, the questions were involved with the points of view about verbal emulations including the designed lifestyles by Thai media along with the Laos' perspectives in the holistic standpoints.

A thing, basically, the researcher always believes is that media influences are endlessly existent so long as you still pay attention on. For this circumstance, chances to be absorbed by undesirable or inappropriate media could possibly take place in some weak societies. In this way, the second objective of this research is to analyze how these can be blocked into Laos in term of capitalism, consumerism or materialism. In order not to miss anything, however, the researcher used the 'categorization' style to sequence and then analyze the informative details. (Lindlof & Taylor, 2011) Hopefully, after the new findings found, the ideal concepts from the above methodologies will have been organized in order to create some possible improvements or new policies in Thai government sector for better societies. (สุภาวงศ์ จันทวานิช, 2554)

For the part of the extension, theoretically, the details have been discussed toward the concept of Encoding-Decoding, Stuart Hall (1980) which interprets the reflections from the audiences. Deeply, there are three aspects of the way audiences decode, firstly, they decode in the same way of the contents called 'preferred reading'. The second is the audiences disagree with the contents as they make alternate interpretations called 'negotiated meaning'. The last idea on this issue is the audiences do not only disagree with the details from media or encoders, but also they might develop interpretations in direct opposition to a dominant reading called 'oppositional decoding'. (Stanley & Dennis, 2006)

On the point of culture or another term of modernization in Lao, for the next thinker, the researcher focused on the idea of Arjun Appadurai (1996) who studied about cultural flows in global societies. He emphasized that there are five scapes to cover the movements – ethnoscapas, technoscapas, financescapas, mediascapas, and ideoscapas. In order to explain about the dimensions of cultural flows, mediascapas and ideoscapas have been linked to the social approaches in this paper. In the phenomenon of culture conservations, messages through media could be the important tool to ideally increase the concept of capitalism and consumerism as ideoscapas always impact to state, freedom, or images. (Appadurai, 1996)

Talking to the point of methodology, this was mainly a qualitative research along with some partially quantitative designs. More specially, the first step of the research, 50 Thai teenagers have been asked on the issue of inappropriate contents through TV approached by Thai media written in the book 'Post-war Laos: The Politics of Culture, History and Identity'. The next step of the research was the part of in-depth interview of Laos who stay in Thailand asking about the governmental management on the above mentioned in place of maintaining the beauty of Laos's cultures.

<sup>1</sup> In this term, 'agreements' means some respondents think in the same ways of the book written in negative terms on Thai media.

In term of data analysis, the final information from the real situations was examined by the concept Stuart Hall - 'Encoding-Decoding', Arjun Appadurai on the points Cultural Flows, moreover; model on persuasion of Fishbein and Ajzen, and social influence theory of Kelman are involved with the studies as well. However, these were based on the content analysis method which comprised of the processes of data-selected regulations, text-categorizing scheme, the real context consideration, and the theory-associated investigation at the end. (สุภาวงศ์ จันทวานิช, 2554)

## Findings from the Fact

Before we will go to the interesting part of analysis, the researcher would like to show the fact collected online from Thai people, from bar chart.

The bar chart from Thai opinions on the issue of the inappropriate appearances through Thai television

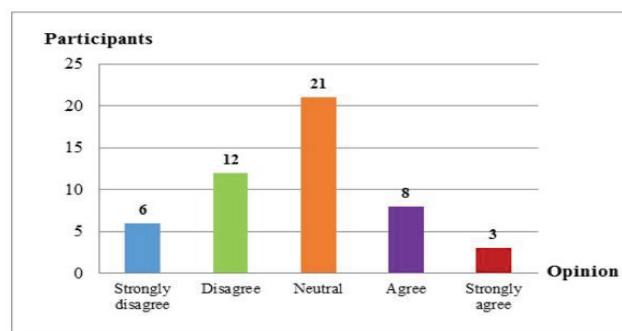


Figure 1. Thais' opinions on Thai television programmes encountering impolite dress and manners

Source: [https://docs.google.com/a/mfu.ac.th/forms/d/1gZHpGa0EoEGw\\_5OgyqIA05SPmpnDHmxYyRzd6MYBtk/edit#responses](https://docs.google.com/a/mfu.ac.th/forms/d/1gZHpGa0EoEGw_5OgyqIA05SPmpnDHmxYyRzd6MYBtk/edit#responses)

The bar chart shows the opinions from 50 respondents who expressed their points of view on the levels of disagreement to agreement thought. This bar chart illustrates that only 6% strongly disagreed with the negative statements from the book, while 12% disagreed, compared to a large number of the respondents, 21% were neutral. The figures for the agreement and very strong agreement stood at 8% and 3% respectively. If we take a closer look at the above fact, it finds that the sides of disagreement are higher than the opposite sides, particularly; the amount of neutral stage is the highest interpreted that the details on TV presented are acceptable. It seems that the amounts of the positive expressions are more than the negative indications. The reasons behind the bars are that some western phenomenon media are more crucial than Thai, furthermore ; the contents in Thai TV have been considered under the control of television content rating systems in Thailand before going to the public as well.(Fotiadis & Englander,2010)

## How to Deal with the Capitalization

Going to the second answers from the next objective, media influence could be presented in both direct and indirect paradigms. Undoubtedly, the sexy appearances, the impolite or jargon expressions including the overt acts from the transgender groups mostly and obviously cannot be accepted in the conservative societies.

For the indirect way, the next part exactly is the main point which is about Laos' ways of life. Key issues here from the above indications reflectively bring about the invasion of Capitalism, Consumerism, or Materialism. However, these concepts would achievably become the new challenges against the old cultures if people kept following inappropriate contents from TV. As stated in the cultural flows, the three information which analyzed toward Ideoscapes and Mediascapes could relate to the development of modernization unexpectedly. On the concept of Ideoscapes, the invasions may develop some incidental counterideologies in term of chains of ideas. (Appadurai, 1996)

It can be said that, the interesting challenge could be something which is rather difficult to control, for example, some new ideas of the young bloods. As a result of this reason, it is quite hard to predict unpredictable future particularly from the conditions of western-extravagant society as the rise of “*affective individualism*” was increasingly found among young generation. (Patcharin Sirasoonthorn, 2010) The next reason on Ideoscapes may come from the reflections in order to maintain the old precious cultures. Thai society actually is the obvious example to learn to flee from the erosions of being modernization which could unintentionally change to be in the world of capitalist systems, the involvement in crazy consumerism or the conditions of materialistic attachments. On the aspect of counterideology aimed at conserving Laos from the three approaches, the researcher believes that Laos accept for the deep structure<sup>2</sup> shared together. During the period of the development after colonization from France, without considering the necessary of reciprocal labors and the “social parenthood”, state family planning projects had been unintentionally established an intensive value of capitalism via the promotion of nuclear family based on the Western style's value. As a result, the value of individualism as well as material consumerism was increased. (Patcharin Sirasoonthorn, 2010)

On the appearance of westernization, another example faced by Laos, the state institutionalization of secular education in the twentieth century has marginalized the role of the Buddhist temple as religious education had been replaced by modern schooling with a western oriented curriculum. (Peter Koret, 1999) In these events, necessarily, Laos had to set the societal shapelessness to be the proper culture-systematic society started from individuals to groups from groups to big organizations which will be revealed in the next part.

On the contrary, it is truly amazing to find that, from the interview<sup>3</sup>, just few groups of people in the country follow the trends of Thai fashions. They mostly are some groups of girl and transgender who like to cloth in Thai –patterning styles, but interestingly not by the media

<sup>2</sup> Deep structure, which comprises of political and cultural ideologies, in the sense of Laos, means they believe in maintaining the precious cultures by following the steps of countercapitalism. (Louis Althusser, 1971 quoted in สุภางค์ จันทวานิช, 2555)

<sup>3</sup> Interviewed Lao people in Thailand, December 2016.

influence from Thai television. The contents from the interview show that chances to share the same models are because many cloths imported from Thailand through the borders. The reason is the trade restrictions between Thailand and Laos were lifted in November 1989 and, in April 1994, the first bridge over the lower reaches of the Mekong River was formally inaugurated. (Grant Evans,1999) In consequences of the economic reform in Lao, various kinds of products from Thailand including types of fabrics are largely from Thai designers which partly copied from TV stars.

## The Fort of Culture

Since French colonialism, information and communication have been tightly controlled and; more importantly, relied heavily upon radiobroadcasts in both Lao and Hmong languages by the leader at that time. (Laos Mass Media,2004) The development of mass media in Lao might basically occur from the contents through radio and television from Thailand which has been being the one of the route of pervading channel into the country. Apart from these, the consistence of valued cultures in the country remains the same because of the proper management of the Ministry of Information and Culture. That is because the French colonial period in 1917 was the first formal "imported" deculturalization approach by establishing a secular education system in Lao PDR by passing the country's Education Law. As a consequence, French was used as the formal language of instruction in school system. (Patcharin Sirasoonthorn,2010)

Right now, according to the contents from the interview of Laos people who stay in Thailand in term of the media strategies, some people in Lao could possibly have chances to be exposed to some information from outside countries by both of cable and satellite dishes. Certainly, they have to buy from private companies who run the media device business. As the results of the circumspect national policy, notwithstanding, the rubbish information like some rude words, sexy costumes or some disgusting behaviors including manners will be inspected and finally eradicated. The government exerts tight control over the media owning all newspaper and broadcast media. (Laos country profile,2015)

In consonance with the interview, the researcher would like to illustrate the components immediately highlight how Laos' managements are well-organized through the below table. Moreover, the related theories are involved in consideration of an interrelated set of constructs formed into propositions that specify the relationship to explain (or predict) phenomena that occurs in the society.(Creswell, J.W.,2009)



Social Structures	The Strategies are	The results are	Related theories
Homes/ Temples/ Schools	-Parents always culturally instruct their kids on what are good for life in the future -Parents, again, take their kids to attend religious ceremonies <sup>1</sup> -At school, one of the education policies is to be strict on the good ways of talks and suitable ways of cloths. Apart from these, students will be punished if against. <sup>2</sup>	-Laos intensively have the strong beliefs and proper steps of growth since they were young. -More importantly, since childhood, they realize about some punishments or social sanctions if they behaved unsuitably or in the wrong ways. <sup>3</sup>	According to persuasion model of Fishbein and Ajzen, the beliefs associate object with negative attributes. (Fishbein and Ajzen, 1975)
Government/ Information and Culture	There is an organization under the Ministry control to firstly keep checking what are inappropriate in media before going to the public. The second is the information itself in media mostly presents about culture programs, for example; history of the country, background of some important people. <sup>4</sup>	Laos people mostly have chances to absorb just the culture-determined contents	On the issues of Appadurai; from mediascapes to ideoscapes: these are the processes of culture building through media and ideology-strengthening concepts.
Culture Systems	To create the concept of collective consciousness(สุภางค์ จันทวานิช,2555)	Laos people basically have their own cultures, and ,from the above process, they inherently love the ways they are as culture shared. However, the same beliefs consequently help survive the country. (สุภางค์ จันทวานิช,2555)	On the concept of Kelman’s theory of social influence, the new response is accepted not only people actually believe in it, but also the acceptance is instrumental in achieving some satisfying social effect.(Kelman, 1961)

The important points of Fishbein and Ajzen’s belief *-model of persuasion-* actually are that attitudes and beliefs about object will be related to the total behavioral pattern and not to specific behavior. People in the country, for the first round, actually are able to predict what is going to happen regarding to consequences. On the next round, they are aware of what should or should not do or what to do or behave in the society. Therefore, they realize what are good for the societies or what societies exactly want.

In the discussion in the scopes of Appadurai – from Mediascapes to Ideoscapes, the ideal of culturalism can be emerged by media influence. As reported by Hall – Encoding-Decoding theory, in the stage of 'preferred reading', the audiences normally carry the same attitudes as the contents from senders after media exposure. (Kaewbovorn Phoranee, 2012) Hall assumed that most popular media content has a 'preferred reading' reinforcing the status quo. (Stuart Hall, 1980) People in the country can understand the details in the media as they share the same meaning called 'code'. Codes or messages are the system of the meaning, codes help provide the links between media producers and media audiences by laying the foundations for interpretation. (Denis McQuail, 2010). One purpose of media producers (the government) is to create the social spheres of nationalism (culturalism) through the facts of internal cultures rather than the unwanted stuff from outside. As in the past or some at the present time, modern form of mass communications such as radio, film, and television spread Thai and western cultures and replaced the role of Lao poetic epics as a source of entertainment. (Peter Koret, 1999) In this way, the 'media' in their broadest sense dominantly encompass not only the mode of entertaining program but also the absorbing dimension in mind of Lao people. At the same time, the researcher believes that media influences are endlessly existent so long as you still pay attention on. Myanmar people used to change their identity after they kept watching Thai TV or listening to Thai local radio. (ภรณ์ แก้วขาว, 2555)

Picture 1. Picture shows the satellite dishes in rural areas.



Sources: <http://www.bbc.com/news/world-asia-pacific-15351898>

To simplify my exposition, under the politico-cultural campaign, Lao identities are distinct from Thai, Laos has adopted some plans to increasingly make people realize on the ways of Laos's being, and one significant tool is the propaganda through national media. As an important medium for propagating this new Lao identity and the vision of a unified space in the making, the Lao Propaganda Service launched Laos's first newspaper in the Lao language, *Lao Nhay*, in January 1941. (Søren Ivarsson, 2008) This is one example to be shown that Laos try to 'awaken among the Lao a national spirit (amê nationale) and progressively realize the moral unity of the country. Beyond shadow of doubt, media appearances, improper dresses, ways of talk of some groups of people including the range of capitalization certainly are limited only within the TV screen in the media programs because of the strengthening management of the nation.

Picture 2 : The picture of both Lao men and women wearing traditional costumes in wedding shows the meaningful culture of Lao's nation.



Sources: <http://www.travellaonline.com/sinh-salong-lao-traditional-costumes.html>

## The Conclusion

To conclude, according to the book and this research results, Laos nationalism could be divided into 2 aspects. Firstly, in order to maintain the beauty of Laos culture itself, they faced with the situation of fighting since the period of colonization to protect the dangers of social and cultural erosion by external forces (Pholsena, Vathana, 2007). The next aspect is the attempts to recover the way of Lao's being along with creating some barriers possibly defending against the media power from Thailand and others. They emphasized on the great being of Laos's patriotism, culturalism, and identities through nationalism discourse where they were from and how culture value they occupied.

In reflecting on my opinion, Lao cultures are not contaminated by Thai TV based on two reasons. Firstly, according to the bar chart, the result shows that the contents in Thai TV are acceptable<sup>8</sup>. Secondly, from the interview, Lao people still love to watch Thai media so far.

Personally speaking, aside from Thai soap operas, some contents from some numerous programs through Thai TV significantly are concerned about the meaning of extravagantly-designing programs which show off person's richness caused by capitalist systems. Amazingly, these are hardly found through TV in Lao society, for instance, the presentation of the programs on the matters of high-class residence, luxurious car presentation, deluxe-travelling guides, or inadequately-eating styles including various kinds of contest. In reflection on these, capitalization is some sorts of consuming systems which encourages people to be unsatisfied with what they have. For the sake of more explanation, however, a major purpose of this article ultimately is to draw some sharp distinctions among the ways of Thai and Laos' livings which urgently need to be taken into consideration. Additionally, this paper is actually not for any further studies, but rather, the new possible policies from the government on media influence to be monitored in Thai society.

<sup>8</sup>The 50 respondents were designed to answer the questions on Thai media as to support and prove that somehow the excerpts from the book might possibly be biased.

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## An Investigation of EFL Chinese Undergraduate Students' Abilities in Their Intercultural Communication Strategies in Chiangrai Rajabhat University

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### Abstract

In recent years, the educational environment in Thailand has become more intercultural. Thai tertiary-level institutions have become intercultural educational communities with foreign students from all around the world, especially those from China. To accommodate such a growth in cultural diversity, each educational institution needs to ensure adequate intercultural communication competence among staff, faculty members and students. The integration of ASEAN into one single economic community has already begun. If fully implemented, there will be increased economic activities among the member countries. Eventually, there will also be more and more cultural exchanges and cross-cultural activities. In this research paper, the Chinese EFL undergraduate students' abilities in their intercultural communication strategies are mainly investigated. For research methodology, a questionnaire related to intercultural communication strategies (CS) was conducted with 84 Chinese EFL undergraduate students majoring English Studies Program, at the Faculty of Humanities, Chiangrai Rajabhat University, in academic collaboration with Chinese universities. The data were statistically analyzed using Mean and Standard Deviation (S.D.); were then presented with the narrative technique.

The results of the study revealed that the achievement or compensatory strategy was the most frequently used strategy, meanwhile the avoidance or reduction strategy was used the lowest rate by the Chinese EFL undergraduate students from English Studies Program, Chiangrai Rajabhat University. The findings brought about the conclusion that the achievement or compensatory strategy was important for the Chinese EFL undergraduate students to master in order to accommodate their intercultural communication skills and overcome communication misunderstandings in Thai-speaking environments.

**Keywords :** Intercultural Communication Strategies, Thai-speaking environment

## Introduction, Background and Significance of the Problem

In recent years, the educational environment in Thailand has become more intercultural. Thai tertiary-level institutions have become intercultural educational communities with foreign students from all around the world, especially those from China. The Office of the Higher Education Commission's (OHEC 2014) statistics show that 16,361 international students were studying in Thailand in 2013 and 2014. The highest percentage was from Asia (86.92%), followed by North America (5.78%), and Europe (5.27%). Within Asia, Chinese students represented the majority with 44.62%, followed by Laos (7.95%) and Myanmar (6.11%) (OHEC 2014). To accommodate such a growth in cultural diversity, each educational institution needs to ensure adequate intercultural communication competence among staff, faculty members and students. The integration of ASEAN into one single economic community has already begun. If fully implemented, there will be increased economic activities among the member countries. Eventually, there will also be more and more cultural exchanges and cross-cultural activities.

Due to the diversity in population mix in ASEAN countries, it is difficult to define clearly the cultural identity of these countries, e.g., Malaysia and Indonesia, although the majority of the population are Muslims, there are quite a big proportion of the population who are of Chinese origin, so are the population of Brunei, Cambodia, Laos, Myanmar, the Philippines, Singapore and Vietnam. Therefore, Confucianism does have substantial influence among the population of ASEAN, beside Buddhism and Islam. To prepare for the ASEAN century, it is obvious we have to study the various ASEAN cultures seriously.

Nowadays, Chinese students studying in Thailand have been observed to encounter two major intercultural communication difficulties concerning their communicative competence and their communication behaviors (Pornpayao Kongmeng, 2014). First, regarding communicative competence, Chinese students possess inadequate communicative competence, especially sociolinguistic and discourse competence (Prapart Bruhiprabha, 2013; Pornpayao Kongmeng, 2014). Second, regarding communication behaviors, this demographic displays low level of eagerness to become involved with Thai people. This creates problems in their effort to learn more about the Thai language, people, culture, and working values (Kawita Reungthai, 2012; Dounghthip Chareonruk, 2013). Consequently, these students need to find a "middle ground," a set of compromises between their home culture and the host culture, in order to increase their ICC. Often, they adopt English as their medium of communication and a tool for developing ICC.

However, there can still be some obstacles in understanding, when communicating in a foreign language. It is not the words or expressions that they used, but also the problems derive from the lack of understanding about one's culture. This is a major problem which may cause the breakdown of communication; such as the different point of view, or the using of inappropriate language including non-verbal communication. It is noticeable that communication and culture mutually affect each other (Gudykunst, Ting-Toomey & Nishida, 1996 : 51-543). So, it is essential for the Chinese undergraduate students to learn about the different parts of the world especially for their cultures so that the most effective communication could be observed. Besides, the use of inappropriate language is also another reason that can cause failure in transferring message in English. Inappropriate language can occur, when the interlocutors are careless and do not

think about what can happen from the use of English language. That inappropriate language can easily cause misunderstanding between two groups of people. People from various cultures can easily consider the same wording or gestures in different meaning (Ampaipisut, 2007 : 22).

The lack of cultural intelligence in communication is another problem that causes conflict. Cultural intelligence means that EFL Chinese students at Chiangrai Rajabhat University are skilled and flexible to understand a culture, especially when continuing interactions with it. Then we gradually restructure the way we think, to understand the culture and behave more appropriately to the others from the culture. Lack of cultural intelligence will easily bring conflicts, confusion, misunderstanding and misinterpretation. (Thomas & Inkson, 2004: 9-11). So, a breakdown in understanding can happen. In addition, different opinions are also a problem in the breakdown of communication. This problem arises when two people or more, have different experiences in life. One will make a decision what happened from what they learned and comprehended. Therefore, it is possible that those EFL Chinese students in a Thai-speaking context can think about the same thing in different point of views.

Despite the growing number of foreign students attending Thai universities, as previously stated, not many research studies have been conducted on communication strategies (CS) among Chinese undergraduate students studying a foreign language in Thailand. One of Thailand's higher education institutions receiving an annual batch of Chinese undergraduate students is Chiangrai Rajabhat University, located in the Northern Thai province of Chiang Rai. This institution has an agreement with Pu'er Teachers College of China and accepts 40 undergraduate students each school year to its student exchange program, which is part of Thailand-China educational cooperation.

Thus, this study can help to find out the communication strategies and communication strategies. It is important for EFL Chinese students to know how to apply communication strategies to avoid their communication misunderstandings and communicate well in a Thai-speaking context. To solve these problems, it is essential to explore communication strategies to help EFL Chinese undergraduate students survive in different cultural contexts.

The purpose of this study is to investigate the intercultural communication strategies used by EFL Chinese undergraduate students in Chiangrai Rajabhat University. Therefore, this study employs a quantitative and qualitative approach to provide an insightful understanding of the intercultural communication strategies and practical use of those strategies. It is expected that the results will help EFL Chinese undergraduate students at CRRU to have in-depth information on how they process their communication.

## Objectives of the study

The aim of this study is to investigate the intercultural communication strategies adopted by EFL Chinese undergraduate students learning English in Chiangrai Rajabhat University as a Thai-speaking context.



## Significance of the study

When completed, this study may be applied in the following ways.

1. To assist one Northern Thailand University as a host university, in improving the 2+2 joint-venture undergraduate degree in the English studies program and enhance international academic collaborations with other Chinese universities in the future;
2. To serve as guidance for Chinese undergraduate students to have proper attitudes or strategies when implementing their intercultural communication strategies and how they can display their appropriate behaviors and attitudes towards Thai people;
3. To develop a more effective student orientation program and international program; and
4. To increase teachers' effectiveness in the management of their English-language teaching, as well as university students' ICC and cultural awareness.

## Scope of the study

This study will be conducted on 40 third-year and 44 fourth-year Chinese EFL undergraduate students enrolling in the school year 1/2016 at Chiangrai Rajabhat University in Northern Thailand. The students are enrolled in the 2+2 Undergraduate Joint-Degree in English Studies Program (Faculty of Humanities), an international academic collaboration between Chiangrai Rajabhat University and Pu'er Teacher College in Yunnan province, the People's Republic of China (PRC).

## Definitions of Technical Terms

**Intercultural communication strategies** are strategies used in communication between people whose cultural perceptions and symbol systems are distinct enough to alter the communication event. It also refers to as intercultural communication, which is a field of study that looks at how people from differing cultural backgrounds endeavor to communicate (LeBaron, 2003).

**Thai-speaking environment** refers places where EFL Chinese undergraduate students, who are studying in English Studies Program at the Faculty of Humanities, Chiangrai Rajabhat University, use English as a tool for communication with multicultural interlocutors in Thai-speaking contexts.

## Research Methodology

The aim of this study was to investigate the intercultural communication strategies used by EFL Chinese undergraduate students studying in the English Studies Program, the Faculty of Humanities, Chiangrai Rajabhat University. This section describes the methodology employ to answer the research objective.

## Participants

The numbers of participants used in this study are 81 EFL Chinese undergraduate students studying in the English Studies Program, the Faculty of Humanities, Chiangrai Rajabhat University in academic collaboration with Pu'er Teachers' College, Chiana (PRC). These include 40 third-year English major students and 41 four-year English major students. In this study, the use of intercultural communication strategies used by the two groups of EFL Chinese undergraduate is mainly explored because English is used as a communication tool for their Thai-speaking environment. Thus, these groups were chosen to investigate the intercultural communication strategies that they use communicate with multicultural interlocutors speaking English.

## Research Instrument

The instrument used in this study is a four-rating scale-based open-ended questionnaire related to the use of intercultural communication strategies used by EFL Chinese undergraduate students studying in the English Studies Program, the Faculty of Humanities, Chiangrai Rajabhat University. This questionnaire was divided into 3 parts. The first part focuses on participant's personal information, and the second part asks about the use of intercultural communication strategies. There are two main strategies found in the second part, which comprises of Avoidance or Reduction Strategies and Achievement or Compensatory Strategies (based on Dornyei, 1995's framework) Avoidance strategies consist of two sub-categories and Achievement strategies encompass eleven sub-categories. Also, the last part allowed participants to express their idea in the questionnaire. (See Appendix 1)

Before using questionnaire, the IOC for questionnaire was approved for its reliability and validity of the content. At first, 3 specialists were assigned to check the questionnaire and agreement upon the content. Then the IOC was presented to the specialists. After getting feedback, the approved questionnaire was redeveloped. At last, the questionnaire was distributed for the EFL undergraduate students' completion.

## Questionnaire Form Validation

After the researcher finished designing questionnaire and focus group discussion questions, both of them were validated by three experts. The experts validated the validity of the content. According to the IOC (Index of Item Objective Congruence) theory of Taro Yamane (1967), it is indicated that the examination questions meet the requirements of the research; otherwise, it needs to be adjusted. Based on the criteria with a four-rating scale, the questionnaire is detailed as follows;

4	means	always used in nonverbal communication
3	means	often used in nonverbal communication
2	means	sometimes used in nonverbal communication
1	means	rarely used in nonverbal communication

According to the formula :  $IOC = \Sigma R/N$

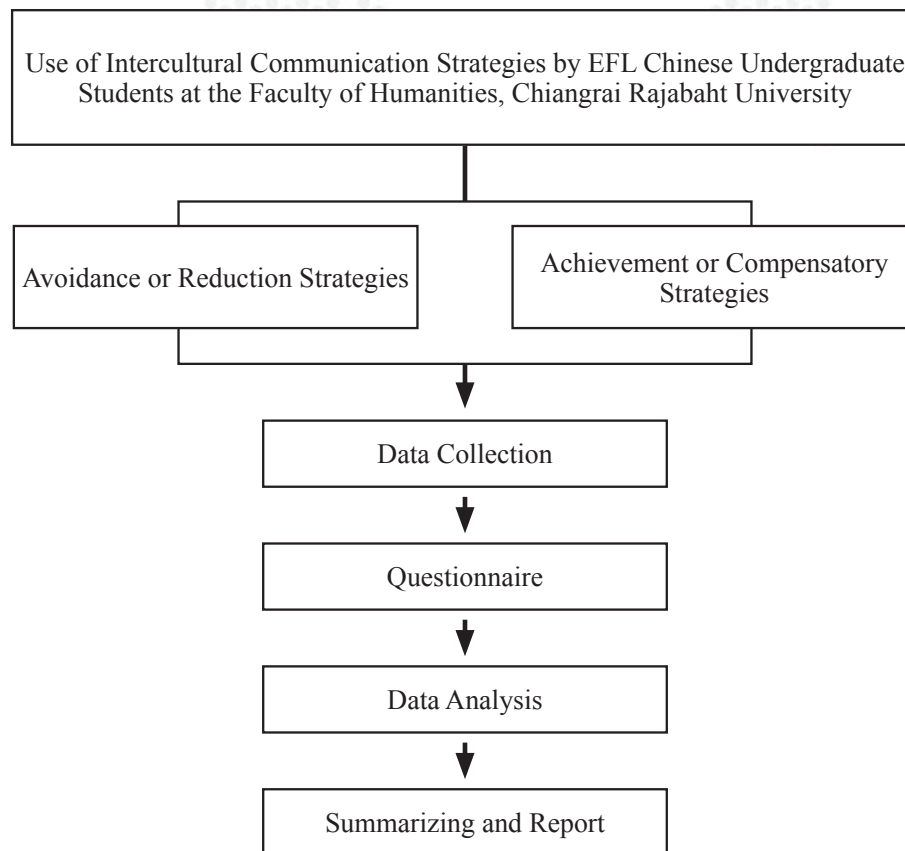
ICO means index of Item Objective Congruence  
 $\Sigma R$  means total scores from three experts  
 N means total number of experts

The researcher got the results provided in Appendix 2, Table

## Data Collection

In this study, the purposive data are collected from 81 EFL Chinese undergraduate students studying in English Studies Program, at the Faculty of Humanities, Chiangrai Rajabhat University. For data collection, a questionnaire was conducted with this sample group. After the sample group is surveyed, mean and standard deviation (S.D.) are adopted for data analysis. All numbers and data are presented in tables.

## Data Analysis



**Figure 2** The procedures of the data analysis

In order to survey the use of intercultural communication strategies obtained from the EFL Chinese undergraduate students majoring in English Studies Program, at the Faculty of Humanities, Chiangrai Rajabhat University. Intercultural communication strategies used in surveying this sample group's use in their communication consist of Avoidance or Reduction Strategies, and Achievement or Compensatory Strategies. In collecting the information from the participants, the questionnaire is redeveloped. After that, three experts approve the questionnaire and agreement upon the content. Then, IOC is presented to the experts to check. After getting feedbacks, the researcher developed the questionnaire. Next, the questionnaire is completed by the participants. And the mean and standard deviation (S.D.) are adopted for data analysis. All the numbers and data are presented in tables. Finally, the researcher summarizes the information and reports.

## Summary

### 1. Summary of the study

The study of intercultural communication strategies with EFL Chinese undergraduate students majoring in English Studies Program, at the Faculty of Humanities, Chiangrai Rajabhat University was conducted to investigate the use of intercultural communication strategies.

### Objective of the study

The aim of this study is to investigate the intercultural communication strategies adopted by EFL Chinese undergraduate students learning English in Chiangrai Rajabhat University as a Thai-speaking context.

### Participants, Instruments, and Procedure

The population of this study was the 81 EFL Chinese undergraduate students learning English in Chiangrai Rajabhat University in academic collaboration with Pu'er Teachers' College, China (PRC). In this study, the questionnaire was finally used for data collection, and the mean and standard deviation (S.D.) were adopted to analyze the data. All numbers and information are summarized and presented in tables.

### A questionnaire was designed into two parts as follows:

Part I: Personal information, the participants were asked to provide information about age and gender.

Part II: Intercultural communication strategies which are Avoidance or Reduction Strategies consist of two sub-strategies, and Achievement or Compensatory Strategies encompass eleven sub-strategies to choose. The participants were asked to fill in the questionnaire.

After the data were collected completely, the data were subsequently analyzed. The results of the study are shown in Mean and Standard Deviation (S.D.).

## 2. A Summary of the findings

According to the study, the findings about frequency of use of intercultural communication strategies have been found as follows:

### 2.1 Overall use of intercultural communication strategies by EFL Chinese undergraduate students

The overall use of intercultural communication strategies by EFL Chinese undergraduate students were the Achievement or Compensatory Strategies ( $x = 3.65$ , S.D.= 0.84), and followed by the Avoidance or Reduction Strategies ( $x = 3.56$ , S.D.= 0.87).

### 2.2 Avoidance or Reduction Strategies Used by EFL Chinese Undergraduate Students at Chiangrai Rajabhat University

The most frequently used in Avoidance or Reduction Strategies included avoiding discussions about the concept, when the language is difficult, followed by paying attention to the conversation flow and avoiding silence, and giving up expressing a message if not making myself understood, meanwhile the least frequently used in Avoidance or Reduction Strategies included if facing some language difficulties, leaving a message unfinished.

### 2.3 Achievement or Compensatory Strategies Used by EFL Chinese Undergraduate Students at Chiangrai Rajabhat University

The most frequently used in Achievement or Compensatory Strategies consisted of asking for repetition; such as 'Pardon?', or 'Could you say it again?', when a message is not clear to me, followed by using words which are familiar to me, and trying to enjoy the conversation. On the other hands, the least frequently used in this strategy encompassed trying to elicit help from my interlocutors indirectly; such as using rising intonation, etc., and followed by describing the characteristics of the object instead of using the exact word when not being sure.

## Discussion

### 1. Avoidance or Reduction Strategies Used by EFL Chinese Undergraduate Students at Chiangrai Rajabhat University

The most frequently used in Avoidance or Reduction Strategies included avoiding discussions about the concept, when the language is difficult; otherwise the least frequently used in Avoidance or Reduction Strategies included if facing some language difficulties, leaving a message unfinished. It means that the EFL Chinese undergraduate students used topic avoidance strategy more than message abandonment strategy.

William Ury's suggestion for heated conflicts is to stop, listen, and think, or as he puts it "go to the balcony" when the situation gets tense. By this he means withdraw from this situation, step back, and reflect on what is going on before you act. This helps in cross-cultural communication as well. When things seem to be going badly, stop or slow down and think. What could be going on here? It is possible I misinterpreted what they said, or they misinterpreted me? Often misinterpretation is the source of the problem.

Reduction strategies like suspicion, simplification and avoidance are summarized into passive strategies (XU, 1996). They are used temporally to suspend the puzzles or to tolerate the incomprehensibilities in cross-cultural communication. As cross-cultural communication is of ambiguous characteristics, misunderstandings and confusion may arise. One should be willing to tolerate the communication counterparts' ideas and proposition that run counter to his culture systems or norms.

Klimana (2011) communication ways among individuals are greatly affected by one's background, culture, norms, values and perception of the world. Knowledge without justification is not real knowledge is no exception. To act or behave appropriately in another culture is a more demanding task. Proper use of strategies may not only make the communication go smoothly, but also create the condition for successful communicative accomplishment.

## **2. Achievement or Compensatory Strategies Used by EFL Chinese Undergraduate Students at Chiangrai Rajabhat University**

In Achievement or Compensatory Strategies, the most frequently used strategy was asking for repetition; such as 'Pardon?', or 'Could you say it again?', when a message is not clear to me, followed by using words which are familiar to me, and trying to enjoy the conversation. The least frequently used strategy that the EFL Chinese undergraduate students employed with included trying to elicit help from my interlocutors indirectly; such as using rising intonation, etc. Thus, it can be said that the EFL Chinese undergraduate students mostly used circumlocution strategy and they used appeal for help strategy least.

William Ury suggested that active listening can sometimes be used to check this out—by repeating what one thinks he or she hear, one can confirm that one understands the communication accurately. If words are used differently between languages or cultural groups, however, even active listening can overlook misunderstandings. Often intermediaries who are familiar with both cultures can be helpful in cross-cultural communication situations. They can translate both the substance and the manner of what is said.

According to Jie (2010 : 45), active strategy is the remedy actively adopted to solve communicative difficulties, including cooperative strategy, stalling strategy and paralanguage strategy. Using various sources verbal or nonverbal to get speakers' meaning across can enhance communication effectiveness, whereas appeal for help is a basic social interaction strategy. This strategy involves asking someone, especially a native speaker in an interactive encounter, for clarification, verification or correction. To satisfy mutual needs, communicators must be cooperative and friendly. All the active strategies enable interaction to continue, not to break down because of communicators' limitation in linguistic and social knowledge.

## Recommendations

### 1. Recommendations for Application

1.1 The framework of the study can be used as a guideline in analyzing the use of intercultural communication strategies used during their intermural communication in a Thai-speaking environment.

1.2 This study can be used to make EFL Chinese undergraduate students' deeper understandings of communication with multicultural interlocutors by using intercultural communication strategies.

1.3 The findings of this study might help all EFL Chinese undergraduate students have the best use of intercultural communication strategies to communicate with multicultural interlocutors in a Thai-speaking environment.

1.4 This study can help EFL Chinese undergraduate students to understand how to communicate effectively with multicultural interlocutors in a Thai-speaking environment, and help them to choose the appropriate use of intercultural communication strategies to communicate with multicultural interlocutors in a Thai-speaking environment.

### 2. Recommendations for Further Study

2.1 As the present study was conducted only with EFL Chinese undergraduate students in a Thai-speaking context, further studies could be conducted with other major students learning in a Thai-speaking context such as in other fields and at other levels of study. Another possibility would be a comparative study of other EFL Chinese undergraduate students in a Thai-speaking environment.

2.2 A further study might be conducted through using other taxonomies of use of intercultural communication.

2.3 A further study might be conducted through using other factors affecting the use of intercultural communication in a Thai-speaking environment.

2.4 A study should be conducted as a comparative study of intercultural communication strategies use prior to and after training in order to explore whether training in intercultural communication strategies affects EFL Chinese undergraduate students and multicultural interlocutors' intercultural communication solutions in a Thai-speaking environment or not.

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## A Study On Korean Interrogatives And Infinitives For Teaching Korean As A Foreign Language – In The Perspective Of Phonology, Morphology, And Syntax-<sup>1</sup>

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### Abstract

The aim of this study is to research Korean interrogatives and infinitives. Mostly, Korean interrogatives and infinitives are same morphologically. For this reason, many Korean learners are confused though usage of interrogatives and infinitives are significantly different. Thus, the necessity for instructing how to distinguish between interrogatives and infinitives is raised.

In this aspect, this article presents classification mechanism phonologically, morphologically, syntactically.

In the first chapter, the purpose and scope of this study are produced. Previous studies on Korean interrogatives and infinitives are also presented. Most of previous studies are focused on interrogatives and the mainstream of previous studies argued that infinitives are a part of interrogatives. But this study supposes that interrogatives and infinitives are just vocabularies which belong to different categories of vocabulary because this presupposition is efficient for Korean learners those who are foreigners.

In the second chapter, this study discusses contrasting character of interrogatives and infinitives. On discussing, this study approaches to the subject phonologically, morphologically, syntactically.

In the third chapter, the contents of this study are summarized and its defect is pointed out.

**Keywords:** Korean language, Korean language education, Korean interrogatives, Korean infinitives

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## 1. Introduction

### 1.1. Purpose of Research

The purpose of this article is to summarize the meanings and the differences of Korean interrogatives and infinitives which have morphological sameness and to establish the classification mechanism between interrogatives and infinitives.

Korean interrogatives and infinitives mostly have same morphological form. However, since the speakers who use Korean as a mother tongue have an intuition about mother tongue, they use interrogatives and infinitives as appropriate dividing the usage and meaning out. On the other hand, it is not easy for the speakers who use Korean as a foreign language to distinguish between interrogatives and infinitives because of the morphological sameness. Consider the following example.

(1) A: 누구를 만났니?

B: 철수를 만났어요.

B': 아니요, 안 만났는데요.

The above example shows that the answer can be presented in two ways when {누구}<sup>2</sup> is used. If the word {누구} is understood as a [question for someone who does not know] in the sentence {누구를 만났니?} that 'A' uttered, an answer like 'B' could be presented. In other words, 'B' uttered {철수를 만났어요.} as the answer of 'A's [question about the identity of the person whom the counterpart met]. In this case, the sentence that 'A' uttered is a wh-question and {누구} is an interrogative. However, if 'B' understands {누구} as a [vague person, not a specific person] in 'A's statement, the answer like 'B' could be presented. In other words, 'B' replied {아니요, 안 만났는데요.} as the answer to a [question that intends to confirm if the counterpart met someone] of 'A'. In this case, the sentence that 'A' uttered is a yes-no question and {누구} is an infinitive. In this manner, such word is used as an interrogative or an infinitive, and the meaning of the sentence gets different. Because of this characteristic of Korean, it is not easy for learners who learn Korean as a foreign language to distinguish and understand the above two meanings. Therefore, in order to let foreign learners distinguish between Korean interrogatives and infinitives, it is necessary to provide a mechanism to distinguish between interrogatives and infinitives. Thus, this study will establish objective mechanism to distinguish between interrogatives and infinitives examining Korean interrogatives and infinitives in various aspects.

### 1.2. Previous research on the categories of interrogatives and infinitives

In this section, the previous research on interrogatives and infinitives will be reviewed those are the subject of this article. Traditionally, the studies on the interrogatives and infinitives have been attempting to identify interrogatives and infinitives by studying the relationship between

<sup>2</sup> In this study, { } and [ ] mark will be used to distinguish between form and meaning. That is, { } mark indicates form and [ ] indicates meaning.

interrogatives and infinitives.<sup>3</sup> These discussions are divided into four types according to how they view the relationship between interrogatives and infinitives: (1) Interrogatives-exclusive theory, (2) Interrogatives-centric theory, (3) Infinitives-centric theory, and (4) Undecided word-centric theory.

First, Interrogatives-exclusive theory was asserted by Rosny(1864-1866), Dallet(1874), Aston(1879), 寶迫繁勝(1880), Scott(1887), Imbault-Huart(1889), 최광옥(1908), 김규식(1908), 조선총독부(1917), 리필수(1923), 前間恭作(1928), etc. These views mainly refer to {누구}, {무엇}, etc. as interrogatives. But they do not mention about infinitives. The period that the differentiation of interrogatives and infinitives is found in documents is in the early modern era<sup>4</sup> but the above discussion did not mention the use of infinitives which have same forms with interrogatives.

Second, the Interrogatives-centric theory was asserted by Ridel (1881), Underwood (1890), 도정호(1902)<sup>5</sup>, 유길준(1909), 박승빈(1935/1972), Ramstedt(1939), 홍기문(1947), 김광해(1983), 김충효(1992), 이은섭(2003), etc. They argue that interrogatives take charge of the functions as infinitives retaining its own form. Although these arguments acknowledge the function of the interrogatives as infinitives, it still considers that the role as interrogatives is more important than the role as infinitives. Moreover, it seems that the explanation about relevance between interrogatives and infinitives are insufficient. 김충효(1992) and 이은섭(2003) are notable studies among these discussions. 김충효(1992) observed the distribution of interrogatives and infinitives in literature materials. After that, He argued that interrogatives and infinitives must be separated from each other in modern Korean because interrogatives and infinitives have been derived already. In addition, 이은섭(2003) also argued that interrogatives and infinitives have to be separated showing the reason that infinitives indicate that a speaker does not have intellectual desire to know about the subject whereas interrogatives indicate that a speaker desires to confirm the identity of the subject.

Third, the infinitives-centric theory understands that the function as infinitives is major than than the function as interrogatives. 高橋亨(1909), 김원우(1922), 이규방(1922), 안확(1923), 이완웅(1926), 최현배(1937), 김영희(1975), 이응백·안병희(1980), etc. argued this theory. Among these, 최현배(1937/1982: 232-233) made a remarkable discussion. 최현배(1937/1982) indicated interrogative pronouns as ‘안잡힘셋째가리킴(不定第三稱)’, and described that “There are ‘누구’, ‘아무’, ‘어떤이’, ‘어느분’, ‘어떤분’, and each of the words is used in two meanings of indistinctness and ignorance.”. He also urged that there are differences in the usage of interrogatives and infinitives in Western language, but it is not found in Korean. This theory has the perspective that the role of infinitives is more important than the role of interrogatives. However, it has also limitation that it classifies ‘아무’ as an interrogative, and it does not acknowledge the categorical difference between the interrogatives and infinitives.

Fourth, Undecided word-centric theory is a notion that classifies interrogatives and infinitives as a sub-categorical concept included in undecided word. 주시경(1910, 1913),

<sup>3</sup> 김충효(2000) elucidates relationship of interrogatives and infinitives in details through diachronic analysis on archaic texts.

<sup>4</sup> 김충효(1992: 111-114) revealed that infinitives were derived from interrogatives and the period was between 18C and the beginning of 20C through analyzing literature materials.

<sup>5</sup> It is referred to 김충효(1992: 17-18) about 도정호(1902).

조선어연구회(1930), 정렬모(1946), 김윤경(1948), 장석진(1975), 서정수(1985, 1989), 황승렬(1985), 서정목(1987), 이창덕(1991), 임홍빈·장소원(1995), 박진희(2002), etc. asserted this theory. This argument is based on the factor that 주시경(1910, 1913) refers to interrogative unconjugation adjectives as ‘모름언’, interrogative adverbs as ‘모름억’, interrogative pronouns as ‘모름엇’. And, it identified that interrogatives and infinitives comprise each subcategories under the concept of ‘Undecided’. In particular, 서정수(1985, 1989) argued that interrogatives and infinitives are heterogeneous not only semantically but also morphologically through the consideration of {Interrogatives + (이-) + -는가} composition. 서정목(1987) argued that when the character of the object is not specified, if the focus of the question<sup>6</sup> is placed on the word that indicates the object(Undecided word), it becomes an interrogative. Otherwise, that word becomes an infinitive. In the same way, 임홍빈·장소원(1995) mentioned that it is not necessary to distinguish between interrogatives and infinitives. However, it is doubtful that the concept of ‘undecided’ is upper concept of interrogatives and infinitives because the concept of ‘undecided’ is a subject to be discussed as a meaning of [do not know anything] at the consequential level.

### 1.3 Research method

Based on the previous research, this study will summarize the characteristics of the interrogatives’ category and infinitives’ category in the perspective of Korean language education as a foreign language. The examination about the interrogatives and the infinitives will be done in terms of phonology, morphology, syntax and as a result, the mechanism to distinguish between interrogatives and infinitives will be established. In other words, this study will present the classification mechanism between interrogatives and infinitives aiming to make learners recognize the differences between the interrogatives and infinitives and use correctly.

Since morphological and syntactic characteristics of interrogatives and infinitives may appear together, morphological dimension and syntactic dimension will be combined in the discussion.

This study will present the sentences that can show the meaning and usage of interrogatives and infinitives as the evidence. The sentences are extracted from the Korean textbooks, processed sentences that may happen in actual speech. Those are even extracted from “The 21st Century Sejong Plan Final Achievement” by the National Institute of the Korean Language(2007/2011). It will present how interrogatives and infinitives are used through concrete examples.

In Korean infinitives, some are just used as infinitives only, not as interrogatives.<sup>7</sup> However, this study focuses on the distinction between interrogatives and infinitives that have morphological sameness. So, the expressions that are used as only infinitives are excluded in this discussion.

<sup>6</sup> As a focus of a question, 서정목(1987) suggested the mechanism that interrogative attributes have visualized.

<sup>7</sup> Those are {모두, 여럿, 모(某), 아무(아무런), 모든, 한, 여러, 많은, 다른, 아무렇다}.

## 2. The contrasting characteristics of interrogatives and infinitives

This Chapter aims to establish the classification mechanism examining the interrogatives and infinitives in phonological, morphological, syntactic aspects so as to help the Korean learners to easily distinguish between interrogatives and infinitives. It would be beneficial for Korean learners who have difficulties in distinguishing between interrogatives and infinitives by setting up mechanism and organizing interrogatives and infinitives.

### 2.1. Phonological dimension

김충효(1997) discussed about phonological phenomena of interrogatives and infinitives in interrogative substantives from Namwon dialect and <완판본 열여춘 향슈절가>. According to 김충효(1997), although “누”, “누구”, “누기”, “누”, “머”, “멧”, “어디”, “언지”, “얼매”, “멧” which appear as morphological phenomics of interrogative substantives in Namwon dialect have equal morphological and syntactic structure, those are used as interrogatives or infinitives by the differences of accents, intonation, and order. When these words were presented as interrogatives, the pitch level on these words and the follow-up postpositions became flat and the terminal intonation on the end of the sentence became a falling intonation or flat intonation. However, when these words were presented as infinitives, the pitch level on these words and the follow-up postposition was increased and the terminal intonation on the end of the sentence was also increased.<sup>8</sup> In conclusion, 김충효(1997: 63) argued that the tension and the effort to pronounce were more required when these are uttered as interrogatives in wh-questions than when these words were uttered as infinitives in yes-no questions. The following examples are excerpted from 김충효(1997: 48, 50).

- (2) A. **누**가 강가?(↘ / →)<sup>9</sup>  
 B. **누**구랑 노란냐?(↘ / →)  
 C. **누**구랑 함께 간능교?(↗)  
 D. 지비 **누**기 인능기라우?(↗)

(2A) and (2B) have the meaning of [Who is that person?] and [Who did you play with?]. These two examples have high pitch levels on the words {누가} and {누구} in the sentence, and the terminal intonation of the sentence is falling intonation or flat intonation. And {누가} of (2A) and {누구} of (2B) were all used as interrogatives. (2C) and (2D) have the meaning of [Did you go with someone?] and [Is there anybody at home?]. However, unlike (2A) and (2B), (2C) and (2D) has no accents on the intonation in the sentence, terminal intonation is increased, And {누구} in (2C) and {누기} in (2D) are all interpreted as infinitives.

<sup>8</sup> If the pitch of a certain sound is placed on the entire sentence, it is called intonation. The intonation can be divided as the terminal intonation(which is on the end of the sentence) and the pitch level(which is in the sentence). Terminal intonation is indicated by an arrow at the end of the sentence, and the low and high pitch levels are indicated by numbers or lines that shows relative height (이익섭: 1986, 53-55).

<sup>9</sup> In this article, accents are marked with bold font.



The above examples can be applied equally to modern Korean.<sup>10</sup> Consider the following examples.

- (3) A. A: 이 안에 뭐가 있니?(↘/ →)  
B: 볼펜이 있어요.  
B. A: 이 안에 뭐가 있니?(↗)  
B: 네, 있어요.

In (3A), {뭐} has high pitch level and decreased or flattened terminal intonation. With this condition, it became a wh-question. In (3B), {뭐} has normal pitch level and increased terminal intonation so it became a yes-no question. However, in order to confirm whether the accents and intonation act as a mechanism for distinguishing between wh-question and yes-no question, it is necessary to observe two more cases: (1) Accents on interrogatives and increased terminal intonation in a wh-question, (2) No accents on interrogatives and flattened or decreased terminal intonation in yes-no question. Let us consider the examples below.

- (4) A. A: 이 안에 뭐가 있니?(↗)  
B: 볼펜이 있어요. / \*네, 있어요.  
B. A : ?이 안에 뭐가 있니?(→/↘)

In (4A), {뭐} has high pitch level and terminal intonation is increased but it became a wh-question. Accordingly, the answer to the question is “볼펜이 있어요.” which means “There is a ball point pen” not “네, 있어요.” which means “Yes, there is.” In (4B), ‘A’ flattened or lowered the terminal intonation without emphasizing {뭐}. But in this speech, it is not only uncertain whether it is a wh-question or yes-no question but also impossible to judge whether the mood is used appropriately in the sentence. Therefore, it is impossible to even answer to the question. The conclusion that can be deduced from the examples in (2), (3) and (4) is that when an accent is placed on {뭐}, it is realized as a wh-question regardless of the terminal intonation while {뭐} acts as a role of interrogatives.<sup>11</sup> And, when there is no accent on {뭐} and the terminal intonation is increased, the question becomes a yes-no question while {뭐} acts as an infinitive. But when the terminal intonation is flattened or lowered, it becomes an ungrammatical sentence.

Accents and intonation<sup>12</sup> are supra-segmental elements in phonological perspective, but they are important mechanism for distinguishing between interrogatives and infinitives. Therefore, in the field of Korean language education, the educators have to help learners to recognize the contents above and train them enough.

<sup>10</sup> This characteristic was also pointed out at 장소원(1998: 695) as well.

<sup>11</sup> It is necessary to study semantically that these two sentences on different terminal intonation are completely same or not: “이 안에 뭐가 있니?(↘/ →)” and “이 안에 뭐가 있니?(↗)”. Because “이 안에 뭐가 있니?(↘/ →)” has a nuance of investigation and inquisition comparing with “이 안에 뭐가 있니?(↗)”. It seems that this difference of meaning is worth to study as an independent subject.

<sup>12</sup> This article describes stress(strength and weakness) in a sentence as accents and terminal tune as intonation.

In the argument above, this article discussed the possibility of establishing classification mechanism phonologically for distinguishing between interrogatives and infinitives examining interrogatives and infinitives in the aspects of phonology. The contents can be summarized as follows.

- (5) A. It is possible to assume accents and intonation as phonological classification mechanism that distinguish between interrogatives and infinitives in a sentence.
- B. In a sentence, interrogatives have accents and produce a wh-question regardless of terminal intonation.
- C. In a sentence, infinitives are not accentuated while the terminal intonation is increased. If the terminal intonation is flattened or lowered, an ungrammatical sentence occurs.

## 2.2. Morpho-syntactic dimension

In this section, we will consider whether classification mechanism between interrogatives and infinitives can be established through morpho-syntactic approach. Consider the following examples.

- (6) A. 누가 방으로 들어갑니다. <Infinitives>
- B. 누가 방으로 들어갑니까? <Infinitives/Interrogatives>
- C. 누가 방으로 들어가십시오. <Infinitives>
- D. 누가 방으로 들어갑시다. <Infinitives>
- E. 누가 방으로 들어갔는지 말합니다. <Interrogatives>
- F. 누가 방으로 들어갔는지 말합니까? <Interrogatives>
- G. 누가 방으로 들어갔는지 말하십시오. <Interrogatives>
- H. 누가 방으로 들어갔는지 말합시다. <Interrogatives>

The examples in (6A-D) are declarative sentence, interrogative sentence, imperative sentence, and propositive sentence in order. Observing the examples above, it is realized that both interrogatives and infinitives can appear in interrogative sentence, while only infinitives can appear in a declarative sentence, an interrogative sentence, and an imperative sentence. In other words, the above examples show that it is possible to distinguish between interrogatives and infinitives by the mood. However, in the case of complex sentences, it is different. Although (6E-H) are same with (6A-D) as a declarative sentence, an interrogative sentence, an imperative sentence, and a propositive sentence, the mood of sentence ending cannot act as a classification mechanism so {누가} is used as an only interrogative in the sentences. This is because the examples of (6E-H) are in the form of a complex sentence. Though the mood of sentence endings is divided into declarative sentences, interrogative sentences, imperative

sentences, and propositive sentences, {누가 방에 들어갔는지}, which means [who entered into the room?], already has meaning of question. Accordingly, the major premise "the mood can be a classification mechanism" is still valid despite of the examples of (6E-H) under the proviso of "only in a simple sentence".

The factor that it is possible to distinguish between interrogatives and infinitives by the mood may be natural in the scope of native Korean speaker because it is naturally perceived by intuition. However, it seems that this proposition should be presented in terms of Korean language education for foreign learners.

서정목(1987) studied the interrogative sentences of Gyeongnam dialect. He pointed out that in Gyeongnam dialect, the form of the sentence ending appears differently when interrogatives or infinitives are used in the sentence, and discussed the fact that it is possible to distinguish between the wh-question and yes-no question according to the sentence ending.<sup>13</sup> 서정목(1987: 45-47) explains the connection between Gyeongnam dialect and medieval Korean and modern Korean. He argued that sentence ending {-노} in Gyeongnam dialect is originated from {-니오} of medieval Korean, {-노} of modern Korean. Besides, {-나} is originated from {-니어}, {-녀} of medieval Korean, {-냐} of modern Korean. Although 서정목(1987) does not deal with diachronic relation in details but his argument is meaningful to support evidence of which establishes classification mechanism between interrogatives and infinitives in morpho-syntactical scope.

It is also possible to obtain clues about the mechanism that can be a syntactic constraint of interrogatives and infinitives from 김충효(1997)'s study on <완판본열여춘향수절가> and Namwon region dialect.

(7) 니가 만난 사라미 뉘기여?(↘ / ↗ / →)

This sentence is a Namwon dialect which means [who is the person that you meet?]. In the previous section, this article has described that the distinction between the interrogatives and the infinitives is possible by the accents and intonation. According to that assertion, if there is an accent on {뉘기}, the sentence is wh-question, and the answer of the question should be about [a person that the counterpart wonders]. Also, if there is no accent on {뉘기} and terminal intonation is increased, this sentence is a yes-no question. And the form of the answer must be {Yes / No}. However, the above example is always interpreted only as a wh-question, this is a subject related to the cleft sentence.<sup>14</sup> 김충효(1997: 48-49) stated that only interrogatives can appear on the predicative location in cleft sentences and the interrogatives do not functionate as infinitives regardless of the accent or intonation. This rule is applied equally to the modern Korean.

<sup>13</sup> {누가 밥을 먹었노?(wh-question)}, {누가 밥을 먹었나?(yes-no question)} are the sentences that '해라 style sentence ending' is used in Gyeongnam dialect. In Gyeongnam dialect, sentence ending {-노?} is attached to wh-question and sentence ending {-나?} is attached to yes-no question. According to this, {누가} in {누가 밥을 먹었노?} and {누가 밥을 먹었나?} is interpreted as an interrogative and an infinitive separately.

<sup>14</sup> A cleft sentence is a phrase used to emphasize a specific phrase in a sentence.

(8) A: 네가 지금 먹은 것이 뭐니?(ㄴ / ㄱ)

B: 빵이에요.

(8) is a cleft sentence which is a wh-question regardless of the accent or terminal intonation in the sentence, and {뭐} is interpreted as only an interrogative. In the above, we can perceive that syntactic sentence structure of cleft sentences can be a constraint to block the advent of infinitives.

It is also necessary to observe the aspect of combination with the auxiliary particle for considering the classification mechanism between interrogatives and infinitives.

(9) Combination aspect with auxiliary particle to make universal expression<sup>15</sup>

A. 무엇/누구: -도, -(이)나, -(이)든지, -(이)라도

B. 어디/언제: -(이)나, (이)든지, -라도

C. 몇: -(이)나

D. 얼마: -(이)나, -(이)든지, -(이)라도

E. 어떻게: -(이)나, -(이)든지, -(이)라도

As suggested in (9), infinitives have the meaning of 'universal' in combination with auxiliary particles, and these combined forms are not interpreted as interrogatives. Therefore, it is possible to judge interrogatives and infinitives according to the aspect of combining with the auxiliary particles which are mentioned above.

The classification mechanism that can be presented next is the problem of combining with {(이)-+~가}.<sup>1617</sup> In Korean, the expression {-~가} is used to denote a subject ambiguously.<sup>18</sup> 이선웅(2000: 192-193) presented the characteristics of infinitives.<sup>19</sup> Let us discuss this issue in details. Let us look at the following.<sup>20</sup>

<sup>15</sup> The auxiliary particles that can be combined with each interrogatives were extracted from 김영란(2003).

<sup>16</sup> For the discussion about this, refer to 김충효(1992), 서정목(1987), 서정수(1985, 1989), 이현우(1995), 이선웅(2000), 김의수(2007), etc.

<sup>17</sup> It is abbreviated as {-~가} afterwards.

<sup>18</sup> 이선웅(2000) premises {무엇인가=무언가=뭔가}(무엇=무어=뭐), {누구인가=누군가}(누구=누), {어디인가=어딘가}, {언제인가=언젠가} about the infinitive expressions that {-~가} is used. But, in a real conversation, they are not equivalent completely. This article considers that this is because of a pronouncing problem, not a grammatical reason.

<sup>19</sup> The characteristics of infinitive expression presented in 이선웅(2000: 192-193) are as follows;

- a. The existence of infinitive expressions {아무, 아무개, 아무것} or {interrogatives+(이)-+~가} that is used only as a infinitive expressions.
- b. The existence of {왜} which is not used as an infinitive.
- c. Unless {-~가}-infinitive expressions and lexical infinitives are free to alternate each other, It is difficult to integrate interrogatives and infinitives to one category.

<sup>20</sup> Examples are quoted and modified from 이선웅(2000: 193-194).

- (10) A. 뭔가 손에 잡힙니까?  
B. 누군가 보고 있습니까?  
C. 어딘가 고장이 났습니까?

All of the above examples revealed the usage of infinitives more clearly through combining with {-ㄴ가}. In the sentences, {뭐}, {누구}, {어디} can be used as both interrogatives and infinitives if the above sentences were used just as {뭔가 손에 잡힙니까?}, {누가 보고 있습니까?}, {어딘가 고장이 났습니까?}. However, through the combination with {-ㄴ가}, those sentences block the possibility to be interpreted as interrogatives.

In the aspect of combination with postpositions, {-ㄴ가}-infinitive expressions can be easily integrated with postpositions. However, the other postpositions except nominative postposition, objective postposition, joint postposition are possible to be integrated to interrogatives directly not integrated after {interrogatives+ㄴ가} form (이선웅, 2000: 204). Consider the following example.

- (11) A. 무엇인가 / \*뭐가 손에 잡힌다.  
B. 뭔가를 / \*뭐를 인가 보았다.  
C. 지금 뭔가와 / \*뭐와인가 부딪힌 것 같다.  
D. 철수는 항상 뭔가에 / 무엇엔가 쫓기고 있는 듯하다.  
E. 어머니께서 뭔가로 / 무엇으론가 글씨를 쓰고 계시다.
- (12) A. 누군가가 / \*누가인가 나를 감시하는 것 같아요.  
B. 어제 누군가를 / \*누구를인가 만났어요.  
C. 누군가와 / \*누구와인가 결혼하고 싶다.  
D. 길동이는 누군가에게 / 누구에겐가 빚을 졌다.
- (13) A. 지금 이 시간에도 어딘가가 / \*어디인가 개발되고 있다.  
B. 철수는 오는 길에 어딘가를 / \*어디를인가 들른 것 같다.  
C. 현대가 일본의 어딘가와 / \*어디와인가 기술 제휴를 한다고 한다.  
D. 어딘가에 / 어디엔가 좀 앉아라.  
E. 어딘가로 / 어디론가 사라졌다.  
F. 오늘도 어딘가에서 / 어디(에)선가 전쟁이 일어나고 있다.  
G. 어딘가부터 / 어디부터인가 일이 잘못되기 시작했다.

(11) shows the way {뭐(=무엇)} combines with postposition {가}, {를}, {와}, {에}, and {(으)로}. (12) shows how {누구} combines with {가}, {를}, {와}, and {에게}, (13) shows the way {어디} combines with {가}, {를}, {와}, {에}, {(으)로}, {에서}, and {부터}. {뭐(=무엇)}, {누구}, {어디} have a sequential constraint on the combination with postposition {가}, {를}, {와} and {-다가}-infinitive expressions. However, the other postpositions are free to be combined with {-다가}. In some cases, it is possible to add a postposition again to {-다가} though a postposition is combined right after infinitives already.

- (14) A. 철수는 항상 무엇인가에 쫓기고 있는 듯하다.  
B. ?어머니께서 무엇으론가로 글씨를 쓰고 계시다.  
C. ?길동이는 누구인가에게 빚을 졌다.  
D. 어디인가에 좀 앉아라.  
E. 어디인가로 / 어디론가로 사라졌다.  
F. 오늘도 어디선가에서 전쟁이 일어나고 있다.  
G. \*어디부터가부터 일이 잘못되기 시작했다.

These patterns on postposition combination indicate that the {-다가} composition is not confined in a lexical scope. If {-다가} composition is assumed as a lexicalized infinitives, it is possible to explain the form of {무엇인가가, 무엇인가를, 무엇인가에, 무엇인가로}, etc. but it is impossible to explain the form of {무엇인가, 무엇으론가}. Accordingly, the examples of (13) shows that {-다가} is a syntactic composition.

When the {-다가} expression indicates a universal meaning, Only lexical infinitives can be integrated into {-다가}. The following examples present it.

- (15) A. 무엇이라도 / \*뭔가라도 좋습니다.  
B. 누구 / \*누군가나 들어올 수 있습니다.  
C. 여행이라면 어디 / \*어딘가든지 가고 싶어 한다.  
D. 무엇과도 / \*무엇인가와도 바꿀 수 없다.  
E. 누구 / \*누군가와 같이 가도 결과는 마찬가지일 것이다.

In (15A-D), auxiliary particle {- (이)라도}, {- (이)나}, {-든지}, and {도} induce the sentences to be interpreted as a universal meaning. In (15E), same as (15A-D), conjunction ending {-아도/-어도}, which has meaning of concession, induces the sentence to be interpreted as a universal meaning. In both of examples, it is impossible to use {-다가}-infinitives expression.

The {-다가} expression has a questionable meaning even though it is an infinitive expression. Through the sentences below, we can recognize the differences of meaning between {-다가}-infinitive expressions and lexical infinitives.

- (16) A. A: 야, 빨리 와.  
B: 지금 뭐 / <sup>22</sup>뭔가 먹고 있어. 한 시간쯤 이따가 갈게.  
B. A: 아버지, 거기 어디세요?  
B: 여기 신촌인데, 지금 누구 / <sup>22</sup>누군가 좀 만나고 있어.  
C. 누군가 / 누구 컴퓨터 좀 아는 사람 없어요?  
D. 누군가(가) / 누가 오기는 온 것 같다.

Assuming the actual utterance, it seems that {뭔가}, {누군가} is impossible in (16A, B). There is no problem for infinitives to be singly used when the subject described by the speaker is obvious. However, the factor that an infinitive combined with {-는가} is not appropriate shows that {-는가} produces additional meaning to the infinitives. 이선웅(2000: 213) predicates about this that {-는가}-infinitive expression is indirect interrogative form that monolog type is used as an infinitive at the same time. So {-는가} is rarely used when the thing that a speaker describes is obvious. The fact {-는가}-infinitive expressions and lexical infinitives can be used naturally in (16C, D) which have both meaning that wants to know and may not want to know about the subject is the evidence of this argument. However, there are cases the combination with {-는가} does not make up infinitive expressions. If interrogatives are combined with {-는가}, it is interpreted as infinitives only, but in the case of {얼마}, {어떻게}, and {왜} are not.<sup>21</sup>

- (17) A. 할아버지께 용돈 얼마를 드렸습니까?  
B. 할아버지께 용돈 얼마를 드렸습니다.  
C. <sup>??</sup>할아버지께 용돈 얼마가를 드렸습니다.  
D. 그 애가 이것을 어떻게 만들었습니까?  
E. 그 애가 이것을 어떻게 만들었습니다.  
F. 그 애가 이것을 어떻게인가 만들었습니다.  
G. 그 아이가 왜 울었습니까?  
H. \*그 아이가 왜 울었습니다.  
I. <sup>??</sup>그 아이가 왜인가 울었습니다.

Observing the above example, {얼마}, {어떻게} are determined by the mood. In (17A), {얼마} is used as an interrogative, and in (17B), {얼마} is used as an infinitive. In 17D, 어떻게 is used as an interrogative, and in (17E), {어떻게} is used as an infinitive. (17C) and (17D) tried to show that {얼마가} and {어떻게인가} are infinitives through the combination with {-는가}. However, {얼마가} and {어떻게인가} have produced inappropriate sentences even though the combination with {-는가} is a mechanism that allows other interrogatives to be used as infinitives. The same

<sup>21</sup> 이은섭(2003: 34) argued that {어떻게}, {왜} cannot be infinitives in the combination with {-는가}. Additionally, this article added {얼마} as an example that cannot be infinitives in combination with {-는가}.

is {왜}. In (17G), {왜} is used as an interrogative and (17H) produces ungrammatical sentence. In addition, (17I), {왜인가} made an ungrammatical sentence structure though it is the form of {Interrogatives+-는가} which is the mechanism for distinguishing between interrogatives and infinitives. In other words, in the case of {얼마} and {어떻게}, {-는가} does not act as a mechanism for distinguishing between interrogatives and infinitives.

Through the above discussion, this article tried to approach to interrogatives and infinitives in terms of morphology and syntax. The results are as follows.

- (18) A. Interrogatives and infinitives can be distinguished by mood.
- B. Only interrogatives not infinitives can appear in cleft sentences.
- C. If a word(interrogative or infinitive) is combined with auxiliary particles which have universal meaning, the word is interpreted as an infinitive.
- D. {-는가}-infinitives cannot be used in universal expressions but only lexical infinitives can be used.
- E. {-는가} expression is relatively free to combine with other postpositions except nominative postpositions, objective postpositions, joint postpositions.
- F. {-는가} expressions cannot be used when the subject is known or when it is assumed that the speaker is not willing to know about the subject.
- G. The interrogatives except {얼마}, {어떻게}, and {왜} can be distinguished into interrogatives and infinitives by the aspect of combination with {-는가}.

### 3. Conclusion

This study researched interrogatives and infinitives of Korean, and examined the contents of interrogatives and infinitives that would be taught to Korean learners. Korean interrogatives and infinitives have same morphological form. By this sameness, many Korean learners are confused in learning interrogatives and infinitives. Therefore, this study aims to compare and contrast the interrogatives and infinitives in terms of the Korean language education, and to establish the classification mechanism to distinguish between interrogatives and infinitives through arranging the differences. This study considered that interrogatives and infinitives have completely different lexical category although these are similar morphologically. Until now, other studies that have been done in the diachronic perspectives have tried to find out the etymology of interrogatives and infinitives focusing on the origin of interrogatives and infinitives. But, this study considered the interrogatives and infinitives as independent categories in the reason of that it is inefficient to classify interrogatives and infinitives that have different meanings and usage in the perspective of Korean language education.

In chapter 1, the purpose of this study, previous studies and research methods are presented. The previous researches have been focused on what is superior between interrogatives and infinitives.

In chapter 2, the contrasting characteristics of the interrogatives and infinitives are discussed. When discussed, this article approached phonologically, morphologically, syntactically and as a result, classification mechanism that can distinguish between interrogatives and infinitives are deduced in each dimension. The essences of the phonological classification mechanism were accents and intonation. Those were the decisive points in spite of the factor those are supra-



segment elements. The essence of the morpho-syntactic classification mechanism was mood and the combination with {-ㄴ가}.

Through this discussion, the characteristics of interrogatives and infinitives of Korean are presented and classification mechanisms that can be used in Korean language education are established. However, this article did not discuss the interrogatives and the infinitives in terms of semantics and pragmatism, and did not seek a teaching method. In addition, it did not discuss the meaning and function of the interrogatives and the infinitive as discourse sign that is being studied recently. This article ends with the limitation considering as a future task.

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## **The Factors Promoting And Obstructing Farmers' Organic Farming In Naagua Commune Municipality, Muang District, Phetchabun Province**

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### **Abstract**

The aim of the study was to examine the factors promoting and obstructing farmers' organic farming in Nangua Commune Municipality, Muang District, Phetchabun province. According to qualitative research methodology, the participants, by purposive selection, were divided into three groups: 1) 30 farmers in Nangua District, 2) community leaders, namely headmen, the mayor, and members of the municipality council, and 3) specialists, namely public health technical officers, agricultural technical officers, and teachers of Non-Formal Education. In addition, the study methodologies were implemented as follows: Step One was to study the community contexts about organic farming by interviewing with farmers and community leaders and participant observation; Step Two was to instruct the farmers about safe farming, organic farming and community health; Step 3 was to use focus group discussion with the three target groups to analyze the factors promoting and obstructing organic farming; and Step Four was to analyze data by content analysis and then summarize the results.

The study findings indicated that The main factors promoting organic farming were 1) the lands in Nangua Commune Municipality were suitable landscape and good quality soil and transportation for delivery was convenient and not far from the city, 2) the government agencies had been promoting organic vegetable farming under the Green Market Project, which was an important strategic plan of Phetchabun Province, and 3) the community leaders altogether had been empowering and helping the farmers for organic farming. On the other hand, the study rewated the obstructing factors: 1) the obligation with the capitalists, for example, planning tobacco, the farmers beforehand took money, fertilizers, herbicides, and hormones on credit; therefore, they were in debt, no money to invest, and afraid to change; 2) The nearby farming lands used strong chemicals and thus they were concerned how organic farming would be achieved; 3) The farmers lacked of knowledge and understanding of safe farming and organic farming including modern productivity; 4) The primary belief was that the purchasing quota by the capitalists was more confident and stable than the unguaranteed organic vegetable market; 5) The contrary attitude happened in many farmer families; therefore, most of them decided to keep the family relationship instead of changing to make organic farming. Finally, the suggestions for further studies were co-networking among farmers, community leaders, and technical officers in order to bring out organic farming in the community, promoting a learning network, and developing a community health zone as an organic product market.

**Keywords:** Organic Farming

## 1. The problem's significance and origin

Organic farming is a production system which gives importance to the sustainability of the soil quality, the ecosystem, and people. Organic farming depends on the ecosystem process, biodiversity, and natural cycle which are unique to each area. Instead of employing negative production factor, organic farming combines local knowledge, innovation, and science in conserving the environment and promotes a just relationship, a good quality of life for everyone, and all the living things that are impacted. The implication of organic farming in the definition of International Federation of Organic Agriculture Movements - IFOAM views organic farming as integrated agriculture that prioritizes fundamental needs for conservation and restoration of the ecosystem in agriculture and environment. However, meanwhile, the social and economic aspects are not neglected since environmental sustainability is not obtainable with the separation from overall social and economic prosperity for farmers and society as a whole (Green Net, 2015). David W. Crowder and John P. Reganold. (2014), researchers from Washington State University, the United States, had conducted a research called 'meta-analysis' which is a method that employs statistics in analyzing information from different scientific journals. In this study, researchers had analyzed the returns of farms that grow crops in an organic agriculture system in comparison with normal farms. The study compared 44 researches dated back 40 years; which are the studies of growing 55 species of crops in 14 countries in 5 continents. In the results, the research found that farmers in organic farming have earned 22-35 percent more profit; which makes organic farming having 20-24 percent benefit/cost ratio than normal farming.

While in other countries with more scared natural resources see the importance of production in the method of organic farming, Thailand which is an agricultural country tries to induce the production process towards a monoculture; putting an emphasis on chemicals to increase production without considering the biodiversity or individuals' health. The information from the Earth Net Foundation about the organic farming area in Thailand with certified standard of organic farming is decreased from 6.4 percent from 219,309.66 Rais in 2011 to 205,385.81 Rais in 2012 but then increased to 213,183.68 Rais in 2013 and the database indicates that the Northeastern region is accounted with the most farmers with organic certification standards. While the Southern region is accounted with the least area. It is also important to note that in the Northern region with the proportion of the highest percentage of farmers; 29 percent, but there are only 15% area for organic farming.

Phetchabun Province is one of the most fertile terrain with a basin shaped landscape which includes hills, forests, large mountain range, Khao Kho, Phu Huat, Phu Hin Rong Kla, connected to the mountain range on the Northern side which shares the boarder with Phitsanulok Province and and Loei Province in the mountains on the Eastern side. In the Nam Nao District area borders with Loei Province, Kon Kaen Province, and Chaiyaphum Province; the soil has special characteristics; the soil on the bank of the river or river terrace soil is the soil with a medium to high level of fertility suitable for farming. Such conditions reflect that in many areas in Phetchabun Province, there are areas where the forest is a valuable resource, a source of biodiversity, food security, and local knowledge. But in the current situation, agricultural area of Phetchabun Province began to diminish. It serves as a space for buildings such as resorts, coffee shops, and other attractions in response to the economic and social changes. Most farms mainly focused on quantity outputs in production and chemicals rather than safety. This entails

risks to the health of the community such as the decline in the knowledge of agriculture since it focuses more on the commercial aspect rather than promoting the simple way of life. In other words, there is an increase in risks to the health of the community; which are in physical, mental, social and intellectual aspects.

With the given situation, the research team see organic farming as an attractive solution for problems of community health which may bring a sustainable development in the future. This study aims to explore supporting factors or obstacles to organic farming with the expectation that the findings shall be the knowledge and the guideline to support the community to develop to be the model community in organic farming to induce good health in terms of physical, mental, social, and intellectual aspects, and lead to further sustainable development.

## 2. Objectives

To identify factors that support and hinder the organic farming community in Nangua Commune Municipality, Muang District, Phetchabun Province.

## 3. Methodologies

### 3.1 Research Methodology

This study used qualitative research methods.

### 3.2 Target groups of the research

Target groups of the research was done with Purposive Selection, which divided into 3 groups as followed:

- 1) 30 farmers in Nangua Sub-district as the main target group for the research. Information from interviews revealed the facts of organic farming and problems encountered in organic farming in the area.
- 2) Community leaders, namely headmen, the mayor, and members of the municipality council are the group that gave information on the policy regarding community development in order to analyze problems and trends regarding the organic farming community.
- 3) Specialists, namely public health technical officers, agricultural technical officers, and teachers of Non-Formal Education. Information from the interviews will be made aware of the knowledge and support services to farmers.

### 3.3 The research process is as followed

Step One: study the context of organic farming; interviews with farmers, community leaders and observed as participants to know the current stage of the economy, society, and culture to reflect the reality of organic farming community.

Step Two: educate farmers about the safety of organic farming. Setting a platform for specialists in organic farming to lecture to farmers to build awareness of safe agricultural practices and understanding of organic farming to further educate farmers. Farmers can ask questions on issues and assess their potential in organic farming.

Step Three: use a focus group discussion for the three target groups to analyze supporting factors and barriers to organic farming.

Step Four: content analysis and research conclusion.

3.4 Guidelines for Data Analysis. Researchers documented research data from interviews in each interview. Data were analyzed using content analysis as followed

- 1) Information verification during the documentation process and after the documentation process.
- 2) Systemizing information by summarizing information in accordance to the issues studied and compare each issue to find the conclusion.
- 3) Use the results of the observations in both the participatory and non-participatory methods to analyze the data.

#### 4. Research Results

This research aims to identify factors that support and hinder the organic farming community in Nangua Commune Municipality, Muang District, Phetchabun Province. The research findings are as follows.

1) Appropriate landscape. The agricultural area in Nangua Commune Municipality has an appropriate landscape; fertile soil, the area is situated near the city area, and convenient transportation. The research findings indicate that Nangua Sub-district has mostly sandy loam soil which can be sufficiently used in planting crops. There is one river that runs through the area which is Pasak River, the major water source for agriculture. Although in summer, the Pasak River would dry down, but from the data collection from interviews with farmers, those who started organic farming found that in summer with less water, the plantation would involve crops that require less water to grow as well. Convenient transportation causes more tourist activity in the area for various attractions, such as Khao Kho and Phu Tubberk. The objectives of these tourists are to experience nature and a slow pace lifestyle, consume safe products, food, and vegetable. These are supporting factors for agriculture and organic market to meet the needs of tourists

2) Provincial support. Supports from government agencies in promoting organic vegetables in the Green Market Project, which is a part of the development strategy of Phetchabun Province, a policy on top of government's public policy which promotes collaboration between the public sector, the private sector, and the locals in developing and finding solutions for issues in Phetchabun province in aspects of the basic economy, community, society, and environment. In the participation and performance of cooperatives, the guidelines for applying for product certification, and support with purchasing products from retailers from Tops Market and retailers

in Phetchabun Province. There are 4 groups which has already participated Ban Nam Duk Tai Cooperative / Phu Tubberk Cooperative / Nam Nao District farmers Group / and Khao Kho Farmers Group. Mr. Bundit Theveethivarak, the mayor, had emphasized that he shall make the green market project in Phetchabun Province famous and known to all Thais and consumers who buy chemical-free vegetables would be impressed with the quality of vegetables in Phetchabun Province. There is also an opportunity for other groups of farmers interested in participating in the project in farming safe, chemical-free vegetable for both the consumers and the farmers under the brand Green Market Petchabun to contact district agricultural extension office in all districts

3) Community leaders were ready to support and provide assistance to farmers in organic farming. The findings from the field research indicates that the community leader and specialists in the sub-district were enthusiastic in establishing an organic farming group to change the production process from using chemical to chemical-free process. The community leader had pushed for the Learning Center of Sufficiency Economy in the community to be the starting point for the concept of a safe organic farming.

#### 4.2 The obstructing factors that affect the organic farming

1) The obligation with the capitalists in tobacco farming. The obligation with the capitalists in tobacco farming. The interview found that the farmers who farm tobacco have their pending obligations with the capitalists (Owners inputs) which the farmers beforehand advanced their money for the investment, receiving herbicides and hormone on credit, hence causing the endless debt which led to zero money for investment and none of any change as the consequences.

2) The use of intense chemicals surrounding the area. The use of intensive chemicals at the surrounding agricultural area. The farmers who would like to commit organic farming have their concerns that such organic farming may not be achievable. The landscape survey found out that the Nangua Commune Municipality has been in the context of tobacco farming for a long period of time, which the intensive use of chemicals is required. Despite the various ongoing agricultural crops farming such as corn, cassava and sugar cane, however, are the highly chemical-dependent monoculture crops. This results in a concern for the farmers who would like to change their production process among the nearby farming lands where there's a use of intensive chemicals, hence this tends to cause difficulty in their free chemical agricultural production.

3) The lack of knowledge on productivity. The lack of knowledge on safe farming, organic farming, as well as modern productivity. The interview found most of the farmers who are the members of the organic farming group accepted that they have vague knowledge about organic farming productivity and are still confused about the terms between safe farming, organic farming and other productivities.

4) The unguaranteed organic vegetable market. The primary belief on the stable and confident purchasing quota from the capitalists compared to the unguaranteed organic vegetable market. The interview found out that the farmers still have their beliefs that the purchasing quota



offered by the capitalists is the way to guarantee the stability in selling their agricultural crops which is considered to be more stable compared to the organic farming that there's no certain place to sell.

5) The different opinions within the farmers' families. The contrary attitude within the farmers' families affected their decision to rather keep family relationship than changing their productivities to be organic farming. The data from the group discussion among farmers accepted that the reason they have not initiated the organic farming despite their interest was because of the contrary attitude or idea of their partners or family members, especially in a case that the family leader disagreed, this remains a hard way to change.

## 5. Discussion

In order to conduct the study on factors promoting and obstructing farmers' organic farming in Nangua Commune Municipality, Muang District, Phetchabun Province, the qualitative research methodology was applied; the participants targeted by purposive selection, were randomized into three groups which were: 1) 30 farmers in Nangua District, 2) community leaders, namely headmen, the mayor, and members of the municipality council, and 3) specialists, namely public health technical officers, agricultural technical officers, and teachers of Non-Formal Education, which the methodologies were implemented in order as follows: 1) studied the community contexts about organic farming, 2) instructed the farmers about safe farming and organic farming, 3) used focus group discussion with the three target groups to analyze the factors promoting and obstructing organic farming and 4) Applied content analysis on the data and summarized the results in order to answer research objectives into two points as following. The factors promoting organic farming were 1) the lands in Nangua Commune Municipality had suitable landscape, 2) the government agencies had been promoting organic vegetable farming under the Green Market Project, which was an important strategic plan of Phetchabun province and 3) the community leaders altogether had been promoting and helping the farmers for organic farming, while the obstructing factors were: 1) the obligation with the capitalists, 2) the intensive use of chemicals in the nearby farming lands, 3) the lack of knowledge on safe farming, organic farming and know-how on modern productivity, 4) the primary belief on the stable and confident purchasing quota from the capitalists compared to the unguaranteed organic vegetable market and 5) the contrary attitude within the farmers' families. Hence, the obstructing factors in organic farming can be discussed as following.

### First Point:

The obligation with the capitalists in tobacco farming which the interview found that the farmers who farm tobacco have their pending obligations with the capitalists (Owners inputs) which the farmers beforehand advanced their money for the investment, receiving herbicides and hormone on credit, hence causing the endless debt which led to zero money for investment and none of any change as the consequences, has complied with Thongdee Ngamsangar (2009) on the study of the operation of a group of self-sufficient economy organic farming: a case study of The Group of Sustainable Agriculture Na Nong Pai, Bor Gae Village, Na Nong Pai Sub-district, Chumpholburi District, Surin Province found out that the new agricultural method is a chemical agriculture that relied on the external productivity factors which expenditure on buying or hiring

was required on such factors such as chemical fertilizers, chemical herbicides, growth hormones, tractor, rice combine harvester, gasoline and labor. Such external factor dependency is a root cause of poverty and debt for farmers that have been severely escalated.

#### Second Point:

The lack of knowledge on safe farming, organic farming and know-how on modern productivity; The interview found most of the farmers who are the members of the organic farming group accepted that they have vague knowledge about organic farming productivity and are still confused about the terms between safe farming, organic farming and other productivities. Santhi Mongkolvibul (2009), studied the direction to promote organic farming (rice farming) of Nongkhao Commune Municipality, Tha Muang District, Kanchaburi Province and found out that the attitude towards rice farming and organic farming expressed by the farmers were the concern about the complication in organic farming and marketing issue of its product which in contrast, the farmers thought that the use of chemicals could produce more products compared to the organic farming method.

#### Third Point:

The contrary attitude within the farmers' families affected their decision to rather keep family relationship than changing their productivities to be organic farming. The data from the group discussion among farmers accepted that the reason they have not initiated the organic farming despite their interest was because of the contrary attitude or idea of their partners or family members, especially in a case that the family leader disagreed, this remains a hard way to change. Natcha Lookrak and Dusit Athinuwat (2013) have conducted the study on problems and obstacles in organic farming productivity process change of farmers in Ratchaburi Province and found out that social factors that greatest factors in promoting farmers to do organic farming were family members in supporting policy, labor and information, the success story of the farmers nearby in doing organic farming, the subsidy supported from the government. The environment and the health of farmers and consumers got better.

## 6. Suggestion

### For Development/Policy :

- 1) The community might support the farmers such as plantation, demonstration area, or community funds, in order to fall into the capitalist system and become a new debtors.
- 2) The academic officials might support by giving knowledge on planting buffer to the farmers to reduce the chemicals from the surrounding.

### The research further :

The suggestion for the next research is to conduct the research in order to find the collaborations between farmers, community leaders and specialists to create tangible organic farming, to promote the creation of learning networks for farmers and to develop the public area in becoming the supportive market for the organic farming products.

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## Virtue Obtained From Idioms And Proverbs In Chinese Textbooks, Hanyu Jiaocheng 《汉语教程》 Set

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### Abstract

The article: "Virtue obtained from Idioms and Proverbs in Chinese Textbooks, Hanyu Jiaocheng 《汉语教程》 Set" aims to study and analyze virtue reflection from contents and Chinese idioms as appeared in the textbooks, Hanyu Jiaocheng 《汉语教程》 set, revision 2007, publisher: Beijing Language and Culture University, total 6 textbooks and 68 idioms and proverbs. Regarding study results, it is found that idioms and proverbs in the textbooks, Hanyu Jiaocheng 《汉语教程》 set reflect 21 aspects of virtue from frequently appeared ones to being rarely appeared ones, i.e. endurance and tolerance; diligence and assiduousness and forbearance appeared equally; honesty, self-confidence, incorruptibility, equanimity, bright mood and generosity appeared equally; courage, intelligence and cleverness appeared equally; discipline and unity; meekness and humbleness appeared equally; compassion and justice appeared equally. As for the least and equally appeared ones, they are loyalty, well etiquette, politeness, gratefulness, cleanness, economy, sacrifice and solitude. Accordingly, in all 68 idioms and proverbs, there are 23 proverbs that do not contain any virtue attribute.

**Keywords:** 1. Chinese Idioms and Proverbs 2. Virtue 3. Hanyu Jiaocheng

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## Background and Rationale

At present, instruction in Chinese language in Thailand is popular in Thailand and gain more supports from public and private sectors. This can be seen from domestic institutes in primary education, secondary education, vocational education and higher education, all of which open for Chinese language instruction in an elective, minor and major subjects. In Chinese language instruction of Thai students, books and textbooks are considered as one of crucial instruction media for encouraging and establishing knowledge for readers. “an instruction book can be referred to as school handbook, school textbook, textbook, reading instruction book, book for reading, book for instruction and etc.”. A textbook means the book determined by Ministry of Education (MOE) for adopting in such course, the book has to have a content in conformity with, as specified, a curriculum correctly and completely. textbooks may be a sheet or a sheet binding into a book or a set of books” (Ratri Phriopanit: 2015).

From a study and research of Chinese language instruction in Thailand in primary education to secondary education of Ranapol Ma-santisuk (2008), it was found that the most popular textbook in schools is “Hanyu Jiaochen” 《汉语教程》, even if some foreigners go to study in China, several schools, as well as universities adopt the book for instruction. Patchanee Tangyeunyong and Suri Chunhareungdej (2008) cited the popularity in adoption of the textbook set in Thai higher education, especially Rajabhat Universities, Rajamangala Universities of Technology and private universities.

As the content of a textbook, “Hanyu Jiaocheng” 《汉语教程》 is diverse in aspects of society, tradition, technology, linguistics, grammar and etc. It is the book laying a foundation of language from a basic level to practical level and covered in Chinese language usages from listening, speaking, reading, writing, including grammatical usage.

Aside from a content determined according to each intention of readers, the important latent aspects in the content and knowledge are virtue and teaching inserted in it which may be a direct and indirect teaching or comparison by utilizing idioms and aphorism. As the content and Chinese idioms being in the textbook: “Hanyu Jiaocheng” 《汉语教程》 reflect concepts of how to instill virtue and good value and reflect long-accumulated civilization and culture of language and this culture of language is transferred into the book by letters which, aside from, language knowledge and enjoyment contains in, there are cultures inserted in lessons to be absorbed by readers in order to instill concepts of how to perceive society and how to appropriately conduct themselves in society and to open their world of views in learning new things from original cultures as passed on into the present time.

Regarding this research, the researcher conducted an analysis on virtue obtained from idioms and proverbs in Chinese textbooks, “Hanyu Jiaocheng” 《汉语教程》 set as contents and Chinese idioms in this book are interesting: values and idioms that are still modern and widely used in Chinese society. Crucially, these contents and Chinese idioms reflect virtue or values to appropriately be adopted to conduct and to be applied according to circumstances and social conditions. Regarding a definition of “virtue”, there are many definitions as defined by many persons, most of them are not so different. According to the definition of Thailand Royal Institute Dictionary, B.E. 2542 (1999), it means /ku:na:θa:m/, [noun] behavior or attitudes that show high moral standards. Furthermore, it is appeared in regulations of The Prime Minister’s Office regarding the national encouragement of virtue, B.E. 2550 (2007), dated 13<sup>th</sup> July, 2007 as promulgated in government gazette on 15<sup>th</sup> July, 2007, the national encouragement defines “virtue” as valuable and beneficial matters, goodness, conscience, mind support to loathe wickedness, karma and seek goodness and an encouragement and driving force to create responsibility and

good consciousness possessing internal equanimity to have to be instilled especially to have an effect and be appropriate in Thai society.

Anuchit Jitanukul (2007) said that virtue means characteristics of goodness, morality born from good and strong dharma and expressed as behaviors and conducts and these kinds of behaviors and conducts being accepted by society as a good matters and benefits for him/herself and other one.

To be summarized, virtue is goodness, appropriateness expressed as behaviors or thought in the mind to be a correct one, good one, not to cause him/herself and anyone trouble and to be a creative thought for creating new things for him/herself and other.

Chinese idioms are called "chéngyǔ" (成语). According to the definition of Language Research Institute of the Social Sciences Academy of China (中国社会科学院语言研究所:1999) is a short sentence or phrase having fixed, brief, concise, deep and covered forms. They have been using for a long time. Most Chinese idioms are comprised 4 words "chéng xīn chéng yì" (诚心诚意) (to bare you heart). A letter in some Chinese idioms can convey an understanding easily, some idioms related to backgrounds or ancient books; therefore, readers must understand them in order to understand the idioms. Moreover, there is "sú yǔ" (俗语) which is fixed, simple, widely used, short and concise sentence and can understand a figure of speech. Most of them are idioms originated from labor force, reflecting experiences and desires in life, for example "tiān xià wú nán shì, zhǐ pà yǒu xīn rén" (天下无难事, 只怕有心人) (nothing in the world is difficult for one who sets his mind into it) and "yàn yǔ" (谚语) is a phrase or fixed sentence widely used in public, this one uses simple words to reflect deep reasons such as "sān gè chòu pí jiàng, sài guò zhū gé liàng" (三个臭皮匠, 赛过诸葛亮) (Three shoemakers unite and the sage is defeated: Unity is strength).

The researcher considered and found that the textbook which is adopted for teaching foreigners is, additionally, rich with contents to teach learners to possess knowledge according to sciences and fields as an arrangement target of such book or set of book. Virtue inserted in the contents may be author's intention or not, which is ones of value to be studied as learners will, not just, gain knowledge from the textbook, but also adsorb virtue and morality appeared in it literally. Therefore, the researcher perceived that the study and analysis on virtue appeared in Chinese idioms from the textbook, "Hanyu Jiaocheng" 《汉语教程》 is beneficial to good value encouragement, to be a development guideline in a document and textbook inserted with virtue in contents, to be a model in instilling virtue and morality and to Chinese language study and culture henceforth.

## Objective

To analyze virtue appeared in Chinese idioms from a set of textbook, "Hanyu Jiaocheng" 《汉语教程》.

## Research Methodology

### 1. Population

A population in this research is contents, lessons and idioms appeared in 6 textbooks "Hanyu Jiaocheng" 《汉语教程》, revision 2007, Beijing Language and Culture University.

## 2. Tools

Tools utilized in this research are 21 virtue themes and analytical table of virtue from contents, lessons and idioms appeared in textbooks "Hanyu Jiaocheng" 《汉语教程》.

## 3. Research tools

### Theme analysis

#### 3.1 Select virtue themes from 3 original sources

- 8 basic aspects of virtue (MOE: 2009)
- 12 crucial aspects of virtue (Amara Lekroengsin, 1999: 96 referred from Na Wei, 2007:29-30)
- 18 human aspects of virtue (Andrea Comte Sponville, 2006 : 2-3 referred from Na Wei, 2007:30)

#### 3.2 Steps of creating analytical themes

- Enumerate frequency of virtue contents from original sources by counting frequency scores
- Select virtue themes according to frequency and determine the theme according to high to low one.
- In case virtue themes have frequency as 1, this selection method shall be applied:

(1) Select virtue themes that have clear behavior extent.

(2) Select virtue themes that are considered to be necessary to present society.

- In case there are similar virtue themes, an extent of definition of words in those virtue themes shall be applied to consider.

- Some virtue themes which have similar characteristics should be considered according to definition and extent, in case of wide extent, they will be individually considered.

- Use virtue themes as abstract noun.

3.3 Bring all 25 virtue themes to check and consider whether they are appropriate with contents to be analyzed or not, 4 unclear virtue themes are left out, i.e. humor, easiness, sincerity and pureness; therefore, 21 virtue themes remains: (1) Diligence and assiduousness (2) Honesty and incorruptibility (3) Discipline (4) Endurance and tolerance (5) Compassion and kindness (6) Bravery (7) Unity (8) Loyalty (9) Well etiquette (10) Gratefulness (11) Meekness and humbleness (12) Cleanness (13) Economy (14) Sacrifice (15) Self-confidence (16) Solitude (17) Cleverness (18) equanimity and bright mood (19) Generousness (20) Justice (21) Forbearance

3.4 Bring those specified virtue themes to create indicative behavior to be a frame for analyzing virtue contents and Chinese idioms appeared in a set of textbooks, "Hanyu Jiaocheng" 《汉语教程》.

## Results

From the study and analysis on reflection of virtue from Chinese idiom contents appeared in a set of textbook, "Hanyu Jiaocheng" 《汉语教程》, revision 2007, publisher: Beijing Language and Culture University, total 6 textbooks, total 69 Chinese idioms, it is found that idioms in the textbook reflect 21 aspects of virtue arranged from high to low reflections as some idioms reflecting one aspect of virtue and some reflecting more than one aspect.

### 1. Endurance and Tolerance, total 13 idioms

- (1) 酸甜苦辣                                  suān tián kǔ là  
It's sour and sweet, yet bitter and spice (bittersweet) (latent virtue).
- (2) 急不可待                                  jí bù kě dài  
Losing Patience (latent virtue).
- (3) 拳不离手                                  quán bù lí shǒu  
Determined and persistent practice leads to mastery (Practice makes perfect).
- (4) 曲不离口                                  qū bù lí kǒu  
To be the master at signing, everyday practice is necessary. i.e. practical mastery.
- (5) 熟能生巧                                  shú néng shēng qiǎo  
Practical mastery.
- (6) 勤能补拙                                  qín néng bǔ zhuō  
The less intelligent use diligence to win.
- (7) 互不相让                                  hù bù xiāng ràng  
Not yielding up, refusing to accept (husband and wife) (latent virtue).
- (8) 拔苗助长                                  bá miáo zhù zhǎng  
To pull seedlings to grow (Breaking big knife grip with kneel) (Doing things without concerning the consequences).
- (9) 君子报仇，十年不晚                  jūn zǐ bào chóu, shí nián bù wǎn  
Waiting for ten years, a man can still have his revenge (Revenge is a dish best served cold) (virtue in context: revenge for the good way, i.e. for self-development).
- (10) 一心一意                                  yī xīn yī yì  
Concentration (latent virtue).
- (11) 当家做主                                  dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning from idioms).



- (12) 将错就错 jiāng cuò jiù cuò  
The mistaken keep doing mistakes because of inevitability (to follow through after a false step).
- (13) 头昏脑胀 tóu hūn nǎo zhàng  
Splitting headache, being stupefied (latent virtue).

## 2. Diligence and assiduousness; forbearance equally appeared.

### 12 idioms of diligence and assiduousness:

- (1) 三天打鱼两天晒网 sān tiān dǎ yú liǎng tiān shài wǎng  
A Man Fishing three days, casting fishnet another two days (related to enterprise).
- (2) 世上无难事，只怕有心人 shìshàng wú nánshì, zhǐ pà yǒuxīnrén  
A determined one can conquer the world (attempt and do it with all your might).
- (3) 事在人为 shì zài rén wéi  
To go for achievement, try to buckle down with your might ( related to enterprise) (latent virtue).
- (4) 拳不离手 quán bù lí shǒu  
blood, sweat and tears bring you a mastery.
- (5) 曲不离口 qū bù lí kǒu  
To be the master at signing, everyday practice is necessary. i.e. practical mastery.
- (6) 熟能生巧 shú néng shēng qiǎo  
Practical mastery.
- (7) 勤能补拙 qín néng bǔ zhuō  
The less intelligent use diligence to win.
- (8) 一心一意 yī xīn yī yì  
Concentration (latent virtue).
- (9) 当家做主 dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning from idioms).
- (10) 求知若渴 qiú zhī ruò kě  
Seeking knowledge (in learning).

- (11) 头昏脑胀                                 tóu hūn nǎo zhàng  
Splitting headache, being stupefied (latent virtue in learning).
- (12) 随心所欲                                 suí xīn suǒ yù  
Self-indulgence, arbitrary (latent virtue in learning).

## 12 idioms of forbearance:

- (1) 酸甜苦辣                                 suān tián kǔ là  
It's sour and sweet, yet bitter and spice (bittersweet) (latent virtue).
- (2) 不知不觉                                 bù zhī bù jué  
Head in the clouds (latent virtue).
- (3) 翻来覆去                                 fān lái fù qù  
Turning oneself over, from time and again (latent virtue).
- (4) 互不相让                                 hù bù xiāng ràng  
Not yielding up, refusing to accept (husband and wife) (latent virtue).
- (5) 君子报仇，十年不晚                     jūn zǐ bào chóu, shí nián bù wǎn  
Waiting for ten years, a man can still have his revenge (Revenge is a dish best served cold) (the virtue in the contents mean revenge for the good way, i.e. for self-development).
- (6) 胡思乱想                                 hú sī luàn xiǎng  
good-for-nothing, cranky (latent virtue in context of the idioms).
- (7) 当家做主                                 dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning from idioms).
- (8) 将错就错                                 jiāng cuò jiù cuò  
The mistaken keep doing mistakes because of inevitability (to follow through after a false step).
- (9) 不由自主                                 bù yóu zì zhǔ  
Unconsciously not being yourself (latent virtue).
- (10) 随心所欲                                 suí xīn suǒ yù  
Self-indulgence, arbitrary (latent virtue).
- (11) 设身处地                                 shè shēn chǔ dì  
To put yourself in someone's shoes.

(12) 一笑了之 yí xiào liǎo zhī

Laughter to the past, it is water under the bridge (forgive and forget).

### 3. 6 idioms of honesty and incorruptibility:

(1) 马马虎虎 mǎma hūhu

Simple-minded (on your feelings, to bare your feelings and not pretend)  
(latent virtue).

(2) 滥竽充数 làn yú chōng shù

The incompetent shrouds among ace (latent virtue)

(3) 自相矛盾 zì xiāng máo dùn

Conflict (latent virtue).

(4) 诚心诚意 chéng xīn chéng yì

Sincerity (latent virtue).

(5) 真心真意 zhēn xīn yì yì

Sincerity (latent virtue).

(6) 当家做主 dāng jiā zuò zhǔ

As head of the family, one who own a country (latent virtue, connecting meaning from idioms).

### 4. Self-confidence, equanimity, bright mood and generousness equally appeared.

#### 5 idioms of self-confidence:

(1) 低人一等 dī rén yì děng

Being inferior for one rank (underdog) (latent virtue)

(2) 酸甜苦辣 suān tián kǔ là

It's sour and sweet, yet bitter and spice (bittersweet)(latent virtue).

(3) 不知不觉 bù zhī bù jué

Head in the clouds (latent virtue).

(4) 当家做主 dāng jiā zuò zhǔ

As head of the family, one who own a country (latent virtue, connecting meaning from idioms).

- (5) 打退堂鼓                      dǎ tuì táng gǔ  
Quitting in the middle of something (abruptly quitting) (latent virtue).

### 5 idioms of equanimity and bright mood:

- (1) 秋高气爽                      qiū gāo qì shuǎng  
Refresh and cool spring (latent virtue).
- (2) 刮目相看                      guā mù xiāng kàn  
Eyes on stalks (latent virtue).
- (3) 当家做主                      dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning from idioms).
- (4) 兴致勃勃                      xìng zhì bó bó  
Interestingly praising (latent virtue).
- (5) 一笑了之 yí                      xiào liǎo zhī  
Laughter to the past, it is water under the bridge (forgive and forget).

### 5 idioms of generousness:

- (1) 在家靠父母，出门靠朋友      zài jiā kào fùmǔ, chū mén kào péngyou  
Relying on parent when being home, relying on friends when being outside.
- (2) 胡思乱想                      hú sī luàn xiǎng  
good-for-nothing, cranky (latent virtue connecting meaning from idioms).
- (3) 当家做主                      dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning from idioms).
- (4) 乐于助人                      lè yú zhù rén  
Lending a hand with gratefulness.
- (5) 七手八脚                      qī shǒu bā jiǎo  
Commotion (latent virtue).

## 5. Bravery and cleverness equally appeared.

### 4 idioms of bravery:

- (1) 异国他乡 yì guó tā xiāng  
Not my homeland (latent virtue).
- (2) 当家做主 dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning to the idiom).
- (3) 提心吊胆 tí xīn diào dǎn  
Thunderstruck, jump out of one's skin (latent virtue).
- (4) 打退堂鼓 dǎ tuì táng gǔ  
Quitting in the middle of something (abruptly quitting) (latent virtue).

### 4 idioms of cleverness:

- (1) 入乡随俗 rù xiāng suí sú  
When in Rome, do as Romans do (know to adapt) (latent virtue)
- (2) 自相矛盾 zì xiāng máo dùn  
Conflict (latent virtue) .
- (3) 刻舟求剑 kè zhōu qiú jiàn  
To mark the boat to find one's sword (always doing things by the book) (latent virtue).
- (4) 当家做主 dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning to the idiom).

## 6. Discipline, unity, meekness and humbleness equally appeared.

### 3 idioms of discipline:

- (1) 画蛇添足 huà shé tiān zú  
Drawing a snake and adding feet to it (Flog a dead horse) (latent virtue).
- (2) 当家做主 dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning to the idiom).
- (3) 十全十美 shí quán shí měi  
Being in best shape, perfection (latent virtue).

### 3 idioms of unity:

- (1) 互不相让                      hù bù xiāng ràng  
Not yielding up, refusing to accept (latent virtue).
- (2) 当家做主                      dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning from idioms).
- (3) 七手八脚                      qī shǒu bā jiǎo  
Commotion (latent virtue).

### 3 idioms of meekness and humbleness

- (1) 马马虎虎                      mǎ mǎ hū hū  
Simple-minded (latent virtue).
- (2) 南辕北辙                      nán yuán běi zhé  
Heading to south but heading to north instead (latent virtue).
- (3) 当家做主                      dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning from idioms).

## 7. Compassion, kindness and justice equally appeared.

### 2 idioms of comparison and kindness:

- (1) 恋恋不舍                      liàn liàn bù shě  
Mournfulness (latent virtue).
- (2) 当家做主                      dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning from idioms).

### 2 idioms of justice:

- (1) 当家做主                      dāng jiā zuò zhǔ  
As head of the family, one who own a country (latent virtue, connecting meaning to the idiom).
- (2) 先来后到                      xiān lái hòu dào  
Being in order.

## 8. Loyalty, well etiquette, politeness, gratefulness, cleanness, economy, sacrifice and solitude equally appeared.

### One of them appeared in an idiom:

当家做主                      dāng jiā zuò zhǔ

As head of the family, one who own a country (latent virtue, connecting meaning to the idiom)

**In all 69 Chinese idioms, there are 23 ones not having hidden aspects of virtue as follows:**

- |      |      |                      |  |
|------|------|----------------------|--|
| (1)  | 马马虎虎 | mǎma hūhu            | easygoing, simple                                  |
| (2)  | 丢三落四 | diū sān là sì        | Forgetful, absent-minded                           |
| (3)  | 一举一动 | yī jǔ yī dòng        | Behavior, conduct                                  |
| (4)  | 一言一行 | yī yán yī xíng       | Every saying, every conduct                        |
| (5)  | 哭笑不得 | kū xiào bù dé        | Jaw dropping                                       |
| (6)  | 烈日高照 | liè rì gāo zhào      | Blazing  |
| (7)  | 万里雪飘 | wàn lǐ xuě piāo      | Full of snow                                       |
| (8)  | 左顾右盼 | zuǒgù yòu pàn        | Fidgetingly looking left and right                 |
| (9)  | 半死不活 | bàn sǐ bù huó        | Being half death (at death's door)                 |
| (10) | 不约而同 | bù yuē ér tóng       | (Action) in unison without appointment             |
| (11) | 手忙脚乱 | shǒu máng jiǎo luàn  | Helplessly confused                                |
| (12) | 不知所措 | bù zhī suǒ cuò       | Feeling awkward                                    |
| (13) | 绞尽脑汁 | jiǎo jìn nǎo zhī     | To beat one's brains out                           |
| (14) | 小心翼翼 | xiǎo xīn yì yì       | Overcautious                                       |
| (15) | 兴高采烈 | xìng gāo cǎi liè     | Overjoyed  |
| (16) | 成千上万 | chéng qiān shàng wàn | Innumerable, The thousands and tens of thousands   |
| (17) | 恍然大悟 | huǎng rán dà wù      | Suddenly aware                                     |
| (18) | 应有尽有 | yīng yǒu jìn yǒu     | All prepared and available                         |
| (19) | 心甘情愿 | xīn gān qíng yuàn    | Voluntarily accepted                               |
| (20) | 家喻户晓 | jiā yù hù xiǎo       | Universally known                                  |
| (21) | 女扮男装 | nǚ bàn nán zhuāng    | Girl disguising as boy                             |
| (22) | 一见如故 | yī jiàn rú gù        | Meeting at first sight like meeting an old Friends |
| (23) | 翩翩起舞 | piān piān qǐ wǔ      | Gracefully dancing                                 |

## Discussion and Summary

From the study, it is found that studies on idioms appeared in several writings have been interested by Chinese and Thai academicians such as Na Wei (2007) who analyzed virtue in epigrams from a masterpiece literature: The Three Kingdoms to be a model for Thai instruction for Chinese who studies Thai as secondary language, from the study, it was found that the mostly appeared epigrams from The Three Kingdoms are consisted of 8 themes from the first one: cleverness; second one: compassion and kindness; third one: honesty and incorruptibility; fourth one: self-confidence; fifth one: gratefulness, sixth one: bravery; seventh one: responsibility and the last one: humbleness and meekness.

As for Thai academician, the researcher finds that Phanatda Lerloetyuthitham (2001) conducted a study on Chinese proverbs in Teochew community in Thailand. Conducting a study on Chinese proverb structure, rhyme and harmony, idea, attitude and belief of Teochew people as reflected on the proverbs themselves, the results show structures of sentence and usage of words; furthermore, it is show a reflection of a way of life, social structure and characteristics of Teochew people.

In addition, Wanida Thangthienchai (2009) has conducted a study on language structure and usage intention of Chinese idioms and found that Chinese idioms have 8 forms of phrases. As for a sentence, it is divided into 2 forms. The intentions according to definition have 5 characteristics, i.e. reprimanding, warning, suggestion, appreciation and sarcasm.

To be said, a set of textbook, “Hanyu Jiaocheng” 《汉语教程》 is considered to be another form of writings adopted to be the textbook for foreigners for 10 years. The books have been reproduced to use in instructions for interested one, Thailand also adopted them to use in instructions as well. It can say that this is very popular books.

The study on “virtue obtained from idioms and proverbs in Chinese textbooks, “Hanyu Jiaocheng” 《汉语教程》 set, therefore, is able to reflect roles of a set of textbook, “Hanyu Jiaocheng” 《汉语教程》 towards education in an aspect of virtue insertion crucial towards learners such as virtue in aspects of endurance, tolerance, diligence and assiduousness reflected more than other aspects. Those crucial aspects are for being aware by learners to be apply in their lives. Nevertheless, the study also conducts on dimensions of aspects of virtue appeared in the idioms and finds that there are 23 idioms not having any characteristic definitions of virtue; however, these 23 idioms emphasize on behavior reflection in human. i.e. 烈日高照 (liè rì gāo zhào) meaning blazing or 翩翩起舞 (piān piān qǐ wǔ) meaning dancing gracefully and 丢三落四 (diū sān là sì) meaning absent-minded or forgetful and etc. Regarding behavior reflections in human, it is a characteristics of good idioms as created from environmental factors of human. A creation of idioms, therefore, depends on social context. A reflection of definition bases on foundation in each society; thus, idioms are also an excellent cultural learning source.

## Suggestion

A study on idioms appeared in other forms of literature, such as child’s books, novels and newspapers should be conducted.



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## English Reading Ability and Vocabulary Knowledge among Grade 6 Students of Toomta School, Muang, Phayao and Mae Ing School, Pukamyao Before and After Use of Vocabulary Learning Strategies

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### Abstract

This research aimed at investigating the effectiveness of English vocabulary learning strategies through the 14-week course with the primary students. The samples were totally 20 students studying in grade 6 from two schools; 10 students as an experimental group were from Toomta School, Muang Phayao, and the others as a controlled group were studying at Mae Ing School, Phukamyao district, Phayao province. The instruments consisted of the 14 lesson plans based on English vocabulary learning skills, achievement tests on the development of English vocabulary through reading passages, and the evaluation form assessing the students' satisfaction with the course. Data analysis included mean, standard deviation, percentage, and t-test. The qualitative data was analyzed by using content analysis.

The results revealed as follows:

1. The achievement in English vocabulary learning skills of the students in the experimental group was greater than before learning through the course at the statistical level .05.
2. The scores gained from achievement tests of the experimental group was significantly greater than those of the controlled group with statistical significance level .05.
3. The satisfaction of the students with the course emphasizing on English vocabulary learning skills was at the highest level.

**Keywords :** Vocabulary Learning Strategies, Reading ability, English vocabulary knowledge

## Introduction

Thai language is a medium of communication in everyday life of Thai people. This language is the official language in Thailand but English language serves as a secondary language in the society. English, a mandatory subject in secondary schools, is widely used in commerce and government, particularly in Bangkok and other major cities in Thailand.

English, as an international language, plays an increasingly important role in daily life in Thailand. With the increasing communication of economy and culture between countries, the importance of English is recognized by more and more Thai people. Therefore, English has been taught in Thai schools and universities for a long time. All Thai students are required to learn English as a compulsory course.

Vocabulary learning is necessary for Thai primary students who are beginning learners of English as a second language. Therefore, teachers should focus on vocabulary learning. Due to vocabulary learning, students have vocabulary knowledge which they apply in basic sentence patterns in textbook as the tools for learning English. This is one of basic used to create simple sentences for basic communication before communicating in higher and more standard sentences. (Sangthanoo and Pongtad, 1978)

Without grammar very little can be conveyed; without vocabulary nothing can be conveyed (Wilkins, 1972). In the process of vocabulary learning, it is essential not only to know the meaning of a particular word, but all the aspects of the word (Ying He, 2010). Learning vocabulary is fundamentally about learning definition of words. Many teachers believe that defining words before reading a text is an effective instruction (Bintz, 2011). Horwitz (1988) found that a substantial number of the ESL students completing her questionnaire (ranging between 25% and 39%) either agreed or strongly agreed that the most important part of learning a foreign language is learning vocabulary.

The researches about reading English in Thailand show that reading ability of Thai children is quite low because of their lack of vocabulary understanding (Hirun, 1997). Most of students don't know about vocabularies, including vocabularies used in each context, so they cannot understand the texts. This can cause low score of test. Moreover, this showed us the ineffective reading ability of Thai students (Linchareon et al., 2009). In addition, the result of Ordinary National Educational Test (ONET) found that the result of English subject is not satisfied, especially the result of using vocabulary for reading texts. The small-size schools have the mean score of English subject which was 35.07(OBEC, 2015). To solve the problems, there are some research about vocabulary strategies. Nosidlak (2013) stated that students in her study used similar strategies. Two of them are memory and cognitive strategies. Memory vocabulary learning strategies are used for memorizing the spelling and pronunciation of a new vocabulary item. Therefore, teachers should help their students in this area especially, by providing them with thorough and well-organised strategy training. Besides, Cognitive strategies set up another subcategory of vocabulary learning strategies where one can observe decrease in the number which goes together with the raising level of proficiency. The most effective vocabulary strategies include unsurprisingly creating structure for input and output (underlining, highlighting) and practicing (systematic repetition).

Moreover, Sweeny et al. (2011) stated in the research-based practices in vocabulary instruction that vocabulary instruction should involve cognitive skills instruction like reading instruction. Students should draw on their background knowledge, be metacognitive as they encounter new words, notice things about words, predict and infer meanings, question the use of specific words, analyze words and parts of words, make judgments about the selection and use of certain words, and evaluate theirs' and others' use of words. Instruction should include opportunities for students to work with words in multiple ways, including identifying synonyms and antonyms, looking for roots and using cognates, and connecting new words to known words.

Mae Ing school and Toomta school are the schools of Phayao primary educational service area office 1. There are 46 students and 6 teachers in Mae Ing School. This school is located in Baan Sanklang, Mae Ing sub-district, Pukhamyao district, Phayao province. Toomta school has 90 students and 10 teachers. Toomta school is located in Baan Toomta, Tachampee sub-district, Muang district, Phayao province. Their similar problem is that there isn't any teacher who graduated from English major. The students learn English via learning distance from governmental project. Teachers assign them to watch TV program of learning distance and write sentences from subtitle in their notebook. Moreover, the students in Prathomsuksa 6 are obliged to take ONET (National Educational Test) in English subject, so they have no English experts to teach and guide them. This situation occurs in many schools out of town in Phayao. In consequently, this research aimed to solve this kind of problems by creating a teaching method by using a lesson plan with appropriate learning activities which encourage vocabulary learning strategies which are memory strategies and cognitive strategies.

## Objectives

1. To compare reading ability of students before and after using vocabulary learning strategies
2. To compare vocabulary knowledge of students before and after using vocabulary learning strategies

## Methodology

### Samples

The samples used in this study were divided into two groups; experimental and controlled group by the method of simple random sampling. The former was 10 students studying in grade 6 from Tumta School, Muang Phayao, and the latter with the similar number was from Mae Ing School, Phukamyao district, Phayao province. Those were studying English as a required subject in the first semester, Academic Year 2016 (start from May to September).

## Research Instruments

According to the instruments used in this study, there were those used for the experiment and for data collection.

### 1. The instruments used for the experiment

They were the lesson plans emphasizing on English vocabulary strategies through the instructional procedure. The 14 lesson plans were designed according to the school's curriculum structure (Ministry of Education, 2007). The instruction of each lesson plan lasted about 50 minutes; as a results, those lesson plans were implemented 700 minutes totally (14 periods). Each lesson plan was designed as following procedures;

1.1 Analyze the curriculum, course description and the content of English subjects including the English coursebook named Smile Six (Cromwell and Griffith, 2014) used by Tumta School, Muang Phayao and Mae Ing School, Phukamyao district, Phayao province.

1.2 Consider and analyze the vocabulary and reading passages according to the coursebook used by those schools. The topics are about learning styles, sports and health, habitat and environment, travel, places and entertainment. Then the content analyses were illustrated in the table as follows:

**Table 1** Vocabulary Content

Unit	Unit Titles	Topics	Vocabulary
1	What do you want to be?	Learning styles	Bossy, friendly, confident, kind, shy, good at, actor, artist, writer, nurse, computer programmer, photographer, musician
2	Play safe	Sports and health	Sailing, skiing, climbing, surfing, cycling, frightening, dangerous, exciting, lifejacket, gloves, elbow, pad, knee pad, sunglasses, rope, my leg hurt, twist ankle
3	It was great!	Habitat and environment	Cool, warm, freezing, snowy, foggy, aquarium, jellyfish, shark, seahorse, coral reef, rayfish, diver, starfish
4	On holiday	Travel	Passport, ticket, suitcase, diary, kangaroo, opera house, Eiffel Tower, waterfall, museum, crowded, farm, camping, feed the chicken, bored
5	Out and about	Places	Internet café, bowling alley, amusement park, shopping centre, train station, pizza place, on the left, on the right, on the corner, walk along, turn right, turn left
6	What's on?	Entertainment	Cartoon, film, documentary, sports programme, game show, the news, soap opera, concert, rock, drum, hip-hop, country music, classical music

1.3 Design the 14 lesson plans that allowed the grade 6 students to use the English vocabulary strategies throughout the first semester. According to the designed lesson plans, the teaching procedures were as follows;

- 1) Warm up
- 2) Presentation
- 3) Practice
- 4) Production
- 5) Evaluation

1.4 Evaluate the content validity of those 14 lesson plans by the 3 experts (as mentioned in the appendices) to assess its English vocabulary strategies used through the teaching procedures, and learning activities that enhance vocabulary acknowledgment and the students' abilities of English reading skills

1.5 Try out the lesson plans with the grade 6 students at Ban Lao School, Muang, Phayao in order to consider its appropriateness of time consuming and instructional activities. The lesson plans would be reconsidered after the tryout session.

## 2. The instruments used for the data collection

2.1 The instruments used for data collection were the pretest and posttest. Each test consisted of two parts; English Vocabulary Knowledge and English Reading Ability Test for Grade 6 Students. The instrument designs were as follows;

2.1.1 The first part of the tests was “English Vocabulary Knowledge.” The characteristic of this part is the four-multiple choices aiming to assess the knowledge of the students in vocabulary use in the context. The test consisted of 20 items. The procedures of this test design were as follows;

2.1.1.1 Analyze the purposes of Thai Primary Educational Curriculum according to the Common European Framework of Reference for Languages (CEFR) (Basic Education, 2015).

2.1.1.2 Study the documents on test design of English vocabulary test.

2.1.1.3 Use the vocabulary identified in the coursebook and taught through the lesson plans to design as the tests.

2.1.1.4 Try out the vocabulary test with the grade 6 students at Ban Lao School, Muang Phayao in order to find out its reliability, and the index of difficulty ( $r$ ) and discrimination ( $p$ ) of the test by using Kuder Richardson 20 (KR-20) method. The reliability index of this test was 0.80 which is in the level of “good” – the test could be used. In terms of the difficulty index, all items were measured and ranged from 0.2-0.8, which meant that its difficulty index was appropriate for the samples. Lastly, the index of discrimination of the test was above 0.2, which meant that the test was appropriate for the samples. Therefore, the tests were not adjusted.

2.1.2 The second part in the tests was called “English Reading Ability Test for Grade 6 Students.” The characteristics of this part is the four-multiple choices aiming to assess the students’ reading comprehension, finding main idea, identifying the definition of vocabulary found in the text. The test consisted of 10 items. The procedures of this test design were as follows;

2.1.2.1 Analyze the purposes of Thai Primary Educational Curriculum according to the Common European Framework of Reference for Languages (CEFR) (Basic Education, 2015).

2.1.2.2 Study the documents on test design of English reading abilities.

2.1.2.3 Design the test of English reading abilities. Then, the test was evaluated its content validity by the 3 experts (as mentioned in the appendices). The test would be adjusted for the content’s appropriateness and difficulties. The test that assessed the knowledge from reading and the reading comprehension of the students comprised 10 items as follows;

Indicator	Number of items
Knowledge form reading passages	items 1, 2, 3, 6, 7
Reading comprehension	items 4, 5, 8, 9, 10

2.1.2.4 Try out the reading test with the grade 6 students at Ban Lao School, Muang Phayao in order to find out its reliability, and the index of difficulty (r) and discrimination (p) of the test by using Kuder Richardson 20 (KR-20) method. The reliability index of this test was 0.80 which is in the level of “good” – the test could be used. Speaking of its difficulty index, all items were measured and ranged from 0.2-0.8, which meant that its difficulty index was appropriate for the samples. Lastly, the index of discrimination of the test was above 0.2, which meant that the test was appropriate for the samples. Therefore, the tests were not adjusted.

The criteria used for score interpretation gained from the English Reading Ability Test for Grade 6 Students was based on that of Department of Curriculum and Instruction Development (2008) as follows;

Score	Percentage	Level of Reading Proficiency
8-10	80-100	Proficient
5-7	50-79	Independent
0-4	0-49	Basic

2.2 There was the questionnaire investigating the students’ satisfaction with the instruction enhancing English vocabulary strategies. The purpose of the questionnaire was to confirm that the strategies used with the vocabulary knowledge enabled the students’ (n=10) reading abilities. The questionnaire was composed of 10 items. Its content was based on the



literature reviews of the study covering the satisfaction with English vocabulary strategies. The formats of the questionnaire were developed using Likert five-point-scale in order to tell the extent to which students agreed with the point of view. There were written spaces for comments or suggestions proposed by the students.

The results of the questionnaire gained in descriptive the personal information of the respondent and the aspects of the student's satisfaction. The questionnaire was presented to the experts to validate their content validity identified by the IOC (Item-Objective Congruency Index). They labeled their evaluation in three descriptors as; 1=acceptable, 0=weak, and -1=un-acceptable. Then, some suggestions indicated by the experts were revised or reconsidered to improve the tests. In addition, every element would be acceptable based on the IOC index which was ranged from 0.67 to 1.0.

The following questionnaire were distributed to the students in the experimental group who were treated by the English vocabulary strategies in order to investigate their satisfaction at methods of instruction, as well as their comments or suggestions proposed in the questionnaire.

## Data Collection

This study was based on Two Groups Pretest Posttest Design by using English vocabulary strategies with the experimental group. The experiment was designed in order to assess the students' vocabulary knowledge and reading abilities as shown in the following table:

**Table2** Data Collection Methods in Experimental Group

Before the experiment	The instruction treated by the English vocabulary strategies	After the experiment
Pretest	Learning	Posttest

Pretest = The test that was distributed before the experiment

Learning = The instruction that emphasized on the English vocabulary strategies and it enables student to enhance their reading abilities

Pretest = The test that was distributed after the experiment

The procedures of the data collection were as follows;

- 1) The students in the experimental and controlled groups do the pretest.
- 2) The 14 lesson plans were employed in the instruction to 10 students studying in grade 6 from Tumta School, Muang Phayao.

- 3) The students in the experimental and controlled groups do the pretest.
- 4) The students in the experimental groups do the questionnaire investigating the students' satisfaction with the instruction enhancing English vocabulary strategies.
- 5) The data gained in the experiment of both groups were compared and analyzed. The results were revealed afterward.

## Data Analysis

### 1. Validation of the instruments used for the data collection

The score of pretest and posttest of the controlled group and experimental group were compared by using inferential statistics, t-test. The independent t-test was used to test for a difference between two independent groups on the means of a continuous variable. The researcher compared the mean scores of the pretest and posttest appearing in the independent t-test between the experimental and controlled group. Paired sample t-test (Dependent Samples) was also employed to compare the student's mean score before and after using the developed self-instructional materials to see whether there is a significant difference between them (Taweerat, 2530 : 165). In other words, t-test was used to compare the mean scores of the pre-and posttest and to indicate whether participants in the study have higher scores in their posttest of English listening comprehension at a significant level ( $p < 0.05$ ). The formula is as follows:

The formula is as follows:

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{n-1}}}$$

- When  $t$  is t score  
 $D$  is difference of each paired score  
 $n$  is number of paired score  
 $\sum D$  is total score of D  
 $\sum D^2$  is total score of D2

### 2. Validation of the questionnaire

The data gained from the Likert five-point-scale questionnaire were analyzed in order to find out the mean score ( $\bar{X}$ ) and SD, and then the values were interpreted according to the criteria proposed by Srisa-ard (2004) as follows:

- $1.00 \leq \bar{X} < 1.80$  meant lowest satisfaction towards the English vocabulary strategies instruction  
 $1.81 \leq \bar{X} < 2.60$  meant low satisfaction towards the English vocabulary strategies instruction

$2.61 \leq \bar{X} < 3.40$  meant average satisfaction towards the English vocabulary strategies instruction

$3.41 \leq \bar{X} < 4.20$  meant high satisfaction towards the English vocabulary strategies instruction

$4.21 \leq \bar{X} < 5.00$  meant highest satisfaction towards the English vocabulary strategies instruction

## Results

### 7.1 Part I: 1. The results of the achievement tests gained from the experimental group who was treated by implementation of English vocabulary learning strategies, and from the controlled group

This part illustrated the findings of the achievement tests which were pretest and post-test gained from the experimental group (n=10) and the controlled group (n=10).

**Table 3** Descriptive statistics of the experimental group's achievement tests

		Experimental Group	
		pretest	posttest
Number of Students	Valid	10	10
	Missing	0	0
Mean( $\bar{X}$ )		7.80	17.00
SD		5.51	6.70
Minimum score		3	7
Maximum score		18	28

According to Table 3, the result of the score out of 30 gained from the experimental group in the achievement tests displayed that the mean scores ( $\bar{X}$ ) of the pretest and post-test were 7.80 and 17.00 respectively. The standard deviation (SD) values, a measure of how spread out numbers of score were, appeared different in pretest and post-test at 5.51 and 6.70 respectively. In terms of the minimum value for pretest and post-test, their values were 3 and 7 respectively. However, the maximum value of the pretest was 18 and the posttest was at 28.

**Table 4** Descriptive statistics of the controlled group's achievement tests

		Controlled Group	
		pretest	posttest
Number of Students	Valid	10	10
	Missing	0	0
Mean ( $\bar{X}$ )		6.10	6.50
SD		3.38	3.24
Minimum score		3	4
Maximum score		13	12

According to Table 4 of the controlled group, each test consisted of 30 items, so the raw value of the score shown in the table was out of 30. In terms of the mean score ( $\bar{X}$ ), the value of pretest and post-test showed 6.10 and 6.50 respectively. The value of standard deviation (SD) of pretest illustrated at 3.38, whereas the post-test was at 3.24. Speaking of the minimum score, the value for pretest and post-test were 3 and 4 respectively. However, the maximum values of those tests were 13 and 12 respectively.

**Table 5** Paired t-test value of the experimental group's achievement tests

Test	$\bar{X}$	SD		t	Sig.
Pretest	7.80	5.51	9.20	3.225	9.021*
Post-test	17.00	6.70			0.000

**Note:** \* Level of significance at  $p < 0.05$

Table 5 reveals the mean scores of the experimental group in terms of its pretest and post-test were at 7.80 and 17.00 respectively. Moreover, their standard deviations were at 5.51 and 6.70 respectively. The "Sig" of this data was less than 0.05 ( $p = 0.000$ ).

However, the output of the controlled group was revealed differently as shown in Table 4.

**Table 6** Paired t-test value of the controlled group's achievement tests

Test	$\bar{X}$	SD		t	Sig.
Pretest	6.10	3.38	1.43	.452	.885
Post-test	6.50	3.24			0.399

**Note:** Level of significance at  $p < 0.05$

According to Table 6 of the controlled group, the mean score of pretest was 6.10 and its standard deviation (SD) was at 3.38 whereas the mean value of the post-test indicated 6.50 and its standard deviation (SD) was at 3.24. After the differences of those means were computed,

the "Sig" illustrated 0.399 which meant the difference in scores of the controlled group was not as statistically significant as in the finding shown in Table 6.

**Table 7** Comparison of the independent t-test value of post-test between experimental group and controlled group

Group	Number of students	$\bar{X}$	SD	t	Sig.
Experimental	10	17.00	6.70	4.461*	.001
Controlled	10	6.50	3.24		

**Note:** \*Level of significance at  $p < 0.05$

According to Table 7, the post-tests of experimental group and the controlled group were compared, which showed their mean values at 17.00 and 6.50, and their standard deviation (SD) at 6.70 and 3.24 respectively. As the "Sig" values appeared in Table 5, it could be assumed that the difference in scores of both groups was statistically different.

## 2. Summary of the results of the achievement tests between the experimental group and controlled group

To conclude about the results of the achievement tests of the experimental group and controlled group, the means scores of the controlled group and experimental group were obviously different. Therefore, the conclusion of the experiment hence could be finalized that the instruction focusing on English vocabulary learning strategies could increase the students' English vocabulary competence. Speaking of the experimental procedure, the descriptive statistics of which revealed the preliminary feature of data in both controlled and experimental groups were similar. The mean score illustrated in the pretest could confirmed the following point because the values of both group were almost the same; the experimental group was 7.80 and the controlled group was 6.10. However, after each group was treated differently, the results of some achievement tests showed their difference in vocabulary knowledge. It was obviously noticed from, first of all, their post-test mean score in each group which the controlled group was lower than the experimental group at 10.20 and 17.00 respectively.

In the inferential statistics, the findings of the achievement tests in both groups illustrated the same. However, the mean scores of most students of the experimental group appeared better than those of the controlled group. This finding was interpreted that the instruction focusing on English vocabulary learning strategies could increase the students' English vocabulary competence.

## Part II: 1. The results of the questionnaire investigating the students’ satisfaction with the instruction focusing on English vocabulary learning strategies

The questionnaire investigating the satisfaction of the experimental group (n=10) with the instruction focusing on English vocabulary learning strategies consisted of two parts which were the personal information of the respondent (a student), and the satisfaction with the instruction focusing on English vocabulary learning strategies.

Speaking of the first part, the gender of the respondent comprised male (40%) and female (60%). Their average age was at 11.6 years old. Additionally, all students agreed with the statements saying the necessity of English vocabulary to their study and their daily life, including their opinion about vocabulary affecting English reading skills.

The last part was the student’s investigation of the satisfaction with the 14-week instruction focusing on English vocabulary learning strategies. The students were asked to rate the level of satisfaction on a five-rating scale from 5 to 1. The item rated 4.51 – 5.00 is interpreted as the highest (the most satisfied); 3.51 – 4.50 is the next highest (very satisfied); 2.51 – 3.50 is moderate (satisfied); 1.51 – 2.50 is low (somewhat satisfied); and 0.00 – 1.00 is the lowest (not satisfied). In addition, the data which illustrated using mean ( $\bar{X}$ ) and SD were interpreted. The results displayed in Table 6.

**Table 8** Results of the questionnaire investigating the satisfaction of the experimental group (n=10) with the instruction focusing on English vocabulary learning strategies

Views on the satisfaction with ...	$\bar{X}$	SD	Meaning of Satisfaction
1. the facilitator	4.56	0.61	the most
2. appropriateness of course’s duration (14 sessions)	4.49	0.77	very
3. appropriateness of course materials	4.48	0.72	very
4. content provided	4.47	0.81	very
5. comprehension of the content	4.44	0.68	very
6. sequences and instructional procedures	4.33	0.76	very
7. leaning activities	4.30	0.79	very
8. class participation	4.27	0.83	very
9. benefits and knowledge gaining from vocabulary and reading taught	4.26	0.83	very
10. application of what has been taught with higher education	4.26	0.85	very

The students were satisfied with the facilitator of the course the most ( $\bar{X} = 4.56$ , SD = 0.61). In term of others elements of the course provided, they were rated as “very satisfying.”

## 2. Summary of the results of the questionnaire investigating the students' satisfaction with the instruction focusing on English vocabulary learning strategies

To summarize, the grade 6 students of Toomta School, Muang Phayao felt satisfied with the course focusing on English reading ability and vocabulary knowledge, noticing from all of satisfaction levels which were interpreted "the most and very satisfied" as mentioned in the second hypothesis.

### Discussion and conclusion

#### Conclusion

English reading ability and vocabulary knowledge among Grade 6 students of Toomta School, Muang Phayao and Mae Ing School, Pukamyao before and after use of vocabulary learning strategies has the objectives which are to compare reading ability of students before and after using vocabulary learning strategies and to compare vocabulary knowledge of students before and after using vocabulary learning strategies. Moreover, the hypothesis of the study is increasing of reading ability and English vocabulary knowledge of grade 6 students of Toomta School, Muang Phayao after the 14 sessions of instruction and positive levels of the students' satisfaction towards the 14 sessions of instruction focusing on English vocabulary learning strategies.

From the analysis of data, it is found that:

1. Reading ability of students after using vocabulary learning strategies increased.
2. Vocabulary knowledge of students after using vocabulary learning strategies increased.

#### Discussion

The study found that there is the obvious difference of the mean scores of achievement test in both group. Therefore, this seems to be confirmed that the instruction focusing on English vocabulary learning strategies could increase the students' English vocabulary competence. Concerning the experimental procedure, the descriptive statistics of which revealed the preliminary feature of data in both controlled and experimental groups were similar. The mean score illustrated in the pretest could confirmed the following point because the values of both group were almost the same; the experimental group was 7.80 and the controlled group was 6.10. However, after each group was treated differently, the results of some achievement tests showed their difference in vocabulary knowledge. It was obviously noticed from, first of all, their post-test mean score in each group which the controlled group was lower than the experimental group at 10.20 and 17.00 respectively.

In the inferential statistics, the findings of the achievement tests in both groups illustrated the same. However, the mean scores of most students of the experimental group appeared better than those of the controlled group. This finding could present that the increasing of the students' English vocabulary competence resulted from the instruction focusing on English vocabulary learning strategies.

Regarding the questionnaires of 10 students in experimental group, they were used to investigate the satisfaction of the students with the instruction focusing on English vocabulary learning strategies. They were consisted of two parts which were the personal information of the respondent (a student), and the satisfaction with the instruction focusing on English vocabulary learning strategies. Speaking of the first part, the gender of the respondent comprised male (40%) and female (60%). Their average age was at 11.6 years old. Additionally, all students agreed with the statements saying the necessity of English vocabulary to their study and their daily life, including their opinion about vocabulary affecting English reading skills. The last part was the student's investigation of the satisfaction with the 14-week instruction focusing on English vocabulary learning strategies. To sum up, the grade 6 students of Toomta School, Muang Phayao felt satisfied with the course focusing on English reading ability and vocabulary knowledge, noticing from all of satisfaction levels which were interpreted "the most and very satisfied" as mentioned in the second hypothesis.

## Suggestions

15.1 The teaching procedures and the lesson plans based upon the vocabulary learning strategy can be a guideline for English teachers or other apropos organizations to enhance the understanding of English language, particularly how to read effectively.

15.2 The instructional activities can be a guideline for teachers teaching other languages to improve the appropriate instruction.

15.3 The results of the study can be give the school, English teachers, or stakeholders a new perspective in teaching the English language.

15.4 Learners will have good command of reading and more confidence of using vocabulary.

15.5 The research findings can provide guidelines and paradigms with interested persons of further research to develop English language teaching and learning for other students.



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## Survey And Research On Bilingual Teaching Model Of Thailand – Taking Chongfah Sinseung Wanichbumrung School And Prachawit School As Examples

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### Abstract

Focusing on the bilingual teaching model in Thailand, this article surveys and researches the bilingual teaching model of Chongfah Sinseung Wanichbumrung School and Prachawit School to analyse the type, determine the characteristic and discover similarities and differences of their bilingual teaching modes. Based on the survey result, this article analyses difficulties and problems of these two schools. Pointing out the suggestions and personal opinions by the different bilingual teaching models. This article provides a reference to the schools in Thailand which planning to offer the bilingual teaching.

**Keywords:** Thailand, immersion bilingual teaching model

## I. Preface

In language learning process, both teachers and students need to use first language and second language to communicate and study, this method we called “bilingual teaching”. The aims of the teaching method are improving learners’ second language ability, using second language to do some basic communication and improve learners’ learning ability.

Bilingual teaching is a widely definition, during the development of bilingual teaching, there were a lot of researchers focused on it. Colin Baker (1993:152) pointed that there are 10 types of bilingual teaching in the book called *Foundations of Bilingual Education and Bilingualism*, they are: 1. submersion bilingual education; 2. separatist minority language education; 3. segregationist language education; 4. transitional bilingual education; 5. drop-feed language program; 6. separatist minority language education; 7. immersion bilingual education; 8. maintenance bilingual education; 9. two-way language bilingual education, and 10. mainstream bilingual education.

The history of Chinese education in Thailand has lasted for a century (Zheng Tongtao, 2014: 227). Her Royal Highness Princess Sirindhorn who has visited China for several times and spread her knowledge of China since 1980s to enable the Thai people to understand the people and culture of China, thus becoming interested in learning Chinese. Lin Liangfeng (2006) mentioned that Her Royal Highness Princess Sirindhorn once said, “Learning Chinese leads us to the most valuable treasury of the world”. For encouraging Thai people to interested in Chinese education, Her Royal Highness Princess Sirindhorn studied Chinese culture in Beijing University and held the degree of Honorary Doctor.

At present, the curriculum, teaching contents, teaching faculty of teaching Chinese of different schools in Thailand are different. The differences are as follows:

1. Most schools of Thailand have Chinese class as elective course, but it does not have a standard requirement.
2. The education conditions, faculty of schools are quite different, some schools even do not have stable teachers.
3. Even though there are a number of Chinese training class, most of them are personal private school, they do not have enough ability to employ the high educated Chinese teachers.

This article focused on Chongfah Sinseung Wanichbumrung School and Prachawit School as two cases, both of them adopt the bilingual teaching with Thai and Chinese. After a long term of development, these two schools are quite influential in Chinese education community of North Thailand and even the whole Thailand. Their education modes, teachers and courses are quite representative. Therefore, the researcher took them as examples to analyze the bilingual teaching mode. The purpose is to strengthen Chinese education in Thailand and to find out a more suitable bilingual teaching mode for Thai students.

## II. Research Objective

1. The research observed the teaching process of both schools to analyze the type of their bilingual teaching modes according to the relevant materials;
2. The research determined the bilingual teaching mode of both schools and analyzes their similarities and differences;
3. The research analyzed difficulties and problems of both schools under the bilingual teaching mode according to the research result, and puts forward suggested solutions;
4. The research concluded characteristics of the bilingual teaching mode of both schools.

## III. Research Method

### 3.1 Research subjects

After coordination with Chongfah Sinseung Wanichbumrung School and Prachawit School, the researcher was arranged with 1 responsible person and 5 teachers of each school to conduct the research and survey.

### 3.2 Research tool

1. On-site observation method, by which the author observed the interaction between teachers and students in the class.
2. Interview, by which the author interviewed the responsible person and bilingual teacher of the school to learn the bilingual teaching process and the opinion, suggestion, problem and difficulty in relation to the Chinese education of the school.
3. Questionnaire, by which the author judged the teaching mode of the school.
4. Analysis, by which the author utilized the data analysis method to analyze and compare materials, analyzes the cause of data and explores the solution of problem.

### 3.3 Research step

Research methods and thoughts of this article are organized as follows:

1. Collecting materials to determine the bilingual teaching mode of these two schools in the teaching process.
2. Interviewing teachers of these two schools to learn the motivation and reason why interested in learning Chinese language.
3. Determining the satisfaction of teachers and students towards the mode according to the interview record and questionnaire.
4. Analyzing advantages and existing problems of these two schools under the bilingual teaching mode.

5. Putting forward personal suggestions on those problems mentioned above.
6. Drafting the research report.

## IV. Research Result

### 4.1 Survey and analysis of two schools

#### 4.1.1 Analysis of bilingual teaching mode of Chongfah Sinseung Wanichbumrung School

From the result of questionnaires, the bilingual teaching modes of Chongfah Sinseung Wanichbumrung School are separatist minority language education and immersion bilingual education. During the teaching process, from the separatist minority language education of lower grade to immersion bilingual education of higher grade.

Separatist minority language education can help students be able to get the basic learning ability in the shortest time and do some regular learning in bilingual teaching classroom. Thus, the aim of this school is not for keeping Thai language ability, but for helping students learning Chinese so that can have bilingual teaching efficiently and successfully. The research of St. Lambert showed that immersion bilingual education did not affect students' learning attitude and learning ability. The target group students were the same as English group students, have ability of speaking, listening, reading and writing. Otherwise, the target group students' language ability was higher than other group students (Wang Binhua, 2003: 74-75).

It was learnt from the interview that Chongfah Sinseung Wanichbumrung School focused on listening and speaking in the initial period, and then taught the morphology, syntax and grammar in the high grade of primary school to gradually strengthen and elevate the student's capability in daily communication by the second language. This mode aimed at stimulating the talent of language learning because the environment for the second language is different from the natural environment for the native language, it was fit the feature of immersion bilingual education. According to *Study on Learning the Second Language*, the earlier the learners begin to learn the second language, the better the effect are. Teachers in the school try the best to enable the student to comprehend the class better by using simple and easy-understanding sentences. Wang Binhua pointed out in *Bilingual Education and Teaching* that foreigner talk shall be applied in the initial period of immersion bilingual teaching. The features of foreigner talk are: short sentences, simple grammar, simple words, slowly speaking pace and so on. Towards the interview of teachers at Chongfah Sinseung Wanichbumrung School, it is allowed to use foreigner talk from teachers to students for communication.

Besides, Chongfah Sinseung Wanichbumrung School allows the student to speak inter-language, which is quite common in the initial period when the students begin to learn the second language. It is not a mistake but a necessary phenomenon in the transition of the student from a unilingual speaker to a bilingual speaker. Students in such a transition period make efforts to express themselves by the second language in the word order and grammar of the native language. This is a significant process for the language learning that excessive rectification may lead the student to be reluctant to speak the second language. Immersion bilingual

education means to let students "immerse" in the second language environment, teachers not only use second language to teach second language itself, but also teach other subjects, therefore, second language are both the content of knowledge and the learning tool. It can help student to be the person who are versed in both first and second language.

#### 4.1.2 Analysis of bilingual teaching mode of Prachawit School

From the result of questionnaire of Prachawit School, the bilingual teaching mode is two-way language bilingual education. The main purpose of this school is let both language joint development. The definition of two-way language bilingual education is using two languages during the teaching process, both first and second language. The core of purpose is training students to learn both language, no bias of any languages.

According to the statistical data, ethnic Chinese students are relatively more in Prachawit School and may accept the education together with native Thai students. Bilingual teaching of the school started in the kindergarten and lasts from the primary school to the senior middle school to enable the student to handle the background and basic skills of two languages fully and comprehensively. The school required the teachers to give lessons in Chinese as much as possible but did not regulate the specific proportion of two languages. The teachers may adjust the proportion according to the capability of the class or students, or depending on the courses, requirement and schedule. However, the minimum proportion of native language occupies over 50%. This requirement by Prachawit School was favorable for the mutual assistance and understanding among students and promoting the harmonious coexistence between ethnic Chinese students and Thai students.

#### 4.2 Similarities and differences of teaching processes of Chongfah Sinseung Wanichbumrung School and Prachawit School

##### i. Similarities

1. The second language accounts for at least 50% in the teaching activity of both schools;
2. Basic skills of listening, speaking, reading and writing are compulsory in both schools;
3. Chinese textbooks of both schools are compiled by Hanban;
4. Except in the special circumstance, students in the same grade use the same textbook in both schools;
5. Chinese teachers of both schools are not satisfied with the textbook from Hanban;
6. Students of both schools are required to master 500-600 Chinese characters when graduating from the primary school;
7. Students of both schools and their parents select the bilingual school because of the favorable environment of learning Chinese.

##### ii. Differences

1. Chongfah Sinseung Wanichbumrung School gives lessons in Chinese much more than that in Prachawit School.
2. Chongfah Sinseung Wanichbumrung School lists Chinese Culture as a compulsory course;

3. Chongfah Sinseung Wanichbumrung School teaches most courses in Chinese while Prachawit School only applies Chinese in few courses;

4. Chongfah Sinseung Wanichbumrung School sets up the special class to train the student weak in Chinese;

5. Chongfah Sinseung Wanichbumrung School poses more pressure on the student.

6. With respect to the purpose of bilingual teaching, Prachawit School pursues the joint development of Thai and Chinese, while Chongfah Sinseung Wanichbumrung School grants Chinese with much importance, even more than that of Thai.

### 4.3 Analysis of difficulties and problems of both schools under the bilingual teaching mode

Factors influencing the effect of bilingual teaching include not only the bilingual teaching mode but also various other factors. In view of the information learned from the interview and survey, problems and difficulties below exist in the bilingual teaching of both schools.

(1) Lack of appropriate bilingual textbooks. It is discovered in the survey of textbooks of both schools that their textbooks are compiled by Hanban for students learning Chinese all over the world but not specifically for Thai students, so it is hard to meet the specific demand of every country.

(2) Deficiency of utilization of Chinese by teachers and students. Some Thai bilingual teachers in both schools are weak in oral Chinese, which creates certain difficulties for the student but is unavoidable in the bilingual teaching.

(3) Inadequacy of interaction between teachers and students. In view of the observation result of education in both schools, the bilingual class is mainly dominated by the teacher that the student possesses seldom opportunity to practice the oral Chinese.

(4) Unideal environment and resources for bilingual teaching. Teachers of both schools demand for a better environment and more resources for the bilingual teaching.

(5) Lack of training of teachers. Most bilingual teachers in Thailand have not studied abroad and the school has not offered sufficient training to bilingual teachers, so it is necessary to organize the regular training for bilingual teachers.

### 4.4 Solutions and suggestions

#### 1. Selection of textbook

A satisfying textbook is important for teachers and students. Both schools mainly use the textbook offered by Hanban, which is quite hard for foreign pupils. As a result, it is suggested that the Ministry of Education of Thailand strengthen cooperation and communication with Hanban to compile a series of textbooks suitable for Thai pupils.

#### 2. Elevation of capability and foreign language of teacher

Bilingual teachers must comprehend and master the course well while being proficient in Chinese, so as to give a flexible and vivid lesson. Zhang Weijia (2002) in *The Nature and*



*Conditions of Bilingual Education and Some Related Problems* pointed that bilingual education aim to training the people who master both first and second language, it is the main point to understand the nature of bilingual education. Therefore, bilingual teachers shall strengthen the academic capability and keep elevating the language skill, comprehend the new knowledge, new experiment and new method in the course. It is suggested that they exchange the experience and improve the teaching method by preparing the lesson collectively, giving the lesson, listening to the lesson and evaluating the lesson.

### 3. Selection of teaching method

The bilingual teaching shall be conducted step by step. There are three levels of education modes at present. The first is the lowest level that the textbook is written in Chinese but the lesson and homework is organized in Thai. The second is the medium level that the textbook is written in Chinese, the lesson is given in both Thai and Chinese, and the homework and examination are organized in Thai. The third is the highest level that the lesson is given in Chinese, and the homework and examination are also organized in Chinese. Only the third level applies to the bilingual teaching mode and only the third level belongs to the real bilingual mode.

### 4. Communication of teaching experience and training of teachers

Bilingual teaching is a new teaching method. As its history is quite short, most bilingual teachers are not well experienced. It is a challenge for bilingual teachers. However, Sun Xudong (1993) analyzed that knowing phenomenon of bilingual and teaching bilingual must connect the bilingual, bilingual means people use both language equally in the community. The aim of bilingual education is using both language so that the learners have ability to use two languages. Above all, bilingual education is use first language and second language as learning instruction, for improving students' ability by learning subjects' knowledge. So, the communication of experience and training are very important.

### 5. Utilization of teaching environment and resources

A common feature of schools offering the bilingual teaching is that most courses are given in the second language to create a complete environment of the second language for the student, which is very favorable and efficient for the student to learn second language under such an environment. It is learned from the interview that bilingual teachers demand for additional extracurricular materials, including stories and books in Chinese other than regular bilingual textbooks, which not only promote the comprehension of professional knowledge but also consolidate the capability of learning Chinese.

## 4.5 Conclusion of bilingual teaching modes of both schools

### 4.5.1 Chongfah Sinseung Wanichbumrung School

In accordance with the questionnaire and a large quantity of materials, the bilingual teaching mode of Chongfah Sinseung Wanichbumrung School evolves from the submersion bilingual teaching mode II in the low grade to the immersion bilingual teaching mode gradually. Since most courses of the school are given in Chinese and the student is required to be capable

of basic Chinese, the school adopts the submersion bilingual teaching mode II in the beginning. Students less capable of Chinese relatively will be allocated to another class focusing on the cultivation of basic Chinese in the enrolment, and will join in the real bilingual class to enjoy the immersion bilingual teaching mode when their capability in Chinese reaches the standard of the school. Teachers give the lesson in Chinese under the immersion bilingual teaching mode, explain the word that most students do not understand in Chinese and then in Thai if they are still unable to understand. Therefore, students learn Chinese in a complete environment of Chinese under the immersion bilingual teaching mode and the effect is largely better than that under the ordinary language education mode. It can be seen that the immersion bilingual teaching mode not only cultivates the listening, speaking, reading and writing capabilities, but also improves the grammar of the student. The fourth year students have to pass HSK level 3 exam, both students' parents and other people spoke highly of it, get the support of Thai government and Chinese government as well. This school is the first school which Hanban authorized HSK test in Chiangmai. Therefore, the students' Chinese level is higher than average lever compare with other school.

#### 4.5.2 Prachawit School

In accordance with the questionnaire and a large quantity of materials, Prachawit School adopts a different two-way bilingual teaching mode for the joint development of Thai and Chinese, but this mode is no worse than the immersion bilingual teaching mode. Prachawit School prioritizes the education objective of all courses that it will never elevate the foreign language competence of the student by degrading the quality of any other course. The two-way bilingual teaching mode aims at improving the learning quality and efficiency of Chinese while promoting the learning of disciplinary courses and comprehensive competence of the student, and assisting the student in inheriting the Thai tradition while enabling the student to absorb and draw lessons from the diversified Chinese culture to cultivate the cross-cultural accomplishment and the equal and open awareness. It is quite challenging for the teacher but also explores the space of professional development of the teacher. Although the bilingual teacher is posed with more pressure in the preparation for lessons, the teacher is pushed to improve the competence. Intensive reading, research and utilization of the disciplinary textbook in Chinese help the bilingual teacher become more proficient in Chinese and deepen the teacher's understanding of the Chinese culture, which will be applied to the bilingual teaching a favorable manner.

## V. Conclusion

### 5.1 Conclusion of survey and research in this article

This article researches the bilingual teaching mode of Chongfah Sinseung Wanichbumrung School and Prachawit School by interview, survey, on-site observation, research and analysis. It is discovered from the bilingual teaching mode of these two schools and a large quantity of documentations that immersion bilingual teaching is an extremely successful bilingual teaching mode. Compared with other teaching modes of Chinese, it is advantageous in the zero-conflict with the student and favourable environment for the second language. The student cultivated in the immersion bilingual teaching mode is not only more skilful in listening, speaking, reading and writing Chinese, but also masters the grammar unprecedentedly well. It is indicated in

many materials that immersion bilingual teaching is a very popular bilingual teaching method at present but is mostly applied to the bilingual teaching of native language and English. There are few cases of bilingual teaching of native language and Chinese by the immersion bilingual teaching and the effort in this aspect is still developing.

Thailand has potential of develop immersion bilingual teaching. The main factor for Thailand development relies heavily on tourism and agricultural export. It is inseparable from foreign language talents resources. Thailand is known as tourism resort. According to the *The situation of Thai tourism: Thanks to Chinese tourists* (2016), the incomplete statistics showed between January 2016 and April there were about 11.68 million foreign visitors to Thailand, including about 3.44 million tourists from the mainland China, which accounted for about 29%, up 27% from a year earlier. Thus, Thailand needs foreign language resources is very urgent demand, especially Chinese and English. In another hand, the foreigners who stay in Thailand also a very huge number, so it is easy to employ the foreign teachers. This is an advantage for developing the immersion education in Thailand. More and more persons will start to learn Chinese as China becomes more and more influential in the world, so research on the immersion bilingual teaching of native language and Chinese will become more and more perfect.

Based on the two schools survey and literature review, the researcher found there are some factors which important for developing immersion education in Thailand, there are: 1. National policy supporting; 2. Environmental surrounding of the language; 3. Language theory supporting; 4. High quality of faculty; 5. Academic work communication and 6. Supported by students' parents. Above all, immersion education in Thailand not only need national support, but also need the society, schools, teachers, parents and students coordinate. From the theoretical feasibility research site to develop Thailand immersion education, in the future it will be a mature bilingual education mode.

## 5.2 Suggestion to application of this article

1. This article researches and surveys the bilingual class of two primary schools in Thailand, so the result only applies to the bilingual teaching in the primary school of Thailand but does not necessarily apply to the bilingual teaching of any other country or in the junior middle school and senior middle school.

2. This article provides a reference to schools in Thailand planning to offer the bilingual education.

3. The appropriate bilingual teaching mode shall be selected according to the resource of the school and the objective of education.

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## Tourists' Expectation for Authenticity of Souvenirs in Ethnic Tourist Destinations

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### Abstract

The academic researches abroad on authenticity of souvenirs are abundant and they conclude the appearance, utilities, ethnicity, placement, time and rareness as the ingredients of authenticity. Based on the prior academics and suggestions from tourism experts, the paper designs a questionnaire on the tourists' expectation for authenticity of souvenirs, chooses Dali, Lijiang, Shangri-la in Yunnan Province as survey cases and collects the data. The SPSS software is used to make Factor Analysis and then findings are drawn: tourists are at a comparatively high expectation of the authenticity of souvenirs. The impact factors which matter in the authenticity of souvenirs include appearance and meaning, local ethnic cultures, the producing process, materials, design and the purchasing process. The findings and conclusions, hopefully, are a theory contribution to concepts of authenticity and research of souvenirs and as well as a reference in filling the gap between souvenirs suppliers and demanders.

**Keywords:** authenticity; tourists' expectation; souvenirs; ethnic tourist destinations; factor analysis

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## Introduction

Shopping has been recognized as one of the significant must-to-dos when visiting events and traveling at destinations, which is arousing more academic interests on souvenirs covering the authenticity, commodification, consumer behavior, crafts production, cultural property rights, gift-giving, shopping and retail, souvenir messages and meanings. (Swanson & Timothy, 2012). In ethnic destinations, ethnic-culture featured souvenirs are popularly hunted by tourists since they are the icons of ethnic cultures and places. For tourists, products, produced by indigenous peoples of the area, have been collected, first for curiosity value and later for aesthetic value (Graburn, 1976). This allows the production and distribution of local indigenous art forms as souvenirs to be seen as a potential avenue for enhancing economic development. (Swanson, 2013, p.64) From perspectives of suppliers and consumers, souvenirs provide the economic, social and cultural values. However, it has also had the effect of turning the cultures into commodities to be sold to tourists, resulting in the loss of authenticity (Cole, 2007). As a matter of fact, complaints on inauthentic souvenirs or homogenization are often heard, since tourists have no or less knowledge and criteria to judge the authenticity (Xie & Wall, 2002), and they don't know what property authentic souvenirs should be or which cultures or elements should be injected and dissolved into souvenirs. It is quite necessary to deal with the vagueness and deficiency of authenticity of souvenirs by answering the following questions: Does authenticity count in souvenirs at ethnic destinations? What ingredients of authenticity of souvenirs really matter in ethnic destinations in China.

## Literature Review

### *Criteria of Authentic souvenirs*

Authenticity is a term that has been discussed and debated in the tourism literature, differing conceptualizations and usages have been put forward (Brown, 2012, p.176). Seeking authenticity is regarded as one of the touristic motives and tourism experience. When traveling back home from “the sacred journey”(Graburn, 1989), tourists tend to buy or bring something authentic, meaningful or symbolic. In most cases, the something is thought to be tourist souvenir functioning as proof of travel and allows reflection of the sacred journey of travel (Graburn, 1989). Littrell, Anderson and Brown (1993) agree on the concept of bringing home the “authentic” is not new, and question “what makes a craft souvenir authentic”. Asplet and Cooper’s (2000) survey shows that authenticity of design is significant, especially it is vouched for on the label. Therefore, the centrality of the question is what ingredients of authenticity for souvenirs ought to be possessed. MacCannell (1976) discusses that authenticity can be found in other historic periods and cultures that depict purer and simpler lifestyles. Besides, authenticity is related to the place of origin, the locality of places visiting, therefore, “made by local hands” is described as one of the significant elements of being authentic (Asplet & Cooper 2000; Cohen, 1993). Again, the knowledge that a cultural souvenir is locally handmade is important in establishing authenticity (Healy, 1994). Cohen (1988) includes “being handmade by members of an ethnic group”, “made of natural materials”, “not manufactured in the market” as the ingredients of the authentic after research on the Thai hill tribe posters. Asplet and Cooper (2000) quote the criteria set by the Aotearoa Maori Tourism Federation in New Zealand: “from the mind of a Maori”, by the hand of a Maori” and with a genealogical and spiritual connection to tupuna

Maori. The study ascribes the local involvement as the essential for authenticity. Littrell et al (1993) define the authentic crafts from tourists' perspective that the products should own these contents: uniqueness or originality, workmanship, aesthetics, function and use, cultural and historical integrity, craftsperson and materials, shopping experience and genuineness. The color, design, quality, materials are the basic properties of the crafts, and originality and locality as well. Revilla and Dodd (2003) extract five main factors of authenticity after a study on people who purchase Talavera: appearance, utility, tradition and certification, difficult to obtain, locally produced, and low cost. Meanwhile, local tourists view authenticity through appearance and utility while international visitors are more concerned with the pottery being locally produced by local residents. Cultural authenticity for textile crafts includes the raw materials, colors, motifs, design, or production techniques. Typical clothing is not only associated with the generalized image of a culture or country, but also a way of blending with local residents and experiencing local life (Littrell, 1990). Some researches focus on the components of souvenir authenticity of ethnic, indigenous groups. Duffek (1983) makes the Northwest Coast of Canada as a case and sets main criteria to judge authenticity for tourists' purchasing indigenous souvenirs: item's quality, whether the artist was Indian; the degree to which the object looked traditional in design and how it was produced. Wall and Chang (2009) conduct research on domestic tourists' perceptions of authenticity for indigenous Atayal woven handicrafts in Taiwan and reveal four factors of perceived authenticity: local flavor, traditional characteristics, utility and appearance, and non-traditional attributes introduced in response to market preferences. Authenticity is also defined to be historic, be connected to the past, as a means of preserving historicity (Waite, 2000). Taylor (2001) adds that suppliers often hold the past as a model for the original. Jamal and Hill (2004) develop a framework for indicators of authenticity, focusing on time and space. They quote Kirshenblatt-Gimblet's (1998) description about three types of time involved in heritage tourism as historic time, heritage time and visitor time, and they also emphasize the significance of place, placeness and sense of placement in authenticity. Chhabra (2005) describes authenticity as: representation of traditions, made in the place of origin by traditional suppliers, workmanship, genuineness, a negotiation process, illusion and connection to the past. Torabian and Arai (2013) expose four themes describing authenticity: using local materials at the destination; crafting by hand and produced locally by artist; displaying artist's signature or hallmark; and uniqueness costing more, but higher quality and better design. Standing on the point of global markets, Wherry (2006) puts forward the four social sources of authenticity in global handicraft markets from the research on northern Thailand: reactive identity, reluctant engagement, complicit appropriation, and transcendental values.

### *Authenticity from Perspectives of Tourists*

Literatures show varieties of the criteria of authenticity for souvenirs in different cases and destinations, nevertheless, they are also influenced by tourists with the different degree of authenticity sought depending on their profile, travel behavior, the depth of experience sought by tourists, the tourist's motivation and the stage in the tourist's travel career. (Cohen 1988; Littrell, et al. 1993; Pearce and Moscardo 1985) Cohen (1988, p. 378) depicts that why most tourists will accept a "commercialized object as authentic, insofar as they are convinced that it is indeed ornamented with traditional designs and hand made by members of an ethnic group". Xie and Wall (2002) echo that a large proportion of tourists have no judgment on cultural

authenticity because they are lacking of the knowledge and criteria, based on the survey of tourists perceptions in cultural attractions in Hainan, China. Some of the researchers conclude that different categories of tourists define authenticity in different ways. External criteria (aesthetics, production techniques, or clearly identifiable reference) and internal criteria (usefulness) are differentiated according to tourist types (Littrell, et al.1993). Equally, tourists' past patterns of experience and various sources of information have shaped their expectations of authenticity (Li, Lai, Harrill, Kline & Wang, 2011). Sometimes, certain intellectual individuals will seek authenticity more seriously than a common tourist, and their criteria for something to be authentic can be stricter (Cohen,1988). People from different regions seem to view the authenticity in different ways, especially with respect to the appearance/utility and locally produced factors of Talavera in the Puebla Valley, Mexico. Some tourists view the rareness as one of the component of being authentic and unique, so they tend to acquire some expensive items for themselves and smaller ones as presents for friends. They generally believe they are acquiring authentic local art because it is expensive (Revilla & Dodd, 2003). Furthermore, the concept of authenticity has been accepted as more constructivist and negotiated by defining as a value, a judgment, a projection on souvenirs than an inherent property. It is a "social constructed process" (Cohen, 1988) and "personally constructed, contextual and changing concept"(Littrell, et al., 1993). Authenticity has been observed to play an important role in culture tourism and its perception is a significant determinant of souvenir choice (Asplet & Cooper, 2000; Kolar & Zabkar, 2010; Swanson & Horridge, 2006). Authenticity is being evaluated by touristic perceptions, an aspect of personal authenticity where meaning-making and identity-building are of paramount importance rather than scientific study and objective dimensions of authenticity (Jamal & Hill, 2004, p.362). Littrell (1990) argues that many tourists perceive the souvenir-purchasing activity as a search for an authentic tourism experience. They tend to look for "traditional" and "primitive" souvenirs on their travel and describe authenticity as a representation of cultural distinctiveness, a statement for unique heritage, and a connection to the past as well (Causey, 2003). Also, Xie, Wu and Hsieh (2012) propose that the perception of authenticity of indigenous souvenirs encompasses three major attributes: marker, design, and material use. Perceptions of authenticity have also been found to be positively related to tourists' satisfaction and expenditures, because tourists are more likely to spend, and they do spend more if they consider the event and the products sold to be authentic (Brida, Disegna & Osti,2013; Chhabra, Healy & Sills, 2003).

## Research Methodology

### *Cases of Dali, Lijiang and Shangri-la*

Dali, Lijiang, Shangri-la in the study are in Yunnan Province, southwest of China, where it is rich both in natural and ethnic cultural landscapes with the rapid growth of tourism industry, and is the author's place for resident and research career. These three cases are well-known tourist destinations bestowed with ancient cities (Gucheng) featured unique ethnic cultures. Dali Gucheng (Ancient City of Dali), Lijiang Gucheng (Ancient City of Lijiang) and Dukezong Gucheng in Shangri-la (Ancient City of Shangri-la) are the top destinations and must-go places for tourists, so the data in the study are collected mainly in these three populous ancient cities.



## *Instrument Development*

The data for the study is collected via survey using questionnaires. The questionnaire for tourists is organized into three sections with all close-ended questions. The first section comprises 12 trip-related questions to ascertain informants' souvenirs purchase motivations, frequencies, decision-making influences, understanding about local and ethnic cultures. The second section consists of 30 attributes about informants' perceived authenticity of souvenirs measured on a five-point scale ranging from 1 (very dissatisfied) to 5 (very satisfied). Most attributes are extracted and modified from the previous literatures and categorized into six groups of appearance, meanings, cultural elements, materials, producing process, and retailers' influence during purchasing process (Asplet & Cooper, 2000; Chhabra, 2005; Cohen, 1988; Cohen, 1993; Littrell, et al. 1993; Revilla & Dodd, 2003). The last section provides a demographic profile of the informants, including gender, ethnicity, age, education level, vocations, income after tax, annual travel frequency. The questionnaires are initially presented in Chinese, and the survey data are translated into English by the authors and are analyzed by software SPSS of English version. The questionnaires are sent to a professor of Tourism Management and a manager of one of the souvenir shops in Yunnan for their expertise review. As a result, the sequence of questions, the neutral wording pattern and single-option requirement are suggested by them and the questionnaires are refined. To test the validity of the questionnaires, a pilot study is carried out with 50 Chinese tourists who have been to either Dali Gucheng or Lijiang Gucheng, or Dukezong Gucheng of Shangri-la in Yunnan Province within recent 3 years. The 50 informants are asked to finish the questionnaires without any guidance but to mark wherever misunderstanding or misleading happens. The pilot study helps with some comments on the second section about cultural elements, and on the wording as well. After an expertise review and pilot study, the final questionnaires are formed.

## *Sampling and Sample Profile*

The data are collected during 20<sup>th</sup> to 29<sup>th</sup> April 2016. The surveyors include the author, 2 lecturers and 39 undergraduate students of tourism management from Yuxi Normal University in Yunnan Province. Training programs are undertaken to all the surveyors by the author to present the communicating skills, survey techniques and to explain all the questions and items in the questionnaires. The 650 questionnaires for tourists are distributed. The total 650 are returned with 100% return rate, because all the surveys are face-to-face guided ones. 622 out of 650 with 95.69% The database is set by Excel 2007 and data are analyzed by SPSS 13.0.

As the survey shows that there is a relatively equal gender distribution in samples. The 65.5% tourists claim themselves Han occupying the majority. 66.6% of the tourists claim their education level with undergraduates and above. The majority of them is aged between 18 and 44. Tourists' vocational status shows a variety, including government staff, business persons, farmers, students, the retired, the armed force and employees in the state-owned companies and self-employed. The income after tax stays in the middle level with 36.8% and 24.2% respectively ranging from RMB1000 to 2999 and from RMB 3000 to 4999 (per month). The average income level goes higher than that in local destinations, in comparison with the reported RMB1694 per person in the first quarter of 2014 in Yunnan Province. As a result, tourists' annual travel frequency increases, 34.9% of whom go travelling twice a year, and 23.8 % once.

## *Data Analysis*

The study uses exploratory factor analysis and descriptive analysis. In order to extract the main ingredients of authenticity perceived by tourists, exploratory factor analysis (EFA) is employed to identify the dimensional structure among the items (Churchill, 1979).

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) is 0.947 and Bartlett's test is significant (sig. = 0.000) ( $p < .001$ ), thus the data is validated for factor analysis (Hair, Black, Babin, Anderson & Tatham, 2010). To determine the main factors, eigen value, factor loading, variance, cumulative variance, Cronbach's Alpha are tested and illustrated in table 1. Items with factor loading more than .40 are highlighted. The lowest one is .500, so no items are deleted. For the perceived authenticity of souvenirs, six factors are identified explaining a total of 62.744% of the variance. As newly developed measures, the solutions which explained more than 50% of the total variance are considered acceptable (Peterson, 2000). The factors are labeled as souvenirs' appearance & color, material & producing process, ethnic culture elements, localization & certification, purchasing process, meanings & utilities based on the meaning of the items affiliated to each factor. The reliability of each factor is examined with Cronbach's alpha values. The results indicate the acceptable reliability of each factor with 0.893, 0.879, 0.784, 0.764, 0.780, 0.768 respectively, totaling 0.940. The mean values of all the items loading on each factor are calculated to show the average perceptions from the informants.

## **Discussion**

Authenticity of souvenirs has arisen from tourists' shopping experience, however, there is a risk of consumer ambivalence that can be partly attributed to the absence of definitive standards to evaluate and authenticate the purchase (Chhabra 2005, p.64). One of the objectives in this study is to set up a criterion of perceived authenticity from perspectives of tourists. The results of exploratory factor analysis illustrate that the six main factors are identified and labeled in sequence by percentage of variance of factors: appearance & colors, materials & producing, ethnic cultural elements, localization & certification, purchasing process, meanings & utilities, which contribute to the criteria of authenticity of souvenirs in ethnic destinations.

In ethnic destinations, tourists are concerning more on authenticity of souvenirs. 71.86% of the 622 informants show the positive attitude on concerning and highly concerning the authenticity of souvenirs, and 21.06% have no comments. Since souvenirs are regarded as "messenger of the extraordinary", memory for intangible travel experience by its materiality (Gordon, 1986; Morgan & Prichard, 2005). In a similar vein, the emphasis on "uniqueness" and "originality" indicates tourists' judgments are shaped by souvenir appearance (Xie, Wu & Hsieh, 2012). The first layer of the materiality can be souvenirs' appearance and colors, therefore, tourists perceive the authenticity from the visual aspect. Furthermore, tourists perceived authenticity mainly through appearances and functions of handicrafts (Revilla & Dodd, 2003). Delicate and unique appearance featured with traditional colors from the ethnic locals is preferred as authentic. Similar to the findings of Littrell et al (1993), souvenirs should not only be "handmade, made with high quality raw material" (Littrell et al, 1993, p.205), but also be made with local, natural, ecological materials engaged with traditional producing process. Different from other types of destinations, the highlight of ethnic destinations is uniqueness of ethnic cultures. There is no

doubt that ethnic culture elements, such as ethnic philosophy, writing characters, scripts, totem signs, figures of celebrities, logo of historic events, as well as the legends wide-spread around the areas, are creating and adding the authenticity of souvenirs in ethnic destinations. Religious and ritual symbols, to some extent, would exert spiritual value on the souvenirs by blessing with healing and miraculous attribute worthy to be explored in a profound level (Paraskevaidis & Andiotis, 2015, p4). Besides, tourists expect indigenous souvenirs to involve some amount of native participation at the level of production (Xie, Wu & Hsieh, 2012). Tourist demand for traditional and local products can also be linked to the quest for authenticity (Sims, 2009), therefore, localization is another ingredient to the authenticity of souvenirs, concerning if locally produced and if made by local hands, especially by the local artisans. An agreement on certifying the authenticity of souvenirs has been arrived by tourists by the ways of printing logos and names on souvenirs, producing in front of tourists, gaining certificates from professionals, which echoes Cohen & Cohen's (2012, p.1295) suggestions of shifting from a focus on the discourse of authenticity to processes of authentication. Tourists' perception on authenticity is possible to be influenced by others, such as retailers, accompanying persons, because as Cohen (1988) mentioned that tourists' knowledge about traditional methods of production, traditional designs, and traditional objects can be superficial, and a majority of the tourists are vague in their understanding of authenticity (Xie & Wall, 2002). This study focuses on the impacts from retailers during the purchasing process: does it matter when retailers are not local, if the retailer shops are decorated with local ethnic culture elements, if retailers' interpretations make sense, if retailers' service quality and reputation is good. It is found that the informants take these as important influences, since they are constructing and augmenting the authenticity during the purchasing process. Souvenirs are going to be bought and obtained due to their meanings, values or utilities. Informants in the study agree on souvenirs as a means by which tourists recall and extend their experiences (Pine & Gilmore, 1999), and the meanings of memory, sign, gift, personality-reflection, meeting aesthetic needs.

## Conclusions

Tourism has been described by MacCannell (1976/1989) as, in part, a quest for reality and authenticity that may be found in other historic periods and other cultures (MacCannell, 1976/1989). Tourists in ethnic destinations are motivated by searching for exotic cultural experiences through interaction with distinctive ethnic groups (Yang & Wall, 2009). Cetin and Bilgihan (2015) test that original and unique local clues that are different from home and other destinations impact the tourists' experience and Spooner (1986) proposes that purchasing authentic souvenirs contributes to a feeling of perceived uniqueness. Under this circumstance, the standard of authenticity is conducive to build and enhance tourists' experience, which is what ethnic tourists are making a quest in the other time and places. Tourists, unlike tourism academics, lack of knowledge and judgment standards on the authenticity of souvenirs, however, that doesn't mean there is no authenticity and criteria. This study is setting up a 6-factor criterion to help tourists to judge and evaluate the authenticity of souvenirs, because perception of authenticity is a significant attribute in evaluation of tourist experience. (Engeset & Elvekrok, 2014). What tourists are bringing back home helps them enhance their experience and collect their travel memory, so, the authentic souvenirs do count for tourists in ethnic destinations. On the flip side, souvenirs producers and retailers are in need of the standard to direct their producing and

selling, too. As Gilmore and Pine (2007) argue that the management of consumer perceptions of authenticity has become the primary source of competitive advantage for businesses, and the reason is that consumers now buy based on their perceptions of the authenticity of offered products, services, or experiences. The criteria or standard of authentic souvenirs set up in this study is implied to function as a guide for suppliers.

This study is repeating a consensus that it is quite significant to emphasize on showcasing the ethnic culture elements in designing and producing souvenirs. Those tangible elements, such as writing characters, scripts, totem signs, figures of celebrities, logo of historic events are easy to display, while those intangible ones, such ethnic philosophy, religions, rituals, legends should be transformed and attached to souvenirs. Different from the other destinations, ethnic ones are distinguished by genuine, unadulterated or real culture elements, called the objective authenticity. We should never deny or neglect its meaning and significance, especially in the case of ethnic tourism, otherwise, the distortion or misinterpretation of culture will be bound to happen to ruin the ethnic identity, despite that Reisinger and Steiner (2005) propose that scholars should abandon the concept and the term of object authenticity.

Products of tourism such as festivals, rituals, artifacts, cuisine, housing, and costumes are usually described as authentic or inauthentic depending upon whether they are made or enacted by local people according to traditions (MacCannell, 1976/1989). Also, Cetin and Bilgihan (2015) mention tourists' complaints on lack of authenticity due to the absence of locals. It is found in the study that localization is agreed to be the essential in making authentic souvenirs by tourists. Local materials, made by local hands, locally made have been explored and emphasized. Localization is a process to explore and reevaluate the ethnic communities and their own cultures, which leads to building locals' ethnic confidence and cultural pride. Furthermore, localization contains place and placeness, sense of place, which is important to dimensions of authenticity (Jamal & Hill, 2004). The activities and demonstrations, buildings, working people, overall setting, craftspeople, shops and refreshment areas, and steam equipment and other machinery are examined to be included with respect to authenticity (Moscardo & Pearce, 1986), because people define identities, friendships, cultural relationships through embodied encounters with other people and objects in spaces that then become places of memory and knowledge (Crouch, 2000). The souvenirs in the market are still on the way to be enhanced by injection more local elements and placeness. The findings in this study show that the locals are regarded as the creators, builders, constructors of authenticity, therefore, the value, life, food, costumes of locals are adding to the authenticity of souvenirs. When criteria of authenticity is vague yet, authentication helps to confirm, certify and prove a role, product, site, object or event as "original", "genuine", "real" or "trustworthy" (Cohen & Cohen, 2012).

Authenticity is being evaluated by touristic perceptions, an aspect of personal authenticity where meaning-making and identity-building are of paramount importance rather than scientific study and objective dimensions of authenticity (Jamal & Hill, 2004). Souvenirs allow people to move symbolically between the mundane, ordinary and profane bounds of home, and the extraordinary "sacred" places and "other" times associated with their travels (Swanson & Timothy, 2012, p.492). Souvenirs take on the roles of a prop, evidence, memory, and substitute as well as reflect the object-place-person relationship (Swanson & Timothy, 2012). Souvenirs hold different meanings for their owners due to different socio-demographic characteristics, such as gender,

age, education, income, as well as travel frequency and travel career. The meanings of souvenirs tend to change with the passage of time and remove of place (Collins-Kreiner & Zins, 2011). So, Graburn(2000) concludes that the meaning of a souvenir object may be more than just its souvenir function and it may be cumulative and multiple, therefore, from the manufacturer's or seller's point of view, are intended to function by having that kind of meaning for the acquirer or purchaser. It is implied that the suppliers should construct, display, interpret and augment the meanings of souvenirs to meet tourists' demands, or even go beyond tourists' expectations.

**Tab.1** Rotated Component Loading Matrix

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) is 0.945 and sig. = 0.000, thus the data is validated for factor analysis

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

Authenticity ingredients	Items	Factor loading	eigen value	% of Variance	Cumulative %	Cronbach's Alpha	Mean
Appearance & colors	appearance delicate and good looking	.737	3.817	13.160	13.160	0.893	3.2857
	appearance unique	.774					
	contain ethnic traditional colors	.739					
	colors are harmonious	.731					
	contain local elements in design	.648					
Material & producing	local materials	.670	3.789	13.065	26.225	0.879	3.0990
	natural & eco-materials	.726					
	traditional featured-materials	.726					
	traditional producing process & techniques	.629					
	hand-made	.659					
Ethnic culture elements	Show ethnic philosophy	.605	3.770	13.000	39.225	0.784	3.0868
	contain ethnic writings	.738					
	contain ethnic totem	.739					
	reflect ethnic historic celebrities& events	.778					
	reflect ethnic religion & rituals	.718					
	reflect ethnic legends	.549					

Authenticity ingredients	Items	Factor loading	eigen value	% of Variance	Cumulative %	Cronbach's Alpha	Mean
Localization & Certification	Locally produced	.531	2.840	9.792	49.017	0.764	3.0418
	produced by local ethnic artisans	.554					
	printed local producer's name and logo	.627					
	produced in tourists' presence	.701					
	certified by professional artists	.678					
Purchasing process	retailers' origin does not matter	.582	2.367	8.162	57.179	0.780	3.3191
	retailers' shops include ethnic culture	.719					
	retailers' introduction & recommendation	.743					
	retailers' service quality matters	.661					
Meaning & utilities	for memory and sign	.552	2.188	7.546	64.726	0.768	3.2713
	for decoration and ordinary use	.749					
	for gifts to friends and relatives	.770					
	for showcase tourists	.488					
	aesthetics						

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## **The Local Community Enterprise's Business Management : A Case Study of thePhuKhao Tong Village, Moo 12, Wang San Sub- District, Wang Pong District, Phetchabun Province**

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### **Abstract**

Following the part of Grass Roots Economic Support in the Basic Policies of the State, which a purposed; to develop the country's grass roots economics; to permit locals' learning processes, resource management, production, and marketing; to manage social capital, based on security, peacemaking and ecological stability, for the most interest of the community. Especially, has focused on the community cooperation through the local community enterprise which supported a family, intra-community, and inter-community self-dependence. This enterprise's productions were brought out by using raw materials, resources, local wisdoms, and prototype researches to support local economic development, social development, and learning development. The case of the Phu Khao Tong Village, Moo 12, Wang San Sub-District, Wang Pong District, Phetchabun Province was the best practice in a local co-learning support, production management development and improvement, and the intra-community market promotion. These processes implied the advancement, foster, growth and strength of its local community enterprise. Hence, this research aimed to study and analysis the local community enterprise principles of the community for making an understanding, developing a stability local community enterprise, promoting a local economic growth, constructing a social welfare and living, bedrocking the country's socio-economics, and making a beautiful life. For making these situations happen, it needed a properly knowledge management for making a sustained social development.

**Keywords :** Management, Local Community Enterprise

## Statement of the problems

A strengthen of overall economic system of the nation must has a strong basis. For over 40years, community's mode of production has been recognized as a supported machinery of the mainstream economic system. At the same time, the amount of 'Developmental Projects' have been launched but all of them were not be seen any related objectives. To be clear, the community economics system; principle, approach, or any institutions have never been found yet. So, the community economic system must has been established. There is the need to rebuild the new system relation between the 3 main factors; 'men', 'resource', and 'knowledge'. There is the need the intra-community education, management, and development which will bring out the potential of community's real 'social capital'; resource, products, wealth, knowledge, wisdom, value system, and local culture. The keywords of socialcapital; good relation, brotherhood, and trust; still have been found much enough to make a sustained community. Moreover, the social capital will become the strong basis of the overall national economic. For these reasons, this research was designed to study the near-by community of the researcher for study the 'Local Community Enterprise's Business Management' as the best practice which is hoped to be a new inspiration for a sustained social development.

## Objective

To study cognizance on problems, obstacles, and impediments of the local community enterprise's business management.

## Methodology

This is a qualitative research article. The methodology was a participatory action research (PAR). Key concept of research are 'Local Community Enterprise's Business Network Model' and 'Cognizance Development of the PhuKhao Tong Village, Moo 12, Wang San Sub-District, Wang Pong District, Phetchabun Province'.

## Operations

- Made contact with the concerned organizations
- Interview the persons in charge and members in the local community. Enterprise's Business Network.
- Review literatures; meeting reports, operation summaries.
- Collecting questionnaires on the cognizance in the operations of local community. enterprise's Business

**Population** 20 Wang San Sub-District Local Community Enterprise members

## **Instrument** The Questionnaire contain

- 1) A 5 rating scales. Each scale represent the respondent's attitude as follow;
  - 5 is for 'Strongly Agree'
  - 4 is for 'Agree'
  - 3 is for 'Neither agree nor Disagree'
  - 2 is for 'Disagree'
  - 1 is for 'Strongly Disagree'
- 2) A 3 sections Opened Form. Each section are;
  1. Respondent's status in the enterprise.
  2. Cognizance in Local Community Enterprise's Business Management.
  3. Suggestions

## **Data Collection Processes**

1. Researcher met respondents in the face to face interview on 15 – 30 January 2013
2. Data Analysis and Interpretation.

## **Data analysis**

1. Statistics used for analysis via SPSS applications are;
  - 1.1 The Check-List part are the Frequency and the Percentage.
  - 1.2 The Rating Scale part are the Average and the Standard Deviation. The rating was distributed in to 5 phase as follow;
    - 4.51 – 5.00 is for 'Most Contentment'
    - 3.51 – 4.50 is for 'Much Contentment'
    - 2.51 – 3.50 is for 'Average Contentment'
    - 1.51 – 2.50 is for 'Less Contentment'
    - 1.00 – 1.50 is for 'Least Contentment'
2. Opened Form analysis using a content analysis.

## Result

### 1. General data of the respondents are as the table;

**Table 1 :** Numbers and Percentages of the Respondents.

General Data		Number	Percentage
1. sex	female	19	70.4
	male	8	29.6
<b>Sum.</b>		<b>27</b>	<b>100</b>
2. Age	below 20	-	-
	21 – 30	-	-
	31 – 40	8	29.6
	Over 41	19	70.4
<b>Sum.</b>		<b>27</b>	<b>100</b>
3. Educational Level	Primary School	20	74.1
	Secondary School	1	3.7
	High School	4	14.8
	Diploma	1	3.7
	Bachelor	-	-
	Master	1	3.7
<b>Sum.</b>		<b>27</b>	<b>100</b>

As seen in the Table 1, the general data of the respondents are; most are female, most age are over 40, and most educational level are Primary School.

Following the research objective that to Cognizance on problems, obstacles, and impediments of the Local Community Enterprise's Business Management, Averages and the Standard Deviations are as the Table 2;

**Table 2 :** Averages and the Standard Deviations on the respondents' cognizance.

Question	Average	S.D.	contentment
1. Before joining, you had a clearly understanding on the concept of local enterprise.	3.67	0.48	much
2. Before joining, you had a clearly understanding on the operation of the local enterprise.	3.63	0.49	much
3. You have a clearly understanding on the management of the local enterprise.	3.70	0.46	much

Question	Average	S.D.	contentment
4. You have a clearly understanding on the principles of the 2005 Local Enterprise Promotion Act.	3.63	0.49	much
5. Before joining, the leader of the local enterprise inform a useful data in the concept and principles of the local enterprise.	3.89	0.32	much
6. Every members have a clearly understanding on the concept and principles of the local enterprise.	2.96	0.43	average
7. The leader has a proper abilities in the local enterprise management.	4.00	0.00	much
8. You have a confidence in the local enterprise management.	4.00	0.00	much
Sum.	3.68	0.33	much

As seen in the Table 2, present that the Phu Khao Tong Village, Moo 12, Wang San Sub-District, Wang Pong District, Phetchabun Province Local Community Enterprise's members have a much cognizance on the principle of local enterprise. Nevertheless, as the understanding in the principles is average. It imply that members still have not taken a priority on the principles in the cooperation.

## 2. The results from the interview are as follow;

On 3 February 2013, the interview launched with Ms. Somkid Pinpitak, Phu Khao Tong village headperson and Phu Khao Tong village local enterprise chairperson. She gave some historical information that Phu Khao Tong village local enterprise was established by the 'Phu Khao Tong village rice production enterprise plan'. The community meeting was launched for the SWOT analysis by the stakeholders. The result was adapted into a roadmap and an abstract of the sustained development of the enterprise. Some of the results of the meetings such as a fertilizer fund was established to supply a good quality and economy fertilizers for an effectiveness agricultural farming.

Effect from the 2005 Local Enterprise Promotion Act, there was a meeting in the district level. This Act principle is intended to be a law to integrate the agency's mission of community enterprise. To join and support the community in a systematic and unified to become an autonomous communities which has a strong economy, ready for competition in the future, no matter what level. And access to the entrepreneurs and small to medium enterprises. Ms. Somkid attended the meeting and became a mandatory of the state policies whom responsible for convey the Act principle to the community.

However, the knowledge communication is limited because people's occupation in the community are farmers. There have some obstacles to the knowledge communication such as; most members had not a distinctly working table, most members had no intention to meeting,



member expected that the understanding is the role of the community leader or only the chairperson, whom serves and run the enterprise, members are not required to manage the enterprise.

The researcher also got the information about the objective and operation of the Phu Khao Thong village fertilizer fund as follow;

1. To improve the quality of rice and maize produced in the village.
2. To jointly a continuity, sustain, and independence developing plan of a local enterprise's activities.
3. To generate more income and make a better lives for the community householders.

Local enterprise's activities consisted of ;

1. Sell fertilizer to members in the economy price.
2. Compose the bio-fertilizer for members usage.
3. Elect 7 board members and set regulations and made claim for support from Bank for Agriculture and Agricultural Cooperatives (BAAC).

Network promotion

1. Arrange a village to district meeting to discuss and exchange between members.
2. Arrange a village to village meeting to discuss and exchange between members.
3. Gathering and recording information about the factors that affect the network of local enterprise promotion and development.

Structure of the Phu Khao Thong village local enterprise

- |                |             |                  |
|----------------|-------------|------------------|
| 1. Ms. Somkid  | Pinpitak    | Chairperson      |
| 2. Ms. Kularb  | Intatachoei | Vice Chairperson |
| 3. Mr. Chatri  | Polyong     | Treasurer        |
| 4. Mr. Kraivit | Kaewta      | Board member     |
| 5. Mr. Joy     | Pasit       | Board member     |
| 6. Mr. Prachum | Preuksa     | Board member     |
| 7. Ms. Wantong | Nimnuan     | Secretary        |

## Operating characteristics

### 1. Product aspect

Phu Khao Tong local village local enterprises is a fertilizer Fund enterprises, therefore there is the needed to supply of economy but high-quality fertilizer to distribute to the members

### 2. Marketing aspect

Those who are interested are welcome to contact the Phu Khao Tong local village local enterprises, which in this marketing community enterprise wide open to anyone who is interested to contact them.

### 3. Management aspect

The group is joint stock. The chairperson president, vice chairperson, board members, and every member must apply for involved affectionate correspondence. Funds is supported from BAAC. The benefit allocation provide 60 percent for management fund, 20 percent for local enterprise activities and projects, and 20 percent for other activities.

According to Ms. Somkid, the local enterprise has supported the occupation promotion professional development. First of all, farmers in the community have not required to buy expensive fertilizer from shops because the community itself makes a sustained community self product. Moreover the local enterprise has generated incomes for members. However, it also needs to develop a local enterprise in many aspects to stability and strengthen the potential of the local enterprise. A much more amount of fund needs to be rise to cover the increasing of members.

The obstacles of Phu Khao Tong local enterprise were members' knowledge on local enterprise as we have seen from table 2 above. The reason that most members had not a distinctly working table, most members had no intention to meeting, member expected that the understanding is the role of the community leader or only the chairperson, whom serve and run the enterprise, members are not required to manage the enterprise.

## Discussion and conclusions

The study of cognizance of Phu Khao Tong local enterprise, affected from the 2005 Local Enterprise Promotion Act, was established by Ms. Somkid Pinpitak, the village head person and the mandatory of the state policies. The local enterprise was developed from the 'Phu Khao Tong village rice production enterprise plan', and, later, it was adapted into a roadmap and an abstract of the sustained development of the enterprise. The major objective was to establish a source of a good quality and economy fertilizers for an effectiveness agricultural farming.

The crucial obstacles of Phu Khao Tong local enterprise were members' knowledge on local enterprise. Most of the members had not a distinctly working table, most members had no intention to meeting, member expected that the understanding is the role of the community

leader or only the chairperson. In the long-term, this will become a problem for the strength and self-reliant of the community. To strengthen and making a sustained community using a local enterprise should begin with enhance members knowledge in the understanding of the principle of community knowledge in the 2005 Local Enterprise Promotion Act. The more understanding and the more opportunity would construct a strong managerial transparency and for the local enterprise in the future.

The networking must have been applied into this problem solution by activating cooperation between members and members, local enterprise and other institutions, etc.

It should publish useful information provide to the members accurately and continuously. And The developing of a networking tend to rise quite well because it has opportunity for the interests to join the network. However, in regard to the rights of the members' privileges. It should have to set the effective strategic and action plan.

### Suggestions

It should have an in-depth study in marketing aspect to provide more opportunity of the local enterprise opportunity in competition.

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## Diversity or Adversity: Intercultural Learning in Higher Education

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### Abstract

Why do Higher education institutions have to incorporate intercultural competence in their curriculum? Why does this matter? More and more higher education institutions whose native language is not English have adopted English medium instruction (EMI) due to either internationalisation or regionalisation. This consequently makes student mobility possible across countries, regions, or continents. Thus, more than before this allows heterogeneous groups of students who differ not only linguistically but also culturally to present in the same higher education landscapes. This phenomenon has challenged not only how curriculum is organized but also how it is delivered (Meerwald, 2013). Recent debates have highlighted synergy of diversity or intercultural learning, and several suggestions have been accordingly provided. Yet, this paper argues that the instructor needs to have a practical framework or guideline to deliver the curriculum that values intercultural learning.

Thus, this paper is aimed to discuss the key role of the instructor in delivering intercultural curriculum and to provide an optimal ecology for intercultural learning, and key mechanisms contributing to intercultural learning. The paper will first provide the definitions and conceptualisations of the key terms. Next, it will focus on the literature and research studies in the field. Then, implications and suggestions for a proposed guideline for the instructor will be discussed.

**Keyword:** diversity, intercultural learning, intercultural competence

## Introduction

More and more higher education institutions whose native language is not English have adopted English medium instruction (EMI) due to either internationalisation or regionalisation. This consequently makes student mobility possible across countries, regions, or continents. Thus, more than before this allows heterogeneous groups of students who differ not only linguistically but also culturally to present in the same higher education landscapes. While some teachers may see opportunities for learning amongst diverse groups of students, others may look over and miss the chance to promote essential skills that could be fostered in this circumstance. In terms of the benefits, Katherine E. Philips, the professor of leadership and ethics at Columbia Business School highlights what this phenomenon could bring as she says: “Being around people who are different from us makes us more creative, more diligent and harder-working”. To her diversity is a positive force. However, managing diverse groups could be challenging not only how curriculum is organized but also how it is delivered (Meerwald, 2013). Recent debates have highlighted synergy of diversity or intercultural learning, and several suggestions have been accordingly provided. Yet, this paper argues that the instructor needs to have a practical framework or guideline to deliver the curriculum that values intercultural learning.

### 1. Definitions and conceptualisation of the key terms

#### 1.1 Definitions

In this paper, the key terms that are in focus are ‘diversity’; ‘intercultural learning’ and ‘intercultural competence’.

According to Miriam Webster dictionary (2017), ‘diversity’ is “The state of having people who are different races or who have different cultures in a group or organization”.

Intercultural learning, according to Lane (2012) refers to “the acquisition of knowledge and skills that support the ability of learners to both understand culture and interact with people from cultures different from their own”. Lane further explains that it is a developmental process where learners move through fundamental level of understudying to the more sophisticated levels of understanding of others’ cultures and their own cultures.

Intercultural competence as defined by Freeman et al. (2009) is ‘a dynamic, ongoing, interactive self-reflective learning process that transforms attitudes, skills and knowledge for effective and appropriate communication and interaction across culture’ (p.13). While Fantini (2006) defines the term as ‘a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself’ (p. 12).

Several terms which have been described and or referred to as ‘intercultural competence’ include intercultural, cross cultural, or trans-cultural competence. Some terms could be more subject-specific, for example, in the field of foreign language skill development, intercultural learning also refers to intercultural communicative communication, cross-culture adaptation, and intercultural sensitivity (Sinicorpe, Norris, & Watanabe, 2007).

## 1.2 Conceptualisation of Intercultural Competence

The word 'intercultural competence' has been used interchangeably with many other words to refer to similar concepts. Fantini (2006) included 19 words as alternative terms for the debates in the field of intercultural communicative competence (ICC). These words were concluded by Sinicrope, Norris, and Watanabe (2007) in Table 1 below.

**Table 1** Alternative terms for intercultural communicative competence

transcultural communication	international competence	ethnorelativity
cross-cultural communication	international communication	biculturalism
cross-cultural awareness		multiculturalism
cross-cultural adaptation	intercultural interaction	plurilingualism
	intercultural sensitivity	
global competitive intelligence	intercultural cooperation	effective inter-group communication
global competence		
	cultural sensitivity	
	cultural competence	
	communicative competence	

Hammer, Bennet, and Wiseman (as cited in Sinicrope, Norris, and Watanabe ,2007) refer to 'intercultural sensitivity' as 'the ability to discriminate and experience relevant cultural differences' and refer to 'intercultural competence' as 'the ability to think and act intercultural appropriate ways' (p. 422). Sinicrope, Norris and Watanabe (2007) comment that Hammer, Bennet, and Wiseman's distinction (2003) between knowing and doing intercultural competent ways offers an introduction to the themes that have emerged from most contemporary work on ICC.

Sinicrope, Norris and Watanabe (2007) have reviewed four major frameworks for conceptualisation of intercultural competence which consisted of (1) Ruben's behavioural approach, (2) European Multidimensional Models of Intercultural Competence by Byram and Risager, (3) Bennett's Developmental Model of Intercultural Sensitivity (DMIS), and (4) a Culture-Generic Approach to Intercultural Competence. These conceptualisations can be further developed as a basis for activities or curriculum design. Ruben's approach, for example, is one among many earliest frameworks in the field of behavioural approach. His advocacy of the approach has linked the gap between knowing and doing, that is, between what individuals know to be intercultural competent and what those individuals actually do in intercultural situations. Based on the work of his team:

It is not uncommon for an individual to be exceptionally well-versed on the theories of cross-cultural effectiveness, possess the best of motives, and be sincerely concerned about enacting his role accordingly, yet be unable to demonstrate those understanding in his own behaviour. (Ruben & Kealey, 1979, pp. 19-20)

Accordingly, Ruben (as cited in Sinicorpe, Norris, and Watanabe, 2007) offered seven

dimensions of intercultural competence:

1. Display of respect: describes an individual's ability to 'express respect and positive regard' for other individuals.
2. Interaction posture: refers to an individual's ability to 'respond to others in a descriptive, non evaluative, and non judgemental way.'
3. Orientation to knowledge: describes an individual's ability to 'recognize the extent to which knowledge is individual in nature'. In other words, orientation to knowledge describes an individual's ability to recognize and acknowledge that people explain the world around them in different ways with differing views of what is 'right' or 'true'.
4. Empathy: is an individual's ability to 'put (himself) in another's shoes'.
5. Self-oriented role behaviour: express an individual's ability to 'be flexible and to function in (initiating and harmonizing) roles.' In this context, initiating refers to requesting information and clarification and evaluating ideas for problem solving. Harmonizing, on the other hand, refers to regulating the group status quo through mediation.
6. Interaction management: is an individual ability to take turns in discussion initiating and terminating interaction based on a reasonably accurate assessment of the needs and desires of others.
7. Lastly, tolerance for ambiguity: describes an individual's ability to react to new and ambiguous situations with little visible discomfort'.

These seven dimensions can be developed or adapted as a framework for preparing or designing activities or tasks that focus on intercultural learning.

## 2. Review of literature and research studies

In preparing their students as a global citizen who are not only inter-culturally competent but also as a reflective learner, HE institutions need to develop pedagogical practices that value diversity and intercultural learning. As the teacher or instructor is the key agent, there are certain roles that he/she needs to take. There are main areas that have been emphasised as important in intercultural learning: rapport building, reflective process, collaborative learning and assessment.

### Rapport and reflection

As suggested by Meerwald (2013), pedagogical approach that aims to engage students inter-culturally should have 2-R principles. The first principle is 'rapport building' which focuses on two main types of rapport. The two rapps are needed to be built include the one between the teacher and students and the other rapport is the one between students and students. Both of them are intended to create the sense of belonging to heterogeneous groups. The second principle is 'reflection' or 'a self-reflection learning process'. To date a large body of research studies have emphasized on reflective practice of both teachers and learners. And there are var-



ious activities that the instructor has promoted in their class ranging from reflective discussion to reflective journaling (Corner-Green, 2000; Jarvis, 2001; Chuaychoowong, 2016).

## Collaborative learning

In the class where intercultural learning is in focus, it needs a well-designed task that could foster collaboration among heterogeneous groups of students. According to Russell, Knutson, and Crowley (2013) suggestions from literature or research in the field of inter-organizational collaboration have revealed promising benefits of collaboration in terms of problem solving and learning process. Wood and Gray (1991) define collaboration as inter-organizational activity designed to achieve desired ends that a single organization could not achieve on its own. In the same way, in a classroom setting, collaborative learning portrays a picture of several students gathered at a table engaged in a high-level task, discussing, debating an issue, making shared decisions or agreements.

However, collaborative learning using a collaborative task may not yield a result as expected without a pre-designed plan. According to Alber (2012), to foster students' collaboration and to develop them to be highly collaborative citizens, it needs scaffolding of the teacher or instructor in the process. The instructor is suggested to follow these steps in collaborative learning: establish group agreements, teach students how to listen to others, teach them how to ask good questions, teach them how to negotiate, and model what is expected from students. To illustrate each step, Alber (2012) explained as follows:

To establish group agreements, at the very beginning students are encouraged to give their opinion on what will be the norm of their groups. For example, decision on turn taking or assigning roles of each member in the group.

To foster good listeners, the instructor should 'share how people who really listen (make eye contact, offer empathy, restrain from cutting others off in a conversation) are easy to like and respect.' In some cases, students may need opportunities to restrain themselves from speaking in order to keep their attention on listening. In other cases, students may need opportunities to be encouraged to speak out. Using "Three then Me" code as the class norms/agreements can be used in both cases. This means that before one can speak again, they need to wait for three others to share first or when three other students have shared first it is the student's turn to speak out rather than to be silent.

To encourage students to ask questions, the instructor should have the class generate questions on any given topic, write each one on the board, and discuss with students what makes these particular questions interesting or stand out. The focus of the discussion can be about the types of questions that more often yield the best responses such as open-ended, thoughtful and even daring.

To help students learn to negotiate, the instructor should help them learn that 'a good negotiator listens well, shows patience and flexibility, points out shared ideas and areas of group agreement, and thinks under pressure' (Alber, 2012).

The instructor may give students a group task such as planning a birthday party or a fieldtrip, so they have a chance to learn to work together and develop negotiation skills.

Finally, the instructor should model what is expected from students, for example,

teachers need to model listening, paraphrasing, artful questioning and negotiation using any and every chance they get. The instructor in collaborative learning class, generally and mostly facilitates learning experiences for whole and smaller groups.

## Assessment

Literature in the field of assessment has highlighted influence of assessment or testing on the learner's behaviour. For example, the learner tends to adopt surface approach to study if assessment requires low level of thinking. On the contrary, if assessment requires higher order of thinking, the learner adjust is more likely to adopt a deep approach to study. Thus, if assessment requires the learner to perform with intercultural competency, he/she is more likely to be active in building up their intercultural knowledge, awareness, and skills.

### 3. Implications and suggestions

Since the instructor is the key agent who needs to provide condition so that students will be culturally engaged, four main implications for the practices of the instructor or the teacher are summarised as follows:

#### 3.1 Rapport building

The instructor should build up two types of rapports: the teacher-students rapport and the students-students rapport. Students need to have trust before they become comfortable and open to others.

#### 3.2 Reflection

The instructor should introduce reflection activities to the class so that students can be encouraged to revisit and learn from their experience. When they have to work with others who are from different backgrounds, especially those from different linguistic and cultural backgrounds.

#### 3.3 Collaborative learning

The instructor should apply collaborative learning to the class in order to encourage students to work together and build necessary skills essential to develop intercultural competence and skills for global citizens.

#### 3.4 Assessment

If a curriculum is aimed to value intercultural learning, a measurement of students' intercultural learning is needed to be in place. The instructor should inform students of what are expected from them.

### 4. Conclusion

This paper has reviewed intercultural learning, it's relevant concepts and ideas on how it can be fostered. It also suggests how the instructor can deliver the curriculum that values intercultural learning by focusing on four main areas: rapport building, reflection, collaborative learning, and aligned assessment.

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## The Challenges Of Community On Voluntourism Management

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### Abstract

Voluntourism has experienced significant growth in recent years, and an increasing number of commercial tour operators are adding volunteer opportunities to their itineraries. With such arapid growth of the popularity and awareness of voluntourism, many tourism businesses and travellers seem to recognize the tremendous potentials that this field has to positively impact destinations and communities around the world.

The challenge - and opportunity - of transforming good intentions into community's best practices is a priority for all those involved in voluntourism. In addition to many examples of successful and sustainable voluntourism initiatives, however, there have been concerns regarding cases where voluntourism programs offered by commercial tour operators are mismanaged, leading to negative impacts. Satisfying the desires of travellers to make a difference, giving back to destinations and creating lasting impact, while at the sametime ensuring that the local community needs are met, requires effective planning andmanagement, and consistent monitoring ofvolunteer projects.(The International Ecotourism Society, 2012)

Responding to the recent trends of voluntourism and community-based tourism, as well as the concerns that some tourism business maysimply be "jumping on the bandwagon" to profit from people's good intentions, the community based voluntourism concept have been developedto help the local people who are voluntourism providers in the community to plan and managetheir volunteer programs , and to contribute to the long-term success of the voluntourism sector to sustainable tourism. The community based voluntourism concept consists of 6 key components (CL-TEAM); 1) Community 2) Learning 3) Time 4) Expense 5) Attractions and 6) Management (The International Ecotourism Society- TIES, 2012 and Responsible Ecological Social Tour-REST, 2003) that can be integrated to tourism management in Thailand.

In Thailand, the Upper Northern where are full of fascinating destinations has a potential to develop voluntourism as a form of income-generating tourism product in the region.

**Keywords:** Challenges, Community, Voluntourism Management, Sustainable Tourism

## Introduction

Nowadays tourism has become one of the main generators of socio-economic progression for many countries in the world as a major source of foreign income and employment. Tourism creates opportunities for local communities to benefit from their natural and cultural resources through employment in tourism activities and the supply of services and goods, such as food, excursions, handicrafts to tourism businesses or directly to visitors, without having to migrate to towns in finding a better life. (UNWTO, 2011)

Nevertheless the challenges of global economic conditions, geopolitical commotion, and natural disasters, tourism still continues to demonstrate remarkable flexibility by being one of the largest and fastest growing industries in the world economy and a valuable source of job creation, economic growth, export revenue and domestic value added. (OECD, 2016)

Moreover, the United Nations has declared 2017 as the International Year of Sustainable Tourism for Development, acknowledging “the importance of international tourism, and particularly of the designation of an international year of sustainable tourism for development, in fostering better understanding among peoples everywhere, in leading to a greater awareness of the rich heritage of various civilizations and in bringing about a better appreciation of the inherent values of different cultures, thereby contributing to the strengthening of peace in the world”. (UNWTO, 2015) The International Year has promoted tourism’s role in the following five key areas:

1. Inclusive and sustainable economic growth;
2. Social inclusiveness, employment and poverty reduction;
3. Resource efficiency, environmental protection and climate change;
4. Cultural values, diversity and heritage; and
5. Mutual understanding, peace and security.

Furthermore, tourism is a social, cultural and economic activity that offers opportunities to many people around the world. This is a unique opportunity to highlight the contribution of the tourism sector to the sustainability principles: balancing the economic, environmental, and socio-cultural aspects. (UNWTO, 2015)

Therefore, tourism is one of the drivers of global economic growth, and currently regards as one in eleven jobs worldwide. By giving work opportunities in the tourism sector, society - particularly youth and women can benefit from enhanced skills and professional development. The sector’s contribution to job creation is recognized “By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products”. (UNWTO, 2016)

According to UNESCO, “Sustainable tourism is defined as tourism that respects both local people and the traveller, cultural heritage and the environment”. It seeks to provide people with an exciting and educational holiday that is also of benefit to the people of the host country.

Sustainable tourism is becoming so popular that some say that presently call 'alternative tourism' will be the mainstream in a decade. The various forms of alternative or sustainable tourism are such as nature-based tourism, ecotourism, cultural tourism, community based tourism and voluntourism as they included activities that were concentrated on providing opportunities for local people as well as the conservation of the natural and cultural resources (Chatchalerm, 2008).

As mentioned above, these tourism trends are alternative for tourists who seek new travel experiences and also help local people to get better life, particularly voluntourism that is a form of tourism where volunteers on projects give back to the community and it also can be related to community based tourism to make local people getting involvement in tourism management.

## Community Based Tourism (CBT)

Community Based Tourism is subsets of the concept Sustainable Development by United Nations World Tourism Organization (UNWTO 2008). Sustainable Development defined by the World Commission on Environment and Development (WCED) as development that meet the needs of the present without compromising the ability of future generation to meet their own needs" (WCED 1987).

CBT is tourism that takes environmental, social, and cultural sustainability into account, with the purpose of enabling visitors to increase their awareness and learn about the community and local ways of life. (REST, 1997) Regardless of the actual terms used, there are some key processes and practices that can ensure CBT is appropriately and effectively considered, planned and managed for the benefit of both people and place. The following are elements of CBT:

### 1. Natural and Cultural Resources

- Natural resources are well preserved
- Local economy and modes of production depend on the sustainable use of natural resources
- Customs and culture are unique to the destination

### 2. Community Organizations

- The Community shares consciousness, norms and ideology
- The Community has elders who hold local traditional knowledge and wisdom.
- The Community has a sense of ownership and wants to participate in its own development

### 3. Management

- The Community has rules and regulations for environmental, cultural, and tourism management.

- A local organization or mechanism exists to manage tourism with the ability to link tourism and community development.
- Benefits are fairly distributed to all.
- A percentage of profits from tourism is contributed to a community fund for economic and social development of the community.

#### 4. Learning

Tourism activities and services aim at:

- Fostering a shared learning process between hosts and guests.
- Educating and building understanding of diverse cultures and ways of life.
- Raising awareness of natural and cultural conservation among tourists and the local community.

Community Based Tourism (CBT) is becoming more popular amongst European tourists. In this market segment Germany, France, Spain, the Netherlands and the United Kingdom offer most opportunities for you as a tourism provider from a developing country. As part of this trend the survey of European market for outbound tourism had found European travelers are searching for authentic experiences in non-traditional destinations. They want meaningful, life-enhancing experiences and interaction with local people. This offers interesting opportunities for tourism in developing countries, as the wealth of unique cultural and natural resources in many of these countries allow them to offer authentic experiences. Moreover European travelers increasingly prefer specialized holidays to general mass holidays, especially in the more mature tourism markets in Western and Northern Europe. As a result, tourism companies are increasingly specializing in specific tourism segments. According to industry experts, the following segments offer good opportunities for tourism providers in developing countries with plans to target the European market: Community-based tourism, Adventure tourism, including cycling and diving, Cultural or religious tourism, Nature or wildlife tourism, Wellness tourism, and culinary tourism. For statistics on European source markets had shown the popular community-based tourism destinations according to industry experts, popular CBT destinations include Bolivia, Guatemala, Peru, Brazil, Indonesia, South Africa, Cuba, Laos, Tanzania, Ecuador, Morocco and Thailand (The Centre for the Promotion of Imports from developing countries CBI, 2016)

As the review above of Community Based Tourism trend found Thailand is the popular community based tourism destination in the world especially European travelers as they are looking for memorable quality travel experience. Community-based tourism means something simple but with a unique identity and story, and offers a new and insightful experience of the local way of life of the people in that particular community. Besides the Royal Thai Government's national tourism development plan for 2016-2017, to disperse income to local communities nationwide as well as build a better quality of life for the local people, strengthening the communities, and promoting the preservation of Thai culture and traditions. All these will lead to the conservation of our natural resources and the sustainability of the country's tourism industry as a whole. As The Tourism Authority Thailand (TAT), also pays attention to sustainable

tourism development by providing training to different actors in the tourism industry included supporting community based tourism form.

Community Based Tourism in Thailand has received significant domestic and international recognition as a tool for capacity building and community development: improving quality of life, contributing to sustainable natural resource management, supporting local economies and stimulating pride in local culture and community development achievements. In each community, the goals of CBT may be different. However, some common benefits of CBT in Thailand have included: 1) Improved knowledge and skills, including planning, management, hospitality skills, communication, negotiation, numeracy. 2) Improved team work and cooperation between community members, including youth and elders, formal and informal leaders, etc. 3) Cleaner, more hygienic villages and better health for families. 4) Earning money by offering services to tourists 5) Sharing and passing on cultures and ways of life. 6) Environmental conservation and improved food security. Following are the benefits of CBT are the cause of Thailand government and NGO's have assisted community members to build a local team, identify their community development priorities, consider how tourism can be designed in order to achieve their goals, and put their ideas into action. (CBT-I, 2014)

Moreover community based tourism activities and services those offer visitors unique opportunities to meet local people and learn about their cultures, livelihoods and relationships with the natural world: directly from local guides and families. For example, guests could explore a nature trail with an expert woodsman, cast a net with traditional fishers, or learn a local art, sport or recipe. Sometimes, a community works in partnership with a tour operator to develop a more ambitious program, like a community lodge or a multi-day trekking program. In addition to being a great cultural experience, CBT is designed to support social and environmental work, build local skills and distribute benefits broadly. This is achieved, for example, through training, integrating conservation and community work into CBT programs, community funds and queue systems. In addition to culture and nature based activities, some communities offer study tour programs for people who wish to learn about grassroots community development and conservation initiatives, in the field. Other communities offer the chance to 'give something back,' through simple volunteer activities.

However, the emergence of community based tourism in contemporary highland ethnic communities of northern Thailand has become a positive and more equal trend of tourism. Through these new forms of tourism, local villagers play a key role in managing tourism based on their willingness, participation and dignity. Such a new paradigm shift for ethnic tourism entails a mutual understanding between tourist and tourism, since both sides spend much more time together for discussion and information exchange. Moreover, these forms of ethnic tourism should lead to sustainable tourism, as local villagers do not entirely rely on tourism business for their income, and consciousness for preserving ethnic culture and the environment is also perceived by all stakeholders. (Prasit leepreecha, 2005)



## Voluntourism

Voluntourism can be defined as "Any voluntary service which involves spending time and no financial return, to do something which aims to benefit someone combination with traditional travel at those service destination and more concern on environmental, cultural, humanitarian to make a positive impact upon the local and tourist themselves". (Juthaporn and Jarumaneerat, 2014)

Moreover, voluntourism is a newly coined term that describes individuals undertaking a working holiday in which they volunteer their labour in the service of a charitable cause. voluntourism is promoted as a means by which individuals can participate in an authentic experience that offers a positive contribution to the destination. In many instances, volunteers pay a fee that covers their travel, living expenses, and a financial contribution to the relevant charitable organisation. (Farrington, 2016)

Therefore, voluntourism is the fastest growing niche tourism market that embodies several principles associated with alternative tourism, including the generation of community benefits, the importance of intimate interactions between tourist and host, the authenticity of the experience and the small scale of the activities involved. (Mostafanezhada and Kontogeorgopoulosb, 2014)

According to The International Ecotourism Society, there are five volunteering criteria: 1) Minimum "Local Investment" Level: Organizations provide investment into the project itself above and beyond the volunteer's time and work. This can be in the form of finance, resources or training. 2) Long Term Commitment to the Project (Min. 3 Years): Organizations have a direct relationship with the host project or community, and develop the project in joint communication with their project partners. 3) Clear and Honest Project Description and Thorough Volunteer Preparation: Give clear, comprehensive and honest descriptions of their projects and have an appropriate pre-departure selection, preparation and training programme. 4) In-Country Support and Project Management: Volunteers receive constant support and regular communication while on site at their project. 5) 100% Volunteer Expenses Covered by the Placement Organization, Not the Local Community: Organisations ensure that 100% of volunteer expenses on site (food, accommodation, transport) are covered, and are not in any way the responsibility of the local community.

As mentioned above, voluntourism is the combination of travelling and doing something for a good cause through volunteering. Whether it is teaching children, helping in agricultural activities, participating in a nature conservation programme, or aiding a community development project, the volunteering activities enable travellers to experience an authentic insight of the place they visit, and discover a more worthwhile way to enjoy their holiday.

Voluntourism is an ideal option for those who want to absorb the beauty of the place, immerse in the culture, as well as give back to the local people, community, and environment. Thailand is blessed with an abundance of natural wonders, remarkable cultural legacy, inimitable local wisdom, and friendly people with warm and welcoming hospitality, making the country an attractive voluntourism destination. Besides indulging in the untouched natural beauty of Thailand, either amidst the lush green forest or by the glistening blue sea, visitors also gain a deep understanding into the local people's way of life.

The form of voluntourism varies in terms of the length of time, the skills required, and the conditions in which the volunteers are expected to work. There are a variety of voluntourism destinations across the length and breadth of Thailand where travellers can find themselves transforming an ordinarily wonderful holiday into a life changing experience. The volunteering opportunity may be as short as a few hours or span over the course of several months, but the valuable contribution is beyond a doubt having a positive impact on the environment or the community. The people in Thailand are well aware of the importance of the kingdom's natural treasures and they strive to protect the environment, conserve natural resources, and live a sustainable life. Sometimes the activities are as easy as travelling responsibly through ecotourism activities, cleaning an animal's cage, or planting trees, but through these activities, the local people's mindset and way of life may possibly become an inspiration to the volunteers. (Tourism Authority of Thailand, 2014)

In Thailand, the Upper Northern has a potential to be developed voluntourism as a form of income-generating tourism product in the region. For example, Hill-tribe Villages in Tambon Mae Yao in Chiangrai province, visitors can help support the development of the community through teaching English to the children or working on building development projects. Besides, The Elephant Nature Park in Amphoe Mae Taeng in Chiangmai province, volunteers can learn about the elephants, understand them, observe their behaviour, and appreciate their natural way of life such as preparing food, feeding the elephant and bathing the elephant. Volunteers can enjoy interacting and establishing special bonds with the friendly giants without hurting them, and help them to live happily in a peaceful and healthy environment. In addition, Sanpatong Farmstay project in Amphoe San Pa Tong in Chiangmai province, volunteers can work on the farm or teach English to local people and the project offers the chance for the volunteers to explore the concept of sustainable agriculture, Thai farming techniques, and the local culture. These are full of fascinating destinations that offer the opportunity for visitors to enjoy a holiday and have an inspiring experience of a lifetime.

Nevertheless, voluntourism presents opportunities and risks to local communities. On one hand, it is an opportunity for them to benefit economically and 'in kind' from volunteers' contributions of time and labor. On the other hand, there are many risks associated with commercial, short-term, voluntourism. Tour organizers may prioritize the expectations of their unskilled guests over the real needs of community members; perpetuate one dimensional stereotype of 'undeveloped' local communities; or even experiment with community development without sufficient skills and knowledge. These outcomes could have serious impacts on the communities being promoted as 'beneficiaries'. For these reasons, the local community should get the real benefits from voluntourism by managing themselves thought community based tourism.

Therefore we have summarised the advantage and disadvantage of Voluntourism as the table shown below.

Advantage	Disadvantage
1. The community have increased manpower and direct financial support through placements.	1. Voluntourism business placements are seen to be increasingly designed with the convenience and motivation of volunteer tourists in mind, rather than focusing on the communities they are supporting
2. The community have increased local employment (facilitated by the injection of revenue) and improved facilities (schools, parks and daily activities).	2. The low level of community participation in voluntourism management.
3. The volunteers may have some prior awareness of global development issues, the majority of respondents felt that providing tourists with opportunities to live and work amongst people from societies and cultures very different to their own has the potential to increase cultural understanding, social awareness and sense of global responsibility.	3. Some volunteers may not have the skills because voluntourism business had not selected them before sending to destinations communities.
4. Voluntourism provides host organisations/projects with a voice; a means of spreading their message and inspiring long-term social movement and activism.	4. Some volunteers are affected by culture shock after a period of days, some weeks and others after a few months.
5. Volunteers take their experiences home with them, and the majority of host organisations/projects confirm that volunteers tend to stay in touch when they finish the placement and return home, even actively fundraising on their behalf.	5. Community get unfair profits from voluntourism from business outside.

## Community Based Voluntourism

According to previous reviews, the community based tourism is a tourism form that emphasizes local people who is managed and owned the tourism resources such as environmental, social and cultural sustainability into account for the community, moreover the purpose of visitors to awareness and learn about the community and local ways of life. Related to the voluntourism which is a tourism form that emphasizes on volunteering through doing something good for local people such as teaching children, helping in agricultural activities, participating in a nature conservation programme, or aiding a community development project etc., however some tourism businesses and travellers have been taken advantage form local people and made serious impacts to destinations via voluntourism such as tourism businesses had issued the volunteer visa to tourist for longer period to visit Thailand without doing something good to community

or the volunteers were unskilled. On the other hand there are some concerned issues in voluntourism as unfair distribution benefits between tourism business and community. As the result of this review we have suggested the new tourism management model that combines between the Community Based Tourism and Voluntourism called the Community Based Voluntourism (CL-TEAM.)

The Community Based Voluntourism concept consists of 6 key components (CL-TEAM); 1) Community - Tourism Management is operated by local community that conducts the volunteer activities and determine the direction of community based tourism through volunteer-driven activities. 2) Learning - The form of tourism that focuses on the exchange of experiences, knowledge and supports between guests and the local community. 3) Time - The length of time to participate in volunteer activities to get involved with the local community by staying at least two nights. 4) Expense - Visitors are responsible for all participating expenses in volunteer activities with local communities to contribute revenue into the local community based tourism. 5) Attractions – Community based tourism management that utilizes tourism resources as natural, historical and cultural resources to be tourism attractions through volunteer activities. 6) Management – Clear and honest management of tourism stakeholders that involved in voluntourism management.

The suggestions above are meant as points of tourism stakeholders and tourism developer for rethinking about impacts of voluntourism that is poorly managed by tourism business outside community, so the benefits do not reach to the destination communities. For example many companies focus on sending people to popular destinations rather than destinations that actually need volunteers. The model we are proposing assures that the community needs and welcomes volunteer aid and the project will be working on and will not leave a negative impact. Moreover the community benefit from hosting the volunteers in locally owned hotels or homestays, from coordinating activities and transportation, and from the volunteer buying food and souvenirs. Also, people who volunteers aboard are more likely to later donate money to their destination community, and so the destination communities continue to benefit economically even after the volunteers leave.

## Conclusion

As the result of reviews in topic has shown us the challenges of community on voluntourism management which local people have chance to manage voluntourism with supporting by tourism stakeholders. Eventually it is to be hoped the community based voluntourism model that will be the best possible model for community and tourism business to be adapt these tools for tourism management in their area.

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## Economic Development In Lao Pdr After The Use Of “New Economic Mechanism” Policy<sup>1</sup>

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### Abstract

This paper aims to explore the statement of knowledge on economic development in Lao PDR. It is expected to understand the situations of economic development in Lao PDR and its consequences after the use of “New economic mechanism” policy by Lao’s government to boost economic development since 1986 onwards. Since Lao’s government opens the country to receive foreign Aids and foreign direct investments in various sectors, it results in the fact that economic development and GDP growth in Laos PDR has dramatically improved. However, this paper reviews documentary papers conducting in Lao PDR. The sampling data covers 30 research reports, and published papers, including unpublished M.A. thesis and Ph.D. dissertations relevant to economic development in Lao PDR. The author uses key concepts such as economic development, uneven development, marginalization, inclusion and exclusion to analyze the data. The research finds that various forms of economic development in Lao PDR are implemented such as infrastructure development projects, modernized agriculture, urban development, energy constructions and tourism. Many research reports indicate that the process of economic development in Lao PDR has brought about a rapid change in socio-economic and environmental conditions of Lao PDR. Although many groups of people in Lao PDR benefit from rapid economic development, this process also creates unintended consequences. The unintended consequences stem from the fact that the use of “New economic mechanism” policy has constituted negative impacts, particularly the deterioration of environment and the exclusion of local people from natural resources. As a result, the implementation of new economic mechanism policy in Lao PDR has created uneven development which can be seen in different levels of development such as different development between urban and rural areas, and between industrial sector and agricultural sector, etc. Moreover, the new economic development in Lao PDR creates the “New poor” or those who are excluded from their lands and natural resources which they have mainly relied on to make their lives.

**Keywords:** Economic development, New economic mechanism policy, Lao PDR, Uneven Development, New Poor

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Lao PDR has an area about 230,000 kilometers. However, the World Bank reported that populations of Lao PDR in 2015 were estimated 7.34 million people. Lao PDR is a lower-middle income country. But, the country is one of the fastest growing economies in the East Asia and Pacific region. GDP growth averaged of Lao PDR is estimated 7 percent over the last decade, with increasing use of the country's natural resources—mostly water, minerals and forests. Construction and services also expanded, as well as expansion of tourism industry and foreign investment (<http://www.worldbank.org/en/country/lao/overview>, cited in 11 December, 2016).

This paper aims to explore the situation of economic development in Lao PDR after the use of "New economic mechanism" policy since 1986 onwards. Its purposes are: (1) to understand the current situations of economic development in Lao PDR; (2) to know its consequences and unintended consequences of economic development in Lao PDR.

Under the "New economic mechanism" policy, the role of Lao's government has shifted from a control agent to be a supporter of local investors, and a mediator between foreign investors and local ones. And the aim of the use of new economic mechanism policy is to increase a number of foreign direct investments (FDIs) in the country. Under the new economic mechanism policy, the control of economy by Lao's government has been replaced by free market mechanism. Moreover, the government establishes the new foreign investment laws and new institutions to support foreign investors. According to the foreign investment laws, tax exemption during the first to the third year of investment is allowed for foreign investors. In addition, tax exemption is provided for cooperate sector which use technological advances, exporters and local business. Through the implementation of new economic mechanism, the Lao's government expects that the volume of FDIs in Lao PDR will increase, and state enterprises and private enterprises in the country would benefit from the co-investments with foreign investors (Panya 2014, p.60-61).

Since Lao's government opens the country to receive a large amount of foreign Aids and foreign direct investments (FDI), economic development and GDP growth in Laos PDR has dramatically improved. The World Bank also reports that economic growth contributed to lowering the number of poor people to an estimated 23.2 percent of the population in 2012/13 from 33.5 percent a decade ago. However, poverty has been declining slowly compared with some countries in the Association of Southeast Asian Nations (ASEAN). The macroeconomic environment remains challenging, reflecting both domestic and increasingly external risks, and needs careful management (<http://www.worldbank.org/en/country/lao/overview>, cited in 11 December, 2016, cited in 11 December, 2016).

According to the World Bank, economic outlook of Lao PDR remains broadly favorable, supported by the power sector and growing ASEAN integration. GDP growth is estimated at 7 percent in 2016. The Hongsa lignite power plant comes on stream in 2016 and together with the output expected from other new power plant is expected to increase power generation by more than 30 percent compared to 2015. Construction is expected to remain strongly supported by the pipeline power projects and real estate development. The current account deficit is expected to narrow slightly as power exports increase and recent trends in exports of parts and components continue (<http://www.worldbank.org/en/country/lao/overview>, cited in 11 December, 2016).



The introduction of the ASEAN Economic Community in 2016 is expected to further liberalize the movement of goods and services, capital and high-skilled labour in the region. Lao PDR has been a member of the World Trade Organization since 2013. Lao PDR has made good progress on a number of Millennium Development Goals (MIGs), including reducing poverty and hunger, and improving education and health outcomes. As of September, 2016, the World Bank has supported 19 development projects, including \$76 million provided through Development Partner funding. The largest sectors are environment and natural resources (28%), social development (18%) and energy and mining (13%) (<http://www.worldbank.org/en/country/lao/overview>, cited in 11 December, 2016).

This paper is based on a review of literatures of approximated 30 sampling documents. These documents cover research reports, published papers, including M.A. thesis and Ph.D. dissertations relevant to economic development in Lao PDR. The author adopts political economy framework, and uses key concepts such as economic development, uneven development, marginalization, land grabbing, land governance, dispossession, inclusion, exclusion, and primitive accumulation to analyze the data.

The author finds that various forms of economic development in Lao PDR are established for example infrastructure development projects, modern agriculture, urban development, energy constructions and tourism. Since the Laos government adopts the policy of "New economic mechanism", economic development in the country has dramatically improved. However, the rapid economic development in Lao PDR has brought about intended and unintended consequences. It is correct that the implementation of new economic mechanism policy in Lao PDR has led to poverty reduction as reported by the World Bank. Nevertheless, the implementation of new economic development policy has created uneven development which can notice from the wider gap between the rich and the poor, the urban and the rural, the industrial and the agricultural sectors. For this reason, this paper will explore various forms of economic development and intended and unintended consequences of development in Lao PDR since 1986 onwards.

This paper is divided into five parts as following: (1) Infrastructure Development, Energy Construction and Land Governance in Lao PDR; (2) Dispossession, Concession and Land Grabbling for Agriculture; (3) Urban Development and Land Dispossession; and (4) Tourism Development and Unequal Development; and (5) Conclusion.

## **I. Infrastructure Development, Energy Construction and Land Governance in Lao PDR**

Lao's government encourages foreign direct investments (FDIs) in various sectors, including energy production. In 2014, Lao's government asked for international loans for US\$ 110 million. As of September 2016, the World Bank has an ongoing lending of US\$ 427 million supporting 19 projects. These 19 projects include: (1) the Power Grid improvement project, served by Electricite Laos; (2) Customs and Trade Facilitation Project, served by Ministry of Finance; (3) Second Trade Development Facility Project, served by Ministry of Industry and Commerce; (4) Small and Medium Enterprise Access to Finance Project, served by Department of SME Promotion, Ministry of Industry and Commerce; (5) Road Sector Project, served by Ministry of Public Works and Transport; (6) Second Lao Environment and Social Project, served by Environment Protection Fund; (7) Building Resilience to Natural Disasters, served

by Ministry of Planning and Investment; (8) Scaling-Up Participatory Sustainable Forest Management, served by Ministry of Agriculture and Forestry; (9) Forest Carbon Partnership Facility REDD+ Readiness Grant, served by Ministry of Agriculture and Forestry; (10) Nam Et Phou Louey Tiger Landscape Conservation Project, served by Wildlife Conservation Society; (11) Technical Assistance for Capacity Development in Hydropower and Mining Sector Mekong Integrated Water Resources Management, served by Ministry of Energy and Mines; (12) Mekong Integrated Water Resources Management, served by Mekong River Commission; (13) Health Governance and Nutrition Development Project, served by Ministry of Health; (14) Second Global Partnership for Education, served by Ministry of Education and Sports; (15) Early Childhood Education Project, served by Ministry of Education and Sports; (16) Poverty Reduction Fund II, served by Lao Poverty Reduction Fund; (17) Poverty Reduction Fund III (new Project), served by Lao Poverty Reduction Fund; (18) Nam Thuen 2 Social and Environment Project, served by Nam Thuen 2 Power Company; (19) Strengthening the National Statistical System Project, served by Lao Statistics Bureau (<http://www.worldbank.org/en/country/lao/projects>, cited in 11 December, 2016).

In addition, Asian Development Bank (ADB) also supports funding of infrastructure projects and development projects in Lao PDR in 7 areas, including transportation, energy production, telecommunication, environment, human resource, trade and commerce, and tourism. ADB hopes that the development of infrastructure projects, irrigation projects, dam projects and urban development projects would stimulate the expansion of trade, production and distribution of goods within Lao PDR, linking to other countries in ASEAN. Furthermore, UNDP supports the upland development projects while Australian Agency for International Aid (AusAID) supports infrastructure projects, particularly small-scale irrigation projects. Additionally, JICA supports rural development projects (Chiangthong 2011, p. 8). To understand the impacts of infrastructure development projects on livelihoods of Laos and environment, it is necessary to consider both positive and negative impacts of economic development as well as the proliferation of wealth from development among different social groups. To know impacts of economic development in CLMV countries, Hirsch and Scurrah (2015, p. 3-4) suggest that it is important to locate development projects in the framework of political economy in the contemporary Mekong region. Hirsch and Scurrah (2015, p. 3-4) consider economic development is not only a socio-economic issue, but also a political issue. So, they suggest that economic development should be analyzed in relation to the situation of land grabbing in the contemporary Mekong region. Moreover, they also link regional economic development to an issue of land governance to understand how economic development has brought about changes in land control and land use.

In the Mekong region, concessions for agriculture which are long-term large granted at low annual per hectare rents has been affected land development. In Lao PDR in particular, concessions mostly involved investors from China, Thailand and Vietnam. Resource development projects such as large dams and mines cause land grabbing. Since co-operative firms, combining private and public-private partnerships encouraged development projects grab a large amount of land that are belonged to small holders. This means that land was taken from small holders to make profits for foreign investors (Hirsch and Scurrah 2015, p.8).

According to Hirsch and Scurrah (2015, p.9), land grabbing in the Mekong region is also associated with the compulsory land acquisitions for public infrastructure development such as road, railway building and urban developments. Moreover, land grabbing can be seen through green grabbing. Green grabbing results from the implementation of reduce emission from deforestation and forest degradation (REDD+) projects in forestland, particularly forest in national reserved forest estate which forces forest dwellers out of their homeland and agricultural land. Finally, Hirsch and Scurrah (2015, p.9) argue that land grabbing in CLMV can be seen in the proliferation of special economic zones (SEZs). Because SEZs are often established in the land with attractive and competitive economic landscape, and land frequently has been taken from small holders to provide for manufacturing enterprises. Following suggestion provided by Hirsch and Scurrah (2015), the author will explore various form of economic development in Lao PDR after the use of new economic mechanism policy, and its implication on the issue of land grabbing, land governance, changing livelihoods of Laos, and transformation of environment and culture as follows.

Concerning development of public infrastructure and of energy production in Laos, there are public concerns about benefit and expense in regard to development projects. For example, the study of Chiangthong (2011, p.10) questions benefit and expense stemmed from a construction of cross-border road, namely 'R3A' supported by ADB. The 'R3A' road links 'La' city of China to 'Bauten' city of Laos. ADB expects that the building of R3A road would provide rapid and convenient transportation for people and goods along three countries of China, Lao PDR and Thailand. Therefore, ADB hopes that R3A would encourage a shift from subsistence economy to commercial economy in Lao PDR. For example, the shift from rice farming to sugar cane plantation in rural areas of Laos. ADB expects that this road would encourage enlarging production of sugar cane for export to China. Nevertheless, Jamaree argues that evaluation of this project reports that most benefits caused by this road building are likely to fall on China, ten times more than Thailand, and a lesser amount of benefits comes to Laos respectively.

Likewise, the study on cross-border trade of cabbage in the borderland of Thai-Laos by Pruek (2007, p.157-191) finds that a road building project linking Thailand to Laos encourages an expansion of contract farming of cabbage in 'Bolovan', an upland of Southern Laos. The building of new road also extends the cross-border trade of cabbage in the borderland of Thai-Laos, as it allows Thai investors to easily cross-border to invest in contract farming of cabbage in Southern Laos and later they simply export a large number of cabbages to Thailand. Pruek concludes that the road building project makes possible an integration of independent farmers into international markets which create more jobs for local cabbage growers and labourers. However, an expansion of cabbage production in Southern Laos creates more profits for Thai investors and traders rather than Laos farmers and labourers. In addition, an expansion of cabbage production leads to deterioration of environment of the upland of Bolovan.

Southavilay (2005) studies an impact of the Tin irrigation project on livelihoods of local people, particularly Khamu people. Southavilay examines the way that Khamu people cope with the change of physical and environmental conditions after the construction of irrigation project that disrupts their livelihoods. Southavilay finds that Laos government which acts as a developmental state creates an image of Khamu as "shifting cultivators" and uses such image to justify the resettlement of Khamu people and other local people out of their homelands.

By changing the image of Khamu people to be "forest destroyers", the Laos government felt that it is justified to construct an irrigation project to replace the shifting cultivation. The state believes that this project would result in forest protection and increased rice production. However, the construction of an irrigation project creates benefits for the better-off only, since they have a better chance and capacity than others to negotiate with local government in term of access and control over the land. In contrast, the poor are powerless and cannot well respond to market-oriented economy, so they become the very poor. Southavilay specifies that Khamu people in the Nam Tin watershed have lost their land and suffered from the reduction of their livelihood strategies. Moreover, once the Khamu people have been relocated in the new place, they face land conflict with neighboring villagers.

Kandasak (et.al. 2015, p. 82-106) studies the establishment of national reserved forest at 'Long Goy Pa' village and the adaptation of Long Goy Pa community in response to the state control of forest. Kandasak finds that the state control of forest through the process of re-territorialization of national reserved forest and the establishment of three new categories of national reserved forest: (1) conserved forest; (2) buffer zone; and (3) reserved forest which allows for partial utilization of resources. The re-territorialization of national reserved forest results in the exclusion of villagers from their used rights of forests because the state establishes new laws, regulations and institutions to control over forests. According to the new regulations, all forms of deforestation, hunting, gathering, agriculture, settlement and development projects are prohibited in the national reserved forest. At the same time, new state agencies are established to monitor, arrest and fine forest dwellers that are considered as "forest destroyers". As a result, the re-territorialization of national reserved forest excludes the rights of forest dwellers to use forest, and excludes them from their land although they live there before the establishment of national reserved forest. Since forest dwellers lose their land which they use for making their lives, they call for participation in re-territorialization of forest with the state to permit them to use forest in their daily life as they always do.

Apart from negotiation with the state to re-territorialization of forest based on public participation, forest dwellers have turn to cattle in the state forest. The state officials are likely to allow forest dwellers to have their cattle in the forest, if they consider it does not create serious environmental impacts. Moreover, forest dwellers turn to adopt livelihoods diversification such as growing rice for home consumption, growing corn for commercialization, doing fish porn and gardening for home consumption and commercialization, and trading of cattle and animal husbandry for survival. These actions can be seen as various forms of resistance because the state control of forest is far from completed success. Once forest dwellers learn how to create a room for maneuver, they can create a space of negotiation with the state.

## II. Dispossession, Concession and Land Grabbling for Agriculture

Apart from the issue of land concessions for infrastructure development and energy production projects, there is another form of land concession for agriculture in Laos. Laos's government initiates the resettlement projects in upland areas and in other regions of the country which results in the resettlement of a large number of local ethnic minorities in upland areas and local people in lowland areas. The resettlement projects turn these people to be displaced people and landless people.

The study of Seneduangdeth (2006) indicates that the implementation of state policies on reduction and eradication of shifting cultivation in Luang Prabang province of Lao PDR creates unintended consequences, particularly problems in regard to insecurity of land tenure, insecurity of works, and increased market risks. In addition, this policy results in problems of changes in traditional, social and cultural practices. Under the change of livelihood circumstance, some villagers shift from rice farming to plant teak tree as a commodity crop to ensure the ownership of land use. Moreover, others grow teak trees and sell their land, so they become landless people. The situation of land grabbing in Luang Prabang province in this study is well understood if considering the finding and argument of Baird (2011).

The study of Baird (2011) argues that the situations of land grabbing in Laos are mostly distributed by the government, so it can be called “land grabbing by state”. Moreover, Laos government allows for long-term lending of a large amount of land for private enterprises from China, Vietnam and Thailand for direct investment in contract farming of commercial crops for export. Therefore, Baird (2011) argues that the land concession policy by the Laos’ government is a strategy of “*turning land into capital*”, called by Marx. Laos’ government considers Laos has a huge land but the country has relatively less capital and a lesser amount of population. Thus, Laos’ government uses a strategy of turning land into capital to attract foreign investors to come and invest in Laos which has available land and resources. Although this policy stimulates a rapid economic growth due to a large amount of foreign investors come to direct investments in Laos, such policy does not benefit for all. The study of Baird is coincidence with the study of Wiboonpong (2013) and the study of Chiangthong (2013) which find that the use of public policy for land dispossession results in a deprivation of land from Laos to make a way for foreign direct investment in agriculture for export.

Moreover, Laos’ government initiates many new programs such as a land use planning, a land reformation and a resettlement program to force local people to move out of their land regardless of compensation. Luangaramsri (2011) who studies on “*Frontier Capitalism: Rubber Plantation and Agrarian Transformation in Southern Laos*” argues that Lao’s government supports of plantation of rubber tree in Southern Laos results in deprivation of land from local people. An expansion of rubber plantation in Southern Laos turns farmers, particularly small holders to be landless people. Many others are forced to be waged labourers in plantations of foreigner’s firms. Moreover, the study of Barney (2012) in Southern Laos finds that many displaced people turn themselves to becoming migrant workers, both inside and outside Lao PDR, particular migrant labours working in Thailand. Barney (2012) argues that a structure of rural Laos’ society has dramatically changed, because the loss of subsistence economy in replacement of commercial economy, the more out-migration of young generations from rural areas, and the more households’ dependence on remittances sent back homes by migrant labours. These various forms of changes signify the transformation of agrarian society in Laos.

The study of Rigg (2005) points out that development in agricultural sector in Laos stimulates the emergence of rural-to-rural immigration, since there is a severe shortage of labours in agricultural sector. After the boom of rubber plantation in Laos, the labour unavailability in agricultural sector in Laos has become a force of immigration of labourers into many rural areas of Laos. After the use of new economic mechanism, many foreign firms come to invest in rubber plantation and contract farming of export-led cash crops such as corn farming. The

study of Luangaramsri (2011) and Chiangthong (2013) find that more and more landless people and displaced people from different parts of the country migrate to rural Laos to work as waged labours in foreign companies. Moreover, Luangaramsri (2011) argues that immigrant labourers from Vietnam are recently recruited to work in rubber plantations in Laos in replacement of Laos labourers who are stigmatized as “lasy labours”. Similarly, the study of Wiboonpong (2013) also specifies that the recruitment of Vietnamese migrant labourers to work in agricultural sector of Laos frequently creates conflicts between migrant labours and local Laos in many rural areas.

As policies of turning land into capital and turning people into labourers in Laos are coincidence with the policy to support FDIs to encourage national and foreign capitalists to accumulate wealth, Baird (2011) argues that this situation of land grabbing in Laos is fit with Marx’s concept of “Primitive accumulation” or the accumulation of capital by dispossession and exploitation of labours.

### III. Urban Development and Land Dispossession

Apart from public policies on land dispossession and land concession for plantation, Laos’ government initiates many urban development projects which sometimes resulted in land grabbing in urban areas by foreign capitalists. The study of Soukchaleun (2010) is an example of the study of urban development project. Soukchaleun finds that the policy of “Vietiane urban environment development” is indeed a discourse of development constructed by Laos’ government. Such discourse is used to justify a relocation of Vietiane residents out of the capital of Lao PDR. Soukchaleun (2010) argues that the resettlement of Vietiane residents creates both intended and unintended consequences. On the one hand, the resettlement project results in successful relocation of Vietiane residents out of the capital. On the other hand, this policy creates unintended consequences, particularly the change of livelihoods of residents, as this policy creates problems in regard to traditional social and local people’s networking.

The study of Soukchaleun (2010) shows that local villagers respond to policy of urban environment development in various ways, for example cultivation of crops, raising of chickens and fish to gain additional households’ incomes. Moreover, the poor decide to sell their land and rent the houses in the city to do their business. Because of the unintended consequences, Soukchaleun (2010) recommends that urban development should pay more attention to various aspects of sustainable urban environment development. For instance, the project of resettlements in the future should ensure the provision of compensations, land rights, housing construction, village funds, and other public facilities for communities in new relocated estates.

### IV. Tourism Development and Unequal Development

Wittayapak (2011, p.10-12), on the study of “*Tourism and Development: Understanding Luang Prabang through Cultural Tourism*”, suggests that the study on impacts of tourism can be understood through either an analysis of demand side of tourism or an analysis of supply side of tourism. The study on demand side of tourism means the study on consumption of tourism such as the demand of tourists, patterns of consumption, taste, a response to expectations for to be good tourists, impact of development in tourist areas, etc. In contrast, the study on supply side involves the analysis on production of touristic space.

The study of Wittayapak (2011, p.91-108) in Luang Prabang focuses on the role of international capitals, including Chinese, Vietnamese and Thai capitalists who play a key role in producing touristic spaces in Luang Prabang. As all infrastructure development, hotels, hostels, resorts, golf course estates, banks, housing estates, and public parks are all invested by foreign capitalists, the development of tourism in Luang Prabang is dependent on international capitals to make the city to be more attractive for tourists from overseas to come and visit Luang Prabang. Wittayapak indicates that the development of cultural tourism here results in the re-invention of traditions and cultures in a new way such as a re-invention of the "New Year festival". This festival became an object of tourist consumption, but the re-invention of New Year festival is not accepted by local people who feel frustrated because their traditions and culture are unable to find its authentic.

The study of Changpuak (2003) examines the production of touristic space in Luang Prabang province. Changpuak finds that Laos' government is successful in creating touristic identity of Luang Prabang through the establishment of tourism activities, the creation of national identity in relation to ethnic identity of Lue. Therefore, the production of touristic space in Phanom village resulted from state policies, international tourism, and Phanom's cultural capital. The image of touristic place is created from the construction of image of place, people and culture to become interesting and fascinating. The purpose of image construction is to turn place, people and their cultures to be objects of consumption for tourists. Moreover, the state intervention of management of touristic space of Phanom village as cultural village creates tensions and conflicts between members of handicraft center and villagers who lose their interests from the state interventions. Changpuak also depicts the struggles of villagers to re-define their own position in order to negotiate with the state.

Similarly, the study of Lattanasouvannaphonh (2011) on "Tourism and the production of space in Luang Prabang, Lao PDR: A case study in the Ban Jek Area" aims to understand the impacts of tourism in the production of touristic space in Luang Prabang province. Lattanasouvannaphonh focuses on different roles of agencies engaged in producing tourist spaces such as the state, the international capitals, the United Nations Educational, Scientific and Cultural Organization (UNESCO), and local people, etc. Lattanasouvannaphonh finds that tourism space is a social space for actors involved in tourism, and it is also a space for negotiation, as different actors use touristic space to create an economy and equity through rituals and touristic activities.

The study of Ackhavong (2008) focuses on community response to cultural heritage conservation in Luang Prabang. This study finds that the most influential actors formulating cultural conservation policy are UNESCO and the Lao government. Increasing demand for land prompted some local residents to migrate out of the city. In addition, a lot of garbage and water pollution stemmed from the boom of tourism led to environmental degradation in the city. The local residents respond by investing in tourist-related activities. Those who cannot invest in renovate their houses lend foreign investors to run tourist-related business. The study recommends that local people should have an opportunity to participate in the conservation planning and management.

The study of Khoun-Aphay (2012) studies the consumption of tourism in the world heritage site of Wat Phou Champasak, Champasak Province, Lao PDR. This study finds that the structures of Wat Phou are the archaeological and historical architectures of ancient Khmer

people. Besides, it becomes the sacred site of the Buddhist people. The tourists visiting this site also see the lifestyle of the local residents living around Wat Phou, which still based on the original style of Lao people. As a result, it can be integrated with the outstanding structures of Wat Phou and this site can attract outsiders as the tourists interested in seeing and it has become the tourist destination.

## V. Conclusion

Lao PDR is a lower-middle income country but the country is one of the fastest growing economies in the East Asia and Pacific region with GDP growth averaged about 7 percent over the last decade. The success of rapid development in Lao PDR is partly a result of the use of “New economic mechanism” policy to boost economic development since 1986 onwards. Under the “New economic mechanism” policy, the role of state is transformed to be a supporter of local investors and a mediator between foreign investors and local ones to increase a number of foreign direct investments (FDIs) in the country. Through the new economic mechanism policy, the Laos’ government expects that the volume of FDI in Lao PDR will increase, and the state enterprises and the private enterprises in the country would benefit from the co-investments with foreign investors. The use of new economic mechanism in Lao PDR is successful, if unintended consequences of economic development are concerned and reduced.

The major problems of unintended consequences of economic development in Lao PDR include the exploitation of natural resources, the problem of land grabbing by private enterprises and foreign investors, the unequal development, the dispossession of land and resettlement of ethnic minorities and local people, the growth of displaced people, the increase of “New Poor” people and landless, and the emergence of new conflicts between state, local people and migrant labours, etc. Because of these unintended consequences, many scholars recommend that the Laos’ government and developmental agencies should pay more attention to public participation of local people, particularly those who are affected by the implementation of economic development projects. Moreover, the Lao’s government should concern about the reduction of negative impacts of economic development and sustainability of environment in the future.



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## The Development of Youths' Communicative Chinese Language Skills By Using Fable Story-telling

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### Abstract

The purpose of this study was to develop the youths' communicative Chinese language skills by using fable storytelling. For data collection, Chinese fables, 10 lesson plans, and a questionnaire were conducted with 30 Mattayomsueksa 3 students of Mengraimaharaj Wittayakhom School, which were selected by the random sampling technique. The data were statistically analyzed using Mean and Standard Deviation (S.D.). The findings of the study revealed that the students' learning achievements, with its significant difference of 0.05, obtained from the use of Chinese fable storytelling were higher than that of their pre-teaching. Otherwise, the students' satisfactions towards their Chinese fable storytelling-oriented instruction, with its mean of 4.10 and its standard deviation of 0.50, were observed in terms of their amusement. At last, all 3 aspects of the teachers' opinions on their use of fable storytelling, with its mean of 4.25 and its standard deviation of 0.5, were mostly observed. As a result, the teachers' opinions towards the contents of fable books, with its mean of 4.3 and standard deviation of 0.5, were mostly observed in terms of its various contents of fable books, meanwhile the teachers' opinions towards the format of fable books, with its mean of 4.33 and standard deviation of 0.6, were mostly observed in terms of easy-to-understand fable books. Also, the teachers' opinions towards their use of fable storytelling, with its mean of 4.13 and standard deviation of 0.40, were mostly observed in terms of effective learning management steps supported for their students' learning motivation.

**Keywords :** Communicative Language Skills Improvement, Fable Storytelling, and Youth

## Significance of the study

In societies, China or People's Republic of China (PRC) nowadays plays an important role in its economic development in ASEAN countries and worldwide; moreover, it tends to expand its economic aspects more increasingly (Naweekarn Somyot, 1990). Like English as a universal language, Chinese is considered as one of the most essential languages, which is mostly spoken, and is officially used in the United Nations (UN). In addition, Chinese is not only needed to communicate with people around the world, but it is also merged in economic, social, and political collaborations with ASEAN countries in order to urge their international competition. (Trakulchewanich Pornsak, 1998).

Furthermore, economic issues leading to the requirements for people's development of professional performances and competencies has risen rapidly in ASEAN countries (AEC). Thus, China (PRC), one of the most economic expanding countries, plays very important roles in the world's security, political, economic impacts (Khemmanee Tissana, 2007). The United Nations (UN) proclaimed that Chinese Mandarin is one of the official languages, which is mostly used in their conferences or seminars. Like English, Chinese Mandarin, which is widely accepted for global negotiations, is very essential for the economic development of ASEAN and international countries.

In fact, China has expanded economic, social, technological, and cultural aspects into southeast-Asian and other regional countries so that Chinese Mandarin, which is interested in learners living around the world, is necessary for people's educational development, social interaction, as well as economic, social, political and tourism collaborations. In Thailand, the Thai government and the Ministry of Education mainly focus on its educational management in relations to Chinese language learning that is offered in different educational institutions, particularly in Thai universities. At the same time, the Faculty of Education, Chiangrai Rajabhat University also offers the bachelor's degree in Chinese Language Teaching Program in order to encourage teacher students' well-organized learning processes, moral awareness, fluency in Chinese language; to integrate the teacher students' linguistic theories and teaching approaches with their effective Chinese language instructional management, as well as to behave a good manner in teacher students' professional teaching skills in the 21<sup>st</sup> century.

Thus, communicative language skills, especially for listening skill are essential for foreign language teaching as (Doff, 1991 : 198-199) stated that listening as the first skill helped students' better remembering of language structures and vocabularies. On the other hand, learners' language learning was faced with their lack of listening practice because it was used in their daily-life situations than other language skills. It was, therefore, stated in (Pinjai Nathayu ,2005) that learners' listening skill could help their better comprehension and interpretation that were resulted from their practice (Retrieved on [http://natayuthai.blogspot.com/2009/07/blog-post\\_5110.html](http://natayuthai.blogspot.com/2009/07/blog-post_5110.html)).

In the past time, listening skill defined by Thai experts was divided into 4 major aspects: listening, thinking, questioning, and writing (Panyati Saengchan, 1995). These were all affected by social media and social interactions so that listening through media was very important for an effective listener to seek for other verities of new knowledge, social dynamics, and ways of life. Besides, it could be used in retrieving information, namely listening to the radio organized

by the National Broadcasting of Thailand such as when learners studied in universities for their academic purposes. Like listening skill, speaking skill was also essential for foreign language learning that learners could communicate with each other.

In terms of language instruction management, it was stated that using songs, games, and storytelling was supported for the improvement of learners' better listening and speaking skills (Lomprakon Sompong, 2001). Storytelling was one of instructional materials that encouraged primary students' learning amusement, moral awareness; moreover, fable contents could be implicated for students' life experiences, and meaningful learning acquirement, serving students' good imagination, and relationship with teachers. It was also cited by (Pilawas Nitithorn, 2008) and retrieved on <http://taamkru.com.th> that storytelling was used as a tool for developing and preparing children's intelligence leading to their improvement of communication skills and vocabulary retention. In order to enhance students' better language improvement, however, storytelling was designed for teachers' instructional management as (Srisuk Sanchai, 1987) also insisted that students' good interpretation was resulted from students' success in storytelling, which directly affected their listening comprehension, as well as their good remembering of language structures and sentence patterns.

According to the preliminary study of Chinese teachers, it revealed that students' difficulties in their listening and speaking skills were mostly found in classrooms so that the improvement of students' learning achievements on listening and speaking skills was mostly required. Moreover, previous studies showed that students' listening and speaking abilities were also affected by storytelling. Therefore, fable-storytelling was not only designed to promote students' Chinese listening and speaking skills, but also Chinese language teaching major students' creation of fable storytelling-based Chinese language instructional management. Also, the Chinese Language Teaching Program offered some elective courses, which served students' effective Chinese instructional management. At last, it was anticipated that the results of the study were used as a guideline for teachers' Chinese instructional management to

## Objectives of the study

1. To investigate the effectiveness of fable books designed for the improvement of communicative Chinese skills.
2. To compare communicative Chinese learning achievements of Mattayomsueksa 3 students studying in Mengraimaharaj Wittayakhom School.

## Research Methodology

### Population

1. Three Chinese teachers working for Mengraimaharaj Wittayakhom School .
2. 30 Mattayomsueksa 3 students studying in Mengraimaharaj Wittayakhom School.
3. To investigate teachers' opinions towards their use of fable books.

## Research instruments

Research instruments used for this study were as follows:

1. 10 lesson plans related to the implementation of fable book-based instruction
2. Fable books
3. Pretest and posttest

## Instrumentation and Validity

1. The creation and validity of lesson plans related to the fable book-based instruction for Mattayomsueksa 3 students' communicative Chinese language skills development were detailed as follows:

1.1 The B.E. 2521 Core Curriculum on Foreign Languages Subject and related researches were both reviewed.

1.2 Lesson plans based on the core curriculum on foreign languages subject and its objective of the subject were designed.

1.3 Lesson plans were approved by 3 educational experts and the indexes of Congruence (IOC) designed for lesson plans were rated as detailed below.

+1	means	Agree
0	means	Neutral
-1	means	Disagree

However, the IOC of 1.00 was then approved by educational experts.

1.4 Approved lesson plans were then tried out with 10 Mattayomsueksa 3 students studying in Mengraimaharaj Wittayakhom School.

1.5 Approved lesson plans were finally tried out with 30 Mattayomsueksa 3 students studying in Mengraimaharaj Wittayakhom School.

### 2. The Creation and validity of fable books

2.1 Documents and related researches on how to create a fable books were both reviewed.

2.2 Chinese fable books were designed.

2.3 Chinese fable books were presented to educational experts in order to examine its accuracy, content consistence with objectives of the study, as well as the continuity of fable books, and the IOC of fable books were also figured out.

2.4 Approved fable books were tried out with the other similar population to validate fable books.

2.5 Re-approved fable books were presented to educational experts.

2.6 When Chinese fable books were validated, all of them were finally used for data collection.

### 3 The creation and validity of achievement test

3.1 Related documents on the creation of Chinese listening and speaking achievement test were investigated.

3.2 A multiple-choice pretest with 40 question items, which was scored at 40 points, was created.

3.3 A multiple-choice posttest just like a pretest with 40 question items, which was scored at 40 points, was created.

3.4 In order to figure out the IOC of the two tests, both a pretest and a posttest were drafted and validated by 3 educational experts to examine its content validity, IOC of question items and enabling objectives.

3.5 Approved achievement tests were tried out with 10 Mattayomsueksa 2 students who were not the same population.

3.6 The overall scores obtained from both pretest and posttest were re-scored as follows:

3.6.1 Each question item with the discriminant index (R) of up to 0.20 was analyzed.

3.6.2 The best question item was analyzed with the difficulty index (P) of 0.20 – 0.80.

3.6.3 20 question items with the difficulty index (P) of 0.25 – 0.81 were conducted with this implementation.

3.7 Validated tests were tried out with Mattayomsueksa 3 students studying in Mengraimaharaj Wittayakhom School.

### 4 Criteria for fable story selection

Promwong Chaiyoung (1978: 81) cited that types of tales could be selected for children's interests, different age, and learning development. In addition, easy-to-understand, challenging, and curious tales with different dialogues and useful expressions should be more supported because children were not able to understand. Thus, fable story selection should have the following criteria.

4.1) Fable stories focus on children's family and ways of daily life associated with their imagination and challenges.

4.2) Its climax is peak and satisfying when fable stories were narrated.

4.3 Characters of each fable story should be provided whereas one character of each fable story related to kinds of animals should be selected because of children's confusion.

4.4 Animated fable stories should have their questioning and thinking skills in relations to major characters of each fable story.

4.5 Fable stories should present each character's intelligence.

4.6 Fewer numbers of characters should be composed because of children's better understandings and role-playing

4.7 Dialogues of each fable story should vary because children's understandings of narrative fable stories were incomprehensible.

4.8 Easy-to-understand, concise, repeated and conversed fable stories should be cited.

4.9 Fable stories helped encourage listeners' preferences and satisfactions.

4.10 Moral lessons should be integrated for contents of each fable story.

4.11 Colorful and standard simulated illustration pictures should be provided for children's learning motivation.

However, criteria for fable story selection should be focused on children's age, and interests; moreover, easy-to-understand fable stories related to their family-related and daily routine-based, and imaginative issues should be supported for such a different level of children's learning development and intelligence.

## Data collection

1) Meetings were provided for researchers', teachers', and students' better understandings.

2) The teachers' development on using fable book-based instruction was supported for their students' Chinese communication ability.

3) Pretests related to student's Chinese listening and speaking skills were conducted with the experimental group.

4) The Chinese language teaching major students' creation of fable books were developed.

5) 10 hour-spent lesson plans were implemented with the sample group.

6) During the try-out of 10 lesson plans, an evaluation checklist on student's Chinese listening and speaking skills was spent for 10 times.

7) After their implementation was finished, a posttest on Chinese listening and speaking proficiencies were tested with the experimental group.

8) A pretest and a posttest obtained from the students' Chinese listening and speaking proficiencies were finally compared with mean, and standard deviation.



## Results of the Study

1) The students' learning achievements obtained after taking the posttest related to the implementation of Chinese communicative skills through using fable books, with its significant difference of 0.05, were higher than that of their pretest.

**Table 1:** Pretest and Posttest on Students' Learning Achievement

Scores	N	$\bar{X}$	S.D.	<i>t</i>	<i>sig</i>
pretest	30	39.47	2.20		
posttest	30	48.73	0.82	2.205*	0.05

2) The students' satisfactions on their use of fable books were rated at a higher level in terms of its amusement, followed by its better Chinese communicative improvement, and its interesting contents.

**Table 2:** Results of Mean, Standard Deviation, and Levels of Student's Satisfactions on Chinese Fable Stories

Description	$\bar{X}$	(S.D.)	Levels of Satisfaction
1. Standard fable stories	4.00	0.37	Higher
2. Easy- to- understand, comprehensible, and uncomplicated fable stories	3.87	0.73	Higher
3. Easy-to-understand exercises	3.83	0.75	Higher
4. Various kinds of contents	3.73	0.45	Higher
5. Colorful fable stories	3.77	0.63	Higher
6. Better Chinese language skill improvements	4.60	0.50	Highest
7. Good transferable fable stories	4.33	0.48	Higher
8. Clear and easy-to-read fable stories	3.93	0.69	Higher
9. Interesting fable stories	4.40	0.50	Higher
10. Amusing fable stories	4.83	0.38	Highest
<b>Overall</b>	<b>4.1</b>	<b>0.5</b>	<b>Higher</b>

3) The teachers' opinions towards their use of fable books were all rated at a higher level. All the three aspects were as follows.

In terms of its contents, it showed that the teachers' opinions towards their use of fable books were all rated at a higher level in terms of its various contents, followed by its appropriate contents served for their students' age, and its easy-to-understand fable books.

In terms of its fable format, it showed that the teachers' opinions towards their use of fable books were all rated at a higher level in terms of its easy-to-understand fable books, followed by its by its appropriate contents, and its illustration pictures related to fable books.

In terms of their learning management, it showed that the teachers' opinions towards their use of fable books were all rated at a higher level in terms of its well-organized learning processes served for their students' learning motivation, followed by lesson plans served for their students' Chinese listening speaking improvements, and its appropriate length of their students' study.

## Discussion

The students' learning achievements, with its significant difference of 0.05, obtained from the implementation of their use of fable books were higher than that of their pretest. According to the study of (Phochak Sirima, 2010) related to the improvements of the Mattayomsueksa 5 students' English listening and speaking skills through using storytelling consistent with this results, it was apparent that their learning achievements obtained from the implementation of their use of storytelling, with its significant difference of 0.01, were higher than that of their pretest in terms of their vocabulary learning accumulation, learning amusement, and relaxation.

As a result, creating fable stories with its good procedures, which were designed from literature reviews and related researches on how to create Chinese fable books, was well-organized; subsequently, constructed Chinese fable books with index of item-objective congruence (IOC) were approved by educational experts.

In addition, constructed Chinese fable stories related to children's real-life situations were served for learners' interests, age, and imagination so that this directly affected children's excitement on their learning. However, children's intelligent abilities were also resulted from their easy-to-understand fable story selection involved with family-related issues, real-life situations. According to Promwong Chaiyong (1978 : 81) cited that easy-to-understand fable stories together with various dialogues stimulated children's curiosity, their better comprehensible understandings, as well as their easy-to remember expressions.

In terms of lesson plans on fable-telling cited in Yunphan Kerk (1996 : 55-56), it showed that children's amusement, relaxation, better concentration, and moral awareness were all resulted from their fable story-telling so that children's happiness in their learning, and proper Chinese language usages were both supported. The procedures for learning management were as follows:

In the introductory stage, the teacher gave learners' warm-up activities through using songs, situation dialogues, as well as Chinese pronunciation and questioning.

In the while-teaching stage, the teacher then narrated selected Chinese fable stories based on its objectives, and questioned them about their comprehension. Subsequently, the teacher offered them pronunciation activities with songs. Next, each group representative performed and drilled their pronunciation skills. After that, other group members pronounced and translated into Thai. Finally, the learners narrated and did their role-playing.

In the conclusion stage, the teacher gave learners' wrap-up on vocabulary and conversation dialogues and snacks and scores were also rewarded for learners' correct answers.

Therefore, lesson plans were mainly implemented for Chinese fable story-telling-based Chinese language instructional management.

In addition to this result of the study, the students' satisfactions towards their learning amusement and better Chinese communicative improvements were mostly observed in consistency with the study of (Kosum Sirikarn and Kinawong Chaweewon, 1977). Their study revealed that reading fables directly led to their students' learning amusement, pleasure, relaxation, as well as the students' better improvements of their Chinese language, critical thinking skills and imagination.

This was because fable-telling with amusing and concise contents and real-life situation dialogues were more supported for children's no emotional pressure and narrators' closure. Furthermore, colorful illustration pictures and children's interests directly affected their learning pleasure as well as their language proficiencies, and their thinking and observation skills. Also, moral lessons and language abilities were both gained from children's fable-telling. According to Kosum Sirikarn (1977 : 33-39) insisted that the volubility of fable stories could encourage children's emotional and social development, which supported their better interaction with their family, relatives, teachers, and friends. Also, their imagination taken from angel, animal, nature-related fable stories was resulted in their different real-life situations. Besides, Prapatthong Suksamorn (1978 : 31 – 36) also cited that children's final decision-making on their performance skills and reflections on different social situations led to their optimistic global points of views, learning achievements, and problem-solving skills.

Therefore, fable stories were influenced on children's imagination, learning motivation, relaxation, creativity, and moral awareness taken from their teachers' Chinese fable-telling.

## Recommendations

### Recommendations for Application

- 1) Involved enquirers' use of fable books should be more elicited for their better understandings.
- 2) Teachers', students', and involved participants' use of fable books could be adopted for their better Chinese communicative skills.

## Recommendations for Further Study

- 1) The development of Chinese communicative skills through using teaching approaches such as role-playing, simulations, etc. should be explored.
- 2) The use of fable books applied to enhancing students' reading, remembering, and other skills should be investigated.

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## **The Green Hotel Practices And Social Media: A Case Study Of Perception And Behavior Of Green Hotels In Chiang Rai And Phuket, Thailand**

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### **Abstract**

The objective of this paper was to study the perception and behavior of green hotels in Chiang Rai and Phuket on their practices and the social media based on the Leonidou's EMS model and the creative economy concept. Data was collected through documentary approaches and in-depth interview with seventeen hotel general managers and marketing managers or relevant managers in Chiang Rai and Phuket green hotels. The results showed that the organizational resources and capabilities for environment protection and community and their business and using their social media, there was not different but it depended on each hotel policy and procedure. Moreover, some green initiative activities, they were geographically different depending on their indigenous region and culture, including manager's creativity and innovation. Furthermore, using social media, there was no geographical difference but the differences were caused by marketing managers of each hotel. In conclusion, the organizational resources and capabilities, social media and especially the value of the indigenous culture were the important keys and they caused the successful green hotels.

**Keywords:** Green Hotel Practices, Social Media, Green Hotel Perception, Behavior

## Introduction

"Our world is not only interpreted that tourism is a matter of business, economic or otherwise but also tourism is aimed for the humanity would have the knowledge, contributed to the mutual understanding and that the people should have understood well-being of others. This is extremely important in this world and at the moment" (Gustavo Díaz Ordaz). Tourism is therefore a tool that creates tourists or local people's tourism consciousness in environmental protection.

The different perception and behavior of hotels' environmental protection in each region could create attractive tourism atmosphere, however, at the moment, for most of hotels business, they do not perceive to maintain common property as theirs but they perceive either that the topic of the business is "belong to them" or the topic of the environmental protection is "belong to you" neither "belong to us" and this perception results in lack of ownership toward the environment protection which creates the environmental problems and lack of cooperation of people in different organizations, communities and regions. The environmental problems such as the global warming, deforest, water shortage, flood and overconsumption of the water and energy become more severe issues in the world because each individual does not take the ownership of the visited tourism area meanwhile they have still destroyed the environment unconsciously. For the hotel side, 75% of the environmental pollution is caused by hotels over-consuming energy, water and material during their operating process (Chen & Chen, 2012). Some hotels make a lot of waste water released into the canal or river in the community without concerning the impact on nature and community because they do not take the ownership of their nearby community. Besides, hotel business which is the 24 hours operation uses a lot of electricity than other sector. Some hotels do not anyway much attempt to reduce the energy usage. Therefore, the hotel is obliged for tourism development for mitigating the environmental problems. One way is to support the green practices by inviting guests and employees to participate in environmental friendly activities such as the reuse of the towels or bedsheets in order to save water. The hotel could be the trigger of changing the guest's and employee's environmental behavior for the common property protection according to the global code of ethics "Agenda 21", the first principle is "the tourism's contribution to the mutual understanding and respect between peoples and societies" and the third principle of "Agenda 21" which is "tourism, a factor of sustainable development," all stakeholders have to help mitigating the environmental impact so that it would result in the economic benefit continuously and sustainably in line with this generation and next generation's expectation.

## Objectives

To study the perception and behavior of green hotels in Chiang Rai and Phuket on their practices and the social media based on the Leonidou's EMS model and the creative economy concept.

## Methodology

Population in this study was separated into two groups. Group 1: Phuket green hotels that have green certificate such as Green leaf, Green globe, ISO14001 certificates, ASEAN Green Hotel Standard or hotels with their own outstanding green practices. Total number of green hotels in Phuket is approximately 76 hotels. Most Phuket hotels have Green Leaf certificate (57 hotels), Green Globe (5 hotels), ASEAN Green Hotel Standard (3 hotels), ISO 14001 certificate (2 Hotels), Earth Check certificate (4 Hotels), and some chain hotels have their own chain certificate (2 Hotels), some local hotels have their own green practices (3 hotels) (Kleangtapong & Assenov, 2012); Seannampol, 2013; Green Leaf organization, 2016; Green Globe Certification, 2016; ISO14000 Environmental Management, 2016). Group 2: Chiang Rai green hotels that have green certificate such as Green Globe certificate or hotels with their own outstanding green practices. Total number of green hotels in Chiang Rai is approximately 4 hotels. Hotels with Green Leaf certificates (2 hotels), Green Globe (1 hotel), ASEAN Green Hotel Standard (1 hotel) and their own green practices (1 Hotel) (Seannampol, 2013); Green Leaf Organization, 2016; Green Globe Certification, 2016, ISO14000 Environmental Management, 2016).

For hotels in-depth interviews, the purposive sampling method was used to select green hotels. The snowball method was used to ask hotels to recommend the other hotels to be interviewed. Interviewing with hotels in Phuket was conducted till the result was similar and conclusion could be made (Kleangtapong & Assenov, 2012; Seannampol, 2013). All 19 green hotels' managers or marketing manager or relevant managers in Phuket and Chiang Rai hotels were chosen to be interviewed. After 17 hotels had been interviewed, the result from the interview was not different so that the researcher did not decide to collect the information from the other two hotels.

## Result

The result found that firstly, the organizational resources and capabilities for environment protection and community and their business and using their social media, there was not different but it depended on each hotel policy and procedure. Secondly, some green initiative activities, they were geographically different depending on their indigenous region and culture, including manager's creativity and innovation. Thirdly, using social media, there was no geographical difference but the differences were caused by marketing managers of each hotel.

**Phuket hotels:** Most of the green hotels interviewed are 5 star hotels (9 hotels), 4 star hotels (3 hotels), 3 star hotels (2 hotels) and 2 star+ hotels (1 hotel) and 9 hotels are chain hotels while 6 hotels are local family-own hotels. For the size of the hotel, there's 1 small size hotels with less than 100 rooms and 14 hotels with more than 100 rooms; there's 1 hotel has less than 100 employees while most of hotels have more than 100 employees. Every hotel has Facebook and TripAdvisor but some hotels' social media are sometime not active.



## A. The organizational resources and capabilities are factors adopting green practices according to Leonidou's model and creative economy

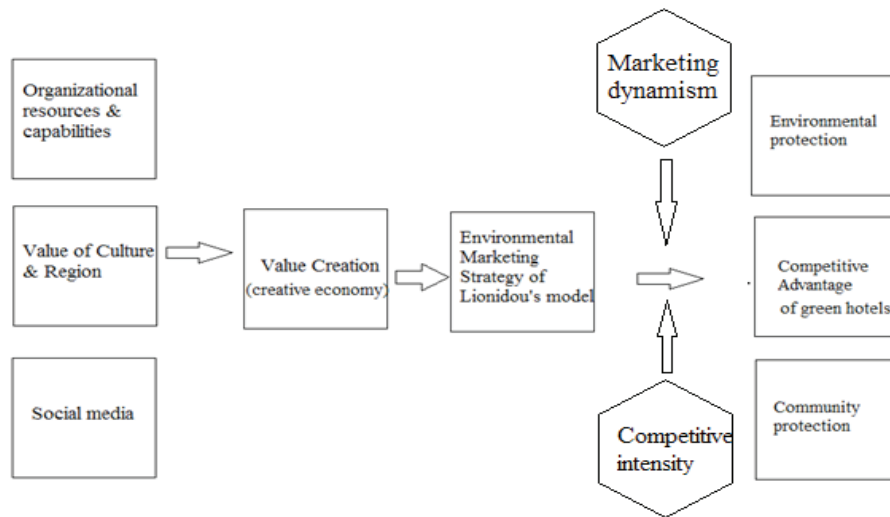


Figure 1: Leonidou's EMS Model and creative economy concept

Source: Leonidou & Hultman, (2011); Leonidou et al., (2013); Pimonsri(2014)

According to Leonidou's model, the hotel resources and capabilities which are factors adopting green practices as follow;

Firstly, the shared vision of owner or hotel management team or chain hotel standard. Five hotels both chain and local hotels said that the hotels become green by the founder's initial vision. The founder had passion to protect the environment. One four star local hotel said that the owner was passionate about using local products to help the local community as the core value and hotel competitive advantage. One five chain hotel focused on green practices adoption because of their brand vision, brand standard and brand awareness creation.

Secondly, relationship building with community by corporate social responsibility (CSR) activities. Two chain hotels focused on the corporate social responsibility and adopting green practices was showing that hotels involved in green practices as same as their guests. CSR and community concern was also important for guest decision making. One five star chain hotel mentioned that CSR was important for employee relationship building.

Thirdly, physical resources which are environment (location) which was the selling point of the hotel. Two chain hotels mentioned that if the hotel would like to sustain in this business, the hotel had to take care of the location and surrounding.

Fourthly, financial resources which are favorable for some chain hotels and they could invest in the solar cell and the other clean technology for their green practices in order to reduce cost for the long term. While one local hotel focused on cost saving, saving energy and self-water production and recycling.

**B. The organizational resources and capabilities, the value of culture and region as well as social media are factors for the environment protection and community and their business.**

Hotel resources are physical, financial, experiential resources. Capabilities are vision, relationship building and technology (Lionidou et al., 2013).

Firstly, physical resources were hard to change. Hotel's location in Mai Kao beach, which was famous for laying turtle eggs, the hotel had to take care of the environment in order to proceed on this selling point. The green hotels tried to create suitable physical building such as the open air lobby that reduced using air conditioning and some resorts had a lot of garden where they could promote the green activities easier than city hotels that did not have green space.

Secondly, financial resources: the chain hotels had some budget for green practices as the owners perceived that green protection was the important issue. The finance for investing the green products was high but it effected the cost reduction in the long term. One hotel manager mentioned that the financial resources were not the issue for green activities hold outside the hotel. One chain hotel said that if the hotels did not have much budget, the hotel could invite guest to devote money (\$1 US per night) to green activities of hotel turtle foundation. Some local hotels had financial problem because of the high priced equipment, so the green project had to wait a few years to complete. Local hotels selected only some useful technology that was worth for investment. The local hotels also needed the financial support for the green practices such as loan with low interest from government or the bank.

Thirdly, experiential resources: Experience was important factor so that hotel needed to train the experienced staff to take care of turtle foundation and marketing staff who had know-how to promoting green practices via social media.

Fourthly, the vision of the hotel supported green activities: A hotel manager mentioned about "The Natural Paradise in Patong" hotel activity which invited guests to join to turn off the light on Earth Hour day, beach cleaning day, scuba diving to collect the garbage under the sea, and releasing the turtle on the world environment day hold on Patong beach.

Fifthly, relationship building: the hotels used green practices as staff relationship building. If the relationship was good, the green practices were effective. And the green activities helped to create the relationship between customers and staff, staff and hotel and hotel and community. One local hotel said that staff was happy to participate in green programs because staff took the ownership of their hotel and environment as part of their family.

Lastly, technology: the local hotels used the simple technology to apply with green practices such as making Effective Microorganism (EM) while one chain hotel invested a lot more on technology such as solar cell buggy and wastes water treatment system. Few hotels perceived technology was important. One local hotel had had internet TV with "The Kee" E-doll to educate and give the information about green practices to staff, customers and community. This was how technology was adapted for promoting green practices.

Apart from the organizational resources and capabilities, hotels applied the value of culture and region as well as social media for the effective environmental marketing strategy according to Lionidou's EMS model as following ;

**Product:** Eco-friendly and recycled in-room and amenities. One chain hotels have sent the report to energy department to assess the energy saving effectiveness every year. One local five star hotel had "GO green products," that were the natural products from community such as dish washing liquid and Effective Microorganism (EM) made by the waste from the kitchen, and they gave the turtle doll for guest after joining the green activities.

**Price and Promotion:** Hotels did not set the green hotel price higher than other non-green hotel. But one chain hotel said that their price was higher due to their beachfront location. Eight chain hotels and six local hotels did not have the green promotion, only one five star chain hotel had green conference package; incentive group team building package with all eco-friendly materials set-up.

**Distribution:** all fifteen hotels did not focus on the distribution channel via social media. One five star hotel mentioned that TripAdvisor and online booking sites (agoda.com etc.) were their distributions channels that customer could reserve the room promptly after they viewed the good comment and the promotion which hotel offered on social media. Therefore, social media was one of the tool linking guest to go to the hotel distributions channels websites.

**Process:** Set up green committee or green council and Environmental Management System (EMS) manager (normally GM) appointed as part of the process for creating action plan, monitoring, meeting, evaluating and improving and recommending green projects and driving others to willingly join the project as well as assigning staff to keep record, control the result of project. In head of department (HOD) management meeting, they had to discuss about the green issue and recommended the best practices in daily operation. In fact, green committee hold the monthly meeting to follow up the problem, report of saving energy, train new and existing employees about green certificate or green projects. Moreover, there were staff training and demonstrating to guest how to do green practices. In special festival such as Loy Kratong festival, the hotel used the natural materials in making Kratong, the lotus-shaped floating vessel made from banana leaves. Besides, the projects had to have local participation such as beach cleaning, the kids' participation to do green activities such as collect garbage. It was obvious that kids in the community can be the good model for adult in the community. Furthermore, three five star chain hotels had to update online e-program that showed how much energy and water were used and all properties in their chain hotels shared information in order to benchmark the result, get the idea and choose best practices for their hotel.

For promoting process by social media, hotel should have skillful staff who know how to use social media for promoting green practices (Kleangtapong & Assenov.,2012), Besides, hotel should show the value of unique culture and region in their green practices and social media. A part from that, the hotel can use technology for better communication such as Facebook, Instagram in terms of creating relationship with customers and hotel reputation (Khurana & Assenov, 2011). With Facebook function, the hotel accumulated the photo of green activities that the customers joined in the separated photo album and the function ease the hotel and customer to share the photo, link and YouTube in the real time. The hotel Facebook admin would

post the green activities that guests joined by recognizing guests and their activities and put the guest name on the picture. In case that guest had sent the picture to social media admin and the admin had to post thank guest on the picture or mentioned guest name on the reply message. More challenge work was that the social media admin had to know the guest like or dislike and asked if they preferred the picture to be post or not as the guest might need the privacy. The hotels used "Word of Mouth" strategy (Khurana & Assenov.,2011) by keeping the social media always active and creating the interesting variety of content based on their culture and region and guests' friend or family would click like or reply the posting (Khurana & Assenov.,2011). TripAdvisor regarded as guest satisfaction indicator and the hotel wrote about the green practices in the response to guests (e.g. the natural setting, the turtle conservation center, cultural activities) and its special function of the "offer page" where the hotel put the promotion or hot deal for customers and "announcement page" for promoting green logo, green award, green menu or event. Anyway, the hotel should consistently launch the price and promotion for green travelers and green conference group. As the result of interviewing hotel, it found that only one five star chain hotel had the promotion or the special price for green traveler or green conference.

**People:** For staff participation, green hotel staff should join green activity with community and should train the Green Leaf core standard for community. And two five star chain hotels had a corporate social responsibility (CSR) manager who is responsible for green practices training. These staff educated the young generation by training the students about green protection such as recycle paper activity for kids. Staff learned how to use natural materials and one local hotel had "eye green project" which had the volunteer employees helped monitor who were the best of following green activities would get award. Green programs affected internal operation, for example, office staff had to separate garbage, as the result, the hotel saved cost and protected environment. Staff had to communicate the green practices guideline to other staff, guests and local people in community. Anyway, one local hotel had a high turnover rate and they had the issue about training a new staff and they perceived that operational staff was unwilling to engage in the green practices. Furthermore, one chain hotel said that green committee in each department should be appointed to help monitoring in different area such as energy, garbage, water consumption and moreover, management team had to understand and support the green practices.

**Project:** most of projects are the environmental projects and corporate social responsibility (CSR) projects. Two chain hotels had the project named CSR 1, 2, 3 projects; CSR 1: energy reduction such as changing from the normal key to be key card in order to save the air conditioning while guest was not in guest room. CSR2: 2,000 trees planting project for one community. Guest and employee helped to grow the 2,000 trees per year in the community area. CSR3: Hotel supported children in the community with scholarship. Moreover, they had "Green initiative: embracing environment and empowering people project" in order to do the campaign for inviting guest reusing the bed sheet and towels. Moreover, hotel arranged the environmental tour such as Kayaking and bicycling, visiting the fisherman village. Furthermore, one chain hotel had a mangrove planting and hugging a tree project. Another hotel was committed not buy or have shark fin soup in the hotel restaurant's menu. One chain hotel used 100% recycle bottle from Kanjanaburi province for supporting the local people job, growing different local plants and there were butterflies, fishes, birds surrounding the hotels. The office staff used two sided paper etc. One hotel hold one day green activities each month as environmental day which there

were tree planting, donating money to sea turtle conservation center. For chain hotels, there were the standards of green practices and the projects varied in each chain and each certification. The hotels had to adjust the activities related to the environment, resources and culture at each property. Some local hotels had their own project like 5R projects (recycle, reuse, reduce, repair, reject). One four star local hotel had the effective "Green Heart Own Project" which the hotel had made effective microorganism (EM) which used to eliminate the smell in guest bathroom and wastewater treatment. Furthermore, one local hotel did not have big project as of the financial restriction so they focused creating the easy green practices such as growing the trees, using the water from the hotel small well, saving water by not often changing water in the pool. Guest did not get involvement in green activities and other decision making. The hotel separated electricity meter to the long stay guest in order to assess the usage and convince customer to save more energy. Most of hotel invited customers to participate in green programs without obligation. The projects had to cooperate with the government or local municipality such as the royal Thai navy in order to release 500 turtles each year.

Atmosphere: green garden and hotel natural surroundings, and cultural decoration of hotel building and surrounding or especially during hotel events.

External factors affecting the environmental marketing strategy for the competitive advantage: External factors are the market dynamism and the competitive intensity. First, market dynamism was quite high and quickly changed so the hotels had to follow and the market trend of green tourism and healthy tourists. The market dynamism in Phuket was high because there are a lot of visitors because Phuket was still one of the famous tourist destinations with beautiful natural resources and there were more flights to Phuket international airport. There was more and more "Niche market" which was eco-friendly lovers and would select to stay in green hotel. The travel agent supported green tourism and green accommodation by separating the catalogue of green hotel as the extra feature. When guest requested to stay in green hotel or non-smoking hotel, travel agent would present only the green hotel list they had. Second, competitive intensity of the hotel in Phuket was high comparing to the total of Phuket hotels because there were a lot of existing hotels and more 3-5 star new hotels to open. Green hotels had more competitive advantage than others because there were few "green hotel" comparing to the few numbers of total green hotels in Thailand and only 67 green hotels in Phuket. Besides, hotels perceived other green hotels and other business as the partners, not competitor. Green hotels would prefer to share their know-how of green practices and shared the hotel resources to the other hotel and other tourism related business. The hotels gave wet garbage to Suko Spa to produce biological compost. Finally, controlling the market dynamism and the competitive intensity affected on the better environmental marketing strategy and better competitive advantage (Kleangtapong & Assenov, 2012) as well as it resulted in better market performance and financial performance of green hotels.

**Chiang Rai hotel:** Few hotels have Green Leaf certificate (2 hotels), Green Globe (1 hotel), ASEAN Green Hotel Standard 2014 (1 hotel) and other hotels have own green practices (1 hotel).

## **A: The organizational capabilities is factor adopting green practices**

The factors adopted green practices are the shared vision of owner and chain hotel management team. It depended on owner decision or general manager decision to support green practices and besides, the government or the local municipality can help precipitate the policy to promote and support green practices adoption. Chiang Rai hotel said that green practices were important to the hotel industry in Chiang Rai because green practices were what everyone should do and hotel should offer the healthy product and service to their guests. Profit was the first priority of every hotel, but one of Chiang Rai hotel said that they perceived the balance of 3 things; profitable business, happy employee, happy community.

**B: The organizational resources and capabilities, the value of culture and region as well as social media are factors for environment protection and community and their business** (Lionidou et al.,2013; Pimonsri,2014).

Hotel resources are physical, financial, experiential resources. Capabilities are vision, relationship building and technology (Lionidou et al., 2013).

Firstly, the physical resources. Chiang Rai was the province in the region that had good climate to grow the plants and a lot of natural resources such as plants, herbs and trees and charming atmosphere of northern style culture. Most hotels located in Chiang Rai was surrounded by nature and culture. One chain hotels used elephant dung to make Sa paper which was the local materials to make more products such as customer's gifts and baskets.

Secondly, relationship building with community. The hotels would like to support the community's products which were premium and 100% non-chemical guaranteed rice and coffee in order to help the distribution of local people's income and reduce the carbon footprint in the community and in the world.

Thirdly, finance; two chain hotels had some budget for green practices such as solar cell and wastewater treatment system. One chain hotels had elephant preservation center where guest took care of elephant and hotel also sold the elephant doll with the real name of existing elephant, guest could buy the doll as the gift and the profit was devoted to the green projects.

Apart from the organizational resources and capabilities, hotels applied the value of culture and region as well as social media for the effective environmental marketing strategy (Lionidou et al., 2013; Pimonsri, 2014) as following;

Product: Hotels green practices were depending on their resources. One 5 star resort in Chiang Rai applied the technology and innovation development in their green practices. For example; 1).Solar cell for producing warm water in guest room 2) Wastewater treatment system 3).100% non-chemical garden growing plants and Arabica coffee for guest's and employee consumption. Besides, the herbs in hotel garden were used to make herbal compress ball and the flowers of cork trees were produced as the tea used in spa and sold in the hotel shop. All vegetables and fruits were grown all year round such as banana, papaya and melon in four rai of hotel garden. Hotels proceeded on herb reproduction process to get more seeds and gave the seeds to employee to grow at home. Apart from that, there was the study trip of non-chemical

garden which was designed to include set menu package for students and learned to produce Effective microorganism (EM) for wastewater treatment to reduce the bad smell in the garden and other part of hotel. There was also Thai cooking class that guest could choose the ingredients themselves in the garden. 4) Hotel bought products from Chiang Rai and used all guaranteed 100% non-chemical "premium" products such as rice, coffee from Maesalong mountain or from Doi Chang, Chrysanthemum from Doi Sango in Chiang Rai. This also helped the distribution of the local people's income in Chiang Rai, and promoted their famous products. Moreover, hotel had more activities for guest such as free service of bicycle and kayaking along Kok river in the hotel.

**Price and promotion:** price was depending on value of green products and promoting green practices in YouTube, social media such as Facebook, Instagram and the other media from Thailand and Korean reporters. Moreover, guest promoted their green practices in their social media and replied the hotel social media by their electronic word of mouth (eWom) or offline word of mouth (Wom) tool.

**Distribution:** one of five star hotels made their own jam from quality fruits bought from Chiang Rai such as mulberry, strawberry, passion fruits and hotel produced jam by themselves for their hotel guest and guest could take away at home. Besides, if hotels grew a lot of Chrysanthemum or produced the other products, the government and local municipality would have to find the market that preferred Chrysanthemum such as China, Taiwan, and Singapore.

**Process:** One hotel said that at the start, the hotel had to have the supporting manager who made the decision in green projects, had favorable green area, customers, skillful environmental team (five gardeners to special take care of the non-chemical garden. One hotel initiated the green practices which had their uniqueness of culture and then tried to have employee or guests to participate voluntarily such as growing the herbs in the garden and gave the seed to employee to grow at home. After that, hotels assessed the guest feedback that they would return to visit the hotel because of green practices.

Furthermore, for social media, the hotel should have to create the brand awareness by setting the workplace in green concept where all customers and staff were aware of green practices as part of their work-life balance. Social media could bring the positive communication to raise the customers' green awareness by educating that the green products would be beneficial for their personal health and well-being.

**People:** General Manager of one 5 star hotel mentioned that hotel tried to raise awareness of green practices and environment protection. Finally, guest came back because of this green practices. Employee also enjoyed collecting the ingredients in the hotel garden as they felt fresh and hotel also taught staff to make effective microorganism (EM) or growing the plants so their staff knew how to do it at home and further developed the idea of green practices in the hotel or other places. But most hotels' operators used products from other provinces or imported from the other country, which were cheaper. While Chiang Rai products were non chemical and "premium", most hotels chose to import so that it made the carbon footprint from transportation as the result. So the government or local municipality could change the hotels' perception and behavior by negotiating with the entrepreneurs of Chiang Rai products to be more reasonable price so that all hotels and restaurants would use Chiang Rai products and would become more charming destination with unique local premium products.

**Project:** Corporate social responsibility (CSR) project such as donating the food and water to the orphanage at Huipakung temple and donating food and water to Chiang Rai Pachanukoi hospital. For the next projects of one 5 star hotel said that they would produce their own non chemical shampoo, soap, toothpaste, lotion and put them in recycle bottle. For the other next project which aims for solve the pollution issue, when hotels and community grow the Chrysanthemum instead of corn that can be well grown in the mountain and collect many times per year, this can reduce the fire burning and smoke after corn harvesting in some area of Chiang Rai.

**Atmosphere:** The key to successful hotel was location that had large green area and near the charming Kok river. There was the decoration of northern style of "Galea, a structure shaped like a helmet" and "Ox cart" which offers the senses of unique local culture.

**External factors affecting the environmental marketing strategy for the competitive advantage:** External factors were the market dynamism, the competitive intensity. First, market dynamism was high because there are customers visiting this province for more international and domestic flights to Chiang Rai and better infrastructure. For Chiang Rai named as green city, there were forecasted to have more tourists and especially tourist who loved nature in the near future. Therefore, the green hotel could welcome suitable guests who concerned with their health and nature. Second, competitive intensity of the green hotel were medium to low because there were not much hotels or new hotels in Chiang Rai and the hotels could add value to the products by green practices. Besides, there were very few green hotels in Chiang Rai because there were only 4 green hotels comparing to total number of hotel in Chiang Rai. Finally, controlling the market dynamism, the competitive intensity, it would impact on better environmental marketing strategy and better competitive advantage (Kleangtapong, C. & Assenov,2012) and it would result in better market performance and financial performance of green hotels(Lionidou et al.,2013).

## Discussion

From the interview result, it can be concluded that for the perception and behavior of Phuket hotels and Chiang Rai hotels towards their green practices and social media as follow;

The organizational resources and capabilities for environment protection and community and their business and using their social media, there was not different but it depended on each hotel policy and procedure. If hotel is five star chain hotels, most of their policy and procedure proceed on planning, doing, investigating, following up and improving the green practices. This type of hotels has the environmental policy and procedure and has monthly assessment and benchmarking with the other hotel properties of the same chain. Some five star chain hotels have environmental manager or person who is specialist in environmental protection. Besides, the hotels have resources and capabilities to proceed on green practices continuously and would invest in the new technology that reduces the energy or water consumption in the long term.

Some green initiative activities, they were geographically different depending on their indigenous region and culture, including manager's creativity and innovation. Some Phuket hotels have the environmental manager or one of Chiang Rai five star hotels has environmental committee appointed from every department so that they help to initiate the green practices



based on their region and culture and manager's creativity and innovation. One of Phuket hotel said that Phuket was the province in the southern region that has many beautiful beach and sea activity so they used this as a highlight and established turtle foundation for turtle egg reproduction and release them on environmental day. Besides, one Phuket hotel used the coconut shell to make the bracelet for welcome guest or staff nametag which can be reused and show the hotel culture. One of Chiang Rai hotel used the local flowers grown in their own garden for making welcome drink, non-chemical ingredients for their restaurant and cooking class, tea or herbal products for hotel souvenir and making herbal compress ball in spa. Besides, manager should have creativity and innovation to always create the new green practices and activities.

Using social media, there was no geographical difference but the differences were caused by marketing managers of each hotel. The skillful and experienced marketing manager will impact on using social media's effectiveness. Both Five star hotels in Phuket and Chiang Rai have the budget to hire the marketing communication manager or marketing communication team that is responsible for managing the social media more effectively so that their social media is active. Two or three star hotels in Phuket did not have the marketing communication manager and have only sale manager or online manager so that their social media is not active.

## Conclusion

In order to create the green practices as the value creation for guest service, the hotel green practices should consist of hotel resources and capabilities, green initiative activities showing their value of culture and region and using social media for promoting green activities. (Lionidou et al.,2013; Pimonsri,2014).

### Hotel resources and capabilities and value of culture and region

"Creative Economy" which is the economy on the basis of knowledge, education, the creation and intellectual property associated with the cultural roots of the accumulated knowledge and modern technology and innovation (Pimonsri,2014). Therefore, the hotel has to design of "A value Stream of green practices which is the set of all steps and all process of from the start of your value creation process based on the value of culture and region till value delivery processes to the customers" (adapted from Kaufman, 2010; Saennampol, N. 2013).

A value Stream of hotel green practices should consist of the value creation which consists of hotel resources and capabilities and value of culture. To adopt and develop green practices, the hotel should have the skillful staff who know how to design, conduct, assess the green initiative activities. The green practices should be designed based on culture and region to differentiate and add the value to the green products. The value of culture can be one of the competitive advantages of green hotels (Kleangtapong & Assenov, 2012). For example, One of Chiang Rai hotel made Sa paper from elephant dung or produced the tea from Chrysanthemum or cork tree grown in hotel garden. One of Phuket hotel used turtle doll as the invitation green card for reuse of towel and bedsheet in guest rooms and another hotel invited guest to join and devote for turtle foundation's charity. Chiang Rai hotels have the physical resources which are mountain, Kok river, more spacious garden, elephants and northern style culture as their highlight. One manager of Chiang Rai hotel said that Chiang Rai is in the region that could grow

herbs and plants very well so he always looked for the new seeds to grow in their garden and had the new green project to process on such as self-production of shampoo, soap, and lotion from the herbs in the hotel garden. Besides, he would like to support growing Chrysanthemum which is well grown in this province instead of corn that has to burning land after harvesting several time a year that caused the fire burning and smoke issue in Chiang Rai. The Phuket hotels have the physical resources which are beach so that they are obliged to take care of their beach and green activities relating to beach and turtle. Besides, some hotels in both regions installed the solar cell and wastewater treatment system. If hotel is three star independent hotels, they would not have the policy and procedure about planning, doing, investigating, following up and improving the green practices and would not have monthly assessment. The hotel would choose to do only some basic green practices that help reduce cost such as the recycle, reduce and reuse of hotel materials, energy and water and they did not have green activities for their guests and employee and would not invest to the costly technology. Besides, the hotels in both regions have the physical resources that are favorable for green activities.

### **Hotel resources and capabilities and Social media**

A value Stream of hotel green practices should consist of not only the value creation, but also the value delivery by communicating about green practices by social media (Seannampol, 2013).

Hotels should have the skillful staffs that know how to use social media for “sense-and-response” strategy that means sensing, assessing the customers’ environmentally friendly needs and respond to customer needs by promoting green practices. “Social media is not commercial thing but “Human interaction”, it matches very well with story of green practices” said one five star chain hotel’s manager. For better use of Social media to promoting and educating green practices (Kleangtapong & Assenov, 2012), the hotel has to consider the following;

- The hotel should keep good relations with people by consistently presenting itself in Facebook or social media networking such as training staff about green practices, committing to work with local charities etc. (Khurana & Assenov ,2011).
- The hotel should understand peoples’ feelings correctly.
- The hotel should have warm, instinctive, natural heart to communicate.
- The hotel should attract consistently the guest attention by using games and awards in Facebook. Anyway, Social media has to have a variety of real stories such as green practice and CSR activities, local culture and showing how the hotels concern the world.
- The hotel could innovate the “Applications” or “Mobile games” or “Electronic Mascot” on social media for educating staff, customer and local community about the green practices. Local hotels that have fewer budgets to create green initiatives, hotel could invite volunteer guests or local people to donate money for green projects (Saennampol, N. 2013).

In conclusion, the organizational resources and capabilities, social media and especially the value of the indigenous culture were the important keys and they caused the successful green hotel. "Green practice satisfy guests and ensure the customers would return to your hotel," mentioned by general manager from one of five star hotels in Chiang Rai. Therefore, green hotels can make the satisfied customers and "A satisfied customer is the best business strategy of all," Leboeuf, cited in Kaufman, (2010).

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## Factors Influencing The Students' Decision To Study In The Bachelor Of Arts Program In Chinese (New Curriculum Of 2012 ) At Rajabhat Maha Sarakham University

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### Abstract

This research aimed to 1) study factors affecting students' decisions to enrol in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at Rajabhat Maha Sarakham University (RMU), and 2) compare the students' decisions in choosing to study in this program as classified by gender, year of study, Grad Point Average (GPA), parent's occupation, family's monthly income, and career expectation. The sample for this research consisted of 203 first- and second-year students enrolled in the academic year 2019, the instrument used in collecting the data was a questionnaire, and the statistics used in analyzing the collected data were Percentage, Mean, Standard Deviation and One-way ANOVA.

Findings of the study are as follows:

1) The overall influence of the key factors affecting the students' decision in choosing to enrol in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) was found at the high level ( $\mu = 4.03$ ,  $S.D. = 0.31$ ); and when specific aspects were studied, the following aspects were respectively found at the high level of influence: *career* ( $\mu = 4.33$ ,  $S.D. = 0.38$ ), *social factor* ( $\mu = 4.19$ ,  $S.D. = 0.47$ ), *university image* ( $\mu = 4.14$ ,  $S.D. = 0.45$ ), *personal reasons* ( $\mu = 3.81$ ,  $S.D. = 0.33$ ), and *concerned individuals* ( $\mu = 3.71$ ,  $S.D. = 0.90$ ).

2) Comparison of the students' decisions in choosing to study in this program revealed no significant differences in the students' decisions, as classified by differences in gender, level of study year, GPA, parent's occupation, family's monthly income, and career expectation.

**Keywords:** Factors affecting students' choice, Study program, Bachelor of Arts Program in Chinese, Rajabhat Maha Sarakham University

## 1. Background and Rationale of the Study

Rajabhat Maha Sarakham University, which is located at 80 Nakhon Sawan Road, Talad, Muang District, Maha Sarakham Province, occupies a 454 rai of land with 57 buildings, and its Nong No Campus occupies 1,050 rai, 3 ngans and 32 square wahs, used by Faculty of Agricultural Technology for its agricultural area based on royal-initiated projects. The university has been through different stages of development: Maha Sarakham Teacher Training School, Maha Sarakham Teacher Training College, Rajabhat Institute Maha Sarakham, and Rajabhat Maha Sarakham University. This institution plays an active role and has been part of the name "MuangTakasila" which is used to refer to Maha Sarakham as a prominent source of education where people can seek knowledge of various disciplines. The university offers high quality study programs of all levels based on the university motto: academic excellence with moral ethics and leadership in community development based on the Sufficiency Economy Philosophy of King Rama IX.

Rajabhat Maha Sarakham University (RMU) first offered a study in Chinese in 1994, as an elective course for interested students. Later in 1998 Chinese was offered as an elective field for students majoring in Tourism Industry, Faculty of Management Science; and in 2006 a Chinese program of study was first offered but it could attract only a small number of students.

In 2012 the Bachelor of Arts Program in Chinese (New Curriculum, 2012) was first offered as a 2+1+1 study program: studying at RMU in the first and second year and studying abroad in the third and fourth year in the People's Republic of China under academic partnership agreements with the following universities:

1. Honghe University, Yunnan Province
2. Shanghai Business School
3. Southwest Forestry University, Yunnan Province
4. Ludong Normal University, Chan Tong Province
5. Yunnan Normal University, Yunnan Province

The researchers, as instructors of the Bachelor of Arts Program in Chinese, have been interested in studying and analyzing factors influencing the students' decisions to study in this program at Rajabhat Maha Sarakham University so that findings would be applied and taken into consideration in planning and improving the curriculum as well as publicizing and providing appropriate guidelines for this program in the future.

## 2. Objectives of the Study

2.1 To study factors affecting students' decisions to enrol in the Bachelor of Arts Program in Chinese (New Curriculum, 2012) at RMU.

2.2 To compare the students' decisions in choosing this program as classified by gender, year of study, GPA, parent's occupation, family's monthly income, and career expectation.

### 3. Population and Sample of the Study

3.1 The population for this research were 201 students enrolled in the Bachelor of Arts Program in Chinese (New Curriculum, 2012) at RMU.

3.2 The sample for the study consisted of all the 201 students enrolled in the Bachelor of Arts Program in Chinese at RMU.

#### Data Collection

##### 3.1.1 Research Instrument

The questionnaire used in collecting data for studying the factors influencing the students' decisions consisted of 3 parts:

**Part 1:** A Check List inquiring about the student's status;

**Part 2:** A Likert 5-rating-scale questionnaire (highest, high, moderate, low, lowest) was used to inquire the students on the following five aspects of their decisions in choosing to study in the Bachelor of Arts Program in Chinese at RMU: 1) personal reasons, 2) university image, 3) career, 4) social factor, and 5) concerned individuals.

**Part 3:** An open-ended questionnaire, inquiring about the student's choice in choosing to the Bachelor of Arts Program at RMU and others, e.g., problems and constraints affecting the selection and problems occurring after enrolling in the program.

##### 3.1.2 Data Analysis

3.1.2.1 Frequency and Percentage were used in analyzing data on the respondent's status.

3.1.2.2 Mean and Standard Deviation were used in studying factors influencing the students' decisions to study in the Bachelor of Arts Program in Chinese at RMU, both overall and in specific areas.

3.1.2.3 Comparison of the students' decisions to study in the Bachelor of Arts Program in Chinese at RMU, based on their *gender* and *year of study*, was analyzed by using t – test (Independent Sample t – test); while the factors *GPA*, *parents' occupation*, *family's monthly income*, and *career expectation* were analyzed by using one-way ANOVA, and in the case where a statistical significant difference was identified.

### 4. Findings of the Study

From the collected basic data of all the 201 students, the majority or 195 of them are female (93.03%); and only 6 students are male (6.9%); 97 of them are first-year students and 104 of them studying in the second-year ( 51.74%); 113 students( 56.23%) having the average GPA in the moderate level of 3.01 – 3.50; 122 students (60.69%) having parents whose occupation is farming; 83 students (41.29%) having family's monthly income of 5,001-10,000 baht; and 133 of the students (66.16%) expecting their future career as being government officials/em-

ployees. These data were analyzed and compared to determine their influence on the students' decisions to enroll in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU, as follows:

#### 4.1 Factors in Choosing to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU

Regarding both overall and specific aspects of influence, it was found that the students' overall decision to study in this program was found in the high level; and when specific areas were analyzed the study revealed that all the aspects were also found at the high level as shown in Table 1.

**Table 1: Factors influencing the students' decisions to enroll in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU. (n = 201)**

Specific Aspects	$\mu$	S.D.	Meaning
Personal Reasons	3.81	0.33	High
University Image	4.14	0.45	High
Career	4.33	0.38	High
Social factor	4.19	0.47	High
Concerned Individuals	3.71	0.90	High
Total Average	4.03	0.31	High

From Table 1, *Factors influencing the students' decisions to enroll in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU*, the students' decisions was highly affected by the overall influence of factors.

( $\mu = 4.03$ ,  $S.D. = 0.31$ ); and all the specific areas were rated at the high level with the following areas found in a descending order: *career* ( $\mu = 4.33$ ,  $S.D. = 0.38$ ), *social factor* ( $\mu = 4.19$ ,  $S.D. = 0.47$ ), *university image* ( $\mu = 4.14$ ,  $S.D. = 0.45$ ), *personal reasons* ( $\mu = 3.81$ ,  $S.D. = 0.33$ ), and *concerned individuals* ( $\mu = 3.71$ ,  $S.D. = 0.90$ ), respectively.

#### 4.2 Comparison of the students' decisions in choosing to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU.

Comparison of the students' decisions according to differences in gender, year of study, GPA, Parents' occupation, family's monthly income, and career expectation, findings revealed no statistical significant differences in the levels of their decisions, as shown in Table 2.



**Table 2: Comparison of the students' decisions in choosing to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU, as classified by gender. (n=201)**

Gender	n	$\mu$	S.D.	df	t	P
Male	6	3.94	0.37	199	-0.73	.47
Female	195	4.04	0.31			

(At the .05 level of statistical significance)

From the above Table, it can be seen that there were no significant differences in the students' opinions, as classified by gender, in choosing to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU.

**Table 3: Comparison of the students' decisions in choosing to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU, as classified by year of study. (n=201)**

Year of Study	n	$\mu$	S.D.	df	t	P
First year	97	4.03	0.31	199	-0.24	.81
Second year	104	4.04	0.32			

(At the .05 level of statistical significance)

From the above table it can be seen that there were no significant differences in the students' opinions, as classified by year of study, in their decision to study in the Bachelor of Arts, at the .05 level of significance.

**Table 4: Comparison of the students' decisions in choosing to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU, as classified by GPA. (n = 201)**

Source of Variance	df	SS	MS	F	P
Between Groups	2	0.04	0.02	0.21	0.81
Within Group	198	19.26	0.10		
Total	200	19.30			

(At the .05 level of significance)

It can be seen from Table 4 that there were no significant differences in the students' decisions, as classified by GPA, in choosing to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU, at the .05 level.

**Table 5: Comparison of the students' decisions in choosing to study in the Bachelor of Arts**

Program in Chinese (New Curriculum of 2012) at RMU, as classified by Parents' Occupation.  
(n = 201)

Source of Variance	df	SS	MS	F	P
Between Groups	3	0.21	0.07	0.73	0.54
Within Group	197	19.09	0.10		
Total	200	19.30			

(At the .05 level of significance)

As shown in the comparison of the students' decisions in choosing to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU as classified by parents' occupation, it can be concluded that there were no significant differences in the students' decisions to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU, at the .05 level.

**Table 6:** Comparison of the students' decisions in choosing to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU, as classified by family's monthly income (n = 201)

Source of Variance	df	SS	MS	F	P
Between Groups	2	0.09	0.04	0.45	0.64
Within Group	198	19.22	0.10		
Total	200	19.30			

(At the .05 level of significance)

Table 6 shows the comparison of the students' decisions, as classified by family's monthly income, in choosing to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012), which revealed no statistical significant differences in the influence of their decisions as classified by family's income at the .05 level.

**Table 7:** Comparison of the students' decisions in choosing to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU, as classified by career expectation (n = 201)

Source of Variance	df	SS	MS	F	P
Between Groups	2	0.13	0.07	0.70	0.50
Within Group	198	19.17	0.10		
Total	200	19.30			

(At the .05 level of significance)

From Table 7, it is shown that there were no significant differences in the students' decisions to study in the Bachelor of Arts Program in Chinese (New Curriculum of 2012), as classified by career expectation at the .05 level of statistical significance.

#### 4.4 Problems and Constraints in Studying in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU are as follows:

4.4.1 The tuition fee for studying in this program is rather higher than that of any other programs of the university, which is due to the fact that this is a joint program with a partner university in the Republic of China.

4.4.2 Most students lack adequate financial support to study in the Republic of China, resulting in their having to transfer to other programs of study.

4.4.3 The students' levels of the basic Chinese knowledge and skills are so different that poor students find it difficult to catch up with better ones.

4.4.4 The pronunciation and accents of the teachers, both Thais and Chinese, are different, and these are problems for the students in learning Chinese pronunciation

## 5. Discussion

### Conclusion of the Study

1. The study reveals that the overall influence of the factors in the students' decisions to enroll in the Bachelor of Arts Program in Chinese (New Curriculum of 2012) at RMU was found at the high level ( $\mu = 4.03$ ,  $S.D. = 0.31$ ); and all the specific areas were also rated at the high level, with the following aspects found in a descending order as follows: *career* ( $\mu = 4.33$ ,  $S.D. = 0.38$ ), *social factor* ( $\mu = 4.19$ ,  $S.D. = 0.47$ ), *university image* ( $\mu = 4.14$ ,  $S.D. = 0.45$ ), *personal reasons* ( $\mu = 3.81$ ,  $S.D. = 0.33$ ), and *concerned individuals* ( $\mu = 3.71$ ,  $S.D. = 0.90$ ), respectively.

2. Comparison of the students' decisions to study in the Bachelor of Arts Program in Chinese at RMU revealed that there were no differences in the decisions to enroll in this program

of the students as classified by differences in gender, year of study, GPA, Parents' occupation, family's monthly income, and career expectation. The findings revealed no statistical significant differences in the levels of their decisions at the .05 level.

## 7. Recommendations

From findings of this research, the following suggestions are offered as guidelines for instructors of the Bachelor of Arts Program in Chinese and concerned personnel to take into consideration regarding running and improving the curriculum as well as publicizing this study program, providing student counseling, and improving the efficiency of the teaching and learning processes as follows:

1) There should be more proactive alternatives for publicizing the program and recruiting new students, including providing such incentives as tuition waiving or offering scholarships for poor students with outstanding performance and good students with good involvement in school activities, student exchange scholarships, grants from Confucius Institute or scholarships from the Chinese Government.

2) There should be more efforts in establishing joint programs with entrepreneurs to enable the students to earn their living while studying & having internship experience, and to find job opportunity upon completion of their study.

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## Improving English Phonemic Awareness Of Thai Grade One Students At Thetsaban 1 School (Ban San Muang Moon) By Using Multimedia Computer-Assisted Language Learning Program

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### Abstract

The present study aims to compare learning achievement of Thai grade one students before and after learning through a multimedia CALL program to enhance their English phonemic awareness. It also examines Thai grade one students' satisfactions toward learning through the multimedia CALL program for improving their English phonemic awareness. The participants in the study were 30 first grade students who were divided into good, fair, and poor groups according to their English proficiency scores. They all were assigned to practice English phonemic awareness through the multimedia CALL program. Later, six students – consisting of two students from each of the good, fair, and poor groups – were randomly selected to join a semi-structured interview. Two phonemic awareness tests were used to collect quantitative data obtained from all students who practiced phonemic awareness through the multimedia CALL program. These tests were analyzed using Mean, Standard Deviation and *t*-test. Additionally, a semi-structured interview was used to collect qualitative data which were analyzed using content analysis. The results of the study showed that the students who were trained phonemic awareness with the multimedia CALL program made significantly greater gains in the two posttests compared to the pretest scores at the level of .001. Furthermore, they also satisfied with this type of learning.

**Keywords:** phonemic awareness, CALL, multimedia, grade one students, English

## Introduction

Phonemic awareness plays vital role in early language literacy skill for the advancement of language skills in young learners (Fitzpatrick & Yuh, 1997). Having a low level of phonemic awareness can bring about language learning problems for many learners, especially in reading and spelling (Berg & Stegeman, 2003). Previous studies (Anusornorakarn, 2002; Chinwonno, 2001; Mungsiri, 2002) have demonstrated that many Thai EFL learners at all educational levels confront several difficulties in learning a language and one of those problems is a lack of phonemic awareness. For instance, many Thai learners who have poor phonemic awareness cannot discriminate between voiced and voiceless consonants in English (Pinnell, 2011).

Phonemic awareness can be educated to learners of all levels and ages; nevertheless, it should be taught at an early age—between three to eight because they can benefit the most (Center for the Improvement of Early Reading Achievement [CIERA], 2003; Zygouris-Coe, 2001). Training phonemic awareness to learners who are young can help them strengthen their language skills better than those who do not obtain such education (Mehta, Foorman, Branum, & Taylor, 2005; Strickland & Riley-Ayers, 2006). The emphasis on teaching phonemic awareness is, therefore, crucial for Thai young learners in order to lay the powerful foundations for escaping from language learning difficulties.

Since Thai EFL learners study English as a foreign language, instructing English phonemic awareness to those students may lead them to more troubles in enhancing their phonemic awareness (Jannuzi, 1998). The main factor that causes difficulty is the distinction between the English and Thai phonological systems (Lakhawatana, 1969). One study by Kanokpermpoon (2007) indicated that Thai EFL learners cannot recognize, distinguish and pronounce these ten problematic English sounds /g/, /v/, /z/, /θ/, /ð/, /ʃ/, /ʒ/, /dʒ/, /tʃ/, and /r/. Since these ten sounds do not appear in the Thai consonant system, many Thai EFL learners have language learning annoyances in identifying and discriminating these sounds (Deterding & Poedjosoedarmo, 1998; Thongsin, 2007; Tuaycharoen, 2003). This results in Thai EFL learners being unaware of these ten problematic sounds and therefore learning the language ineffectively. Similar to Thai grade one students at Thetsaban 1 School (Ban San Muang Moon), the researchers surveyed the lack of English phonemic awareness and found that they had struggles with some English consonant sounds, especially /v/ and /z/. Accordingly, the lack of awareness of English consonant sounds of these students at Thetsaban 1 School (Ban San Muang Moon) is one language learning problem that should be resolved.

A Multimedia Computer-Assisted Language Learning Program (CALL) is counted as one effective material when used as a supportive tool to develop young learners' phonemic awareness (French, 2004). Studies on enhancing young learners' phonemic awareness with multimedia CALL programs (Hodgson & Holland, 2010; Isakson, Marchand-Martella, & Matella, 2011) have been done in many countries and have presented positive results. On the other hand, it is clearly that there is only one research in this field in Thailand (Thajakan & Sucaromana, 2014). For this reason, the researcher emphasized on improving phonemic awareness of Thai students at Thetsaban 1 School (Ban San Muang Moon) with a multimedia CALL program.

## Objectives Of The Study

The study aims (1) to compare learning achievement of Thai grade one students before and after learning through a multimedia CALL program to enhance their English phonemic awareness and (2) to examine Thai grade one students' satisfactions toward learning through the multimedia CALL program for improving their English phonemic awareness.

## Methodology

- Participants

The participants were Thai grade one students at Thetsaban 1 School (Ban San Muang Moon), Muang district, Lampang, consisting both males and females. As these students had different English language capabilities, the researcher got the students' English proficiency scores from their teacher and used these scores to classify them into three groups; good, fair, and poor. It was shown that there were 9 students in the good English proficiency group, 17 students in the fair English proficiency group, and 4 students in the poor English proficiency group. Thereby, there were 30 grade one students participated this study and they were provided with and experienced materials based on the multimedia CALL program.

- Research Instrument

Three instruments were used in this study: phonemic awareness tests, multimedia CALL program, and semi-structured interview.

*Phonemic awareness tests:* phonemic awareness tests were used to assess Thai grade one students' competences in the English phonemic awareness. The researcher applied the two Phonemic Awareness Tests by Thajakan and Sucaromana (2014) which were divided into a pretest and posttest. These tests evaluated two initial consonant pairs (/f/ and /v/) and (/s/ and /z/). Each test was separated into three phonemic awareness levels: phoneme isolation, phoneme identity, and phoneme categorization. Each test composed of 15 items with 5 items for each level of phonemic awareness. There was a time limit of 40 minutes for each test.

*Multimedia CALL program:* the present study utilized a multimedia CALL program, *Enjoy the Sounds!*, which was an integrative CALL program that ran from a CD-ROM. This program was created by Thajakan and Sucaromana (2014) which integrated phonemic awareness with multimedia—texts, sounds, animations, and pictures. The multimedia CALL program covered the problematic sounds in the English language that Thai EFL learners experience difficulties in recognizing and distinguishing, namely the three pairs of English consonants /k/ and /g/, /f/ and /v/, and /s/ and /z/. However, the researcher assigned the participants to practice in only two pairs which were /f/ and /v/, and /s/ and /z/ since the participants had difficulties with these pairs. For each minimal pair, it consisted of three phonemic awareness levels: phoneme isolation, phoneme identity, and phoneme categorization. There were 20 items for each level of phonemic awareness. The participants were limited to 40 minutes of practice for each level of phonemic awareness.

*Semi-structured interview:* to elicit the Thai grade one students' satisfactions on improving their English phonemic awareness by using the multimedia CALL program, two participants from



each of the good, fair, and poor groups, were randomly selected to join in a semi-structured interview after taking the last posttest. The questions in the interview were open-ended and designed to find out the students' satisfactions on developing their English phonemic awareness through the multimedia CALL program. The interview conducted in Thai which is the first language of the participants in order to avoid misunderstanding and to prevent miscommunication. Each interview took between 5 and 10 minutes. The questions of the semi-structured interview were:

- 1) Introduce yourself (name and nickname)
- 2) Do you enjoy learning with *Enjoy the Sounds!* Program at the computer laboratory? Why or why not?

- Research Procedure

In the first period, the participants took the pretest to measure their English phonemic awareness of the English consonant pair /f/ and /v/. Next, from the second to the fourth period, the participants practiced phonemic awareness of the pair /f/ and /v/ through a multimedia CALL program, consisting of phoneme isolation, phoneme identity, and phoneme categorization. Besides that, they filled out worksheets after practicing phonemic awareness through a multimedia CALL program for each period. Afterwards, in the fifth period, the researcher asked the participants to review three lessons of phonemic awareness of the pair /f/ and /v/ through a multimedia CALL program and then played game in the activity room. Later, in the sixth period, the participants completed the posttest of English phonemic awareness in consonant pair /f/ and /v/. After that, in the seventh period, the participants took the pretest of English phonemic awareness of pair /s/ and /z/. From the eighth through the twelfth period, the participants repeated activities in the English consonant pair /s/ and /z/. In addition, in the twelfth period, six participants consisting of two participants from each of the good, fair, and poor groups were randomly selected to participate in a semi-structured interview.

As regards taking each phonemic awareness test, the participants were limited to 40 minutes. Moreover, practicing phonemic awareness with a multimedia CALL program took 60 minutes for each period and three assistants attended the computer laboratory with the participants in order to help them when they had questions or problems while practicing. Furthermore, the interview section took between 5 to 10 minutes for each person.

- Data Analysis

*Quantitative data analysis:* The data obtained from the phonemic awareness tests were analyzed using descriptive statistics (mean and standard deviation). The *t*-test was used to explore whether there were significant differences within the participants in terms of the scores gained from the pretests and posttests.

*Qualitative data analysis:* a qualitative data analysis was conducted with the data obtained from the semi-structured interview. The interview focused on discovering the students' satisfactions on developing their English phonemic awareness by utilizing the multimedia CALL program. All the information from the interviewed participants was recorded by a note-taking

and later transcribed and translated into the English language. The data was analyzed using content analysis; hence, the data was classified into satisfactions or dissatisfactions.

## Results

- Quantitative Results

The findings of the quantitative data revealed that the students who were trained phonemic awareness through the multimedia CALL program obtained better scores in the two posttests compared to the pretest scores.

**Table 1** : Comparison between the Pretests and Posttests of Phonemic Awareness Tests for /f/ and /v/, and /s/ and /z/ of the Participants

Variable		M	SD	M <sub>D</sub>	SD <sub>D</sub>	t	p	η <sup>2</sup>
/f/ and /v/	Pretest	5.10	1.49	4.17	3.22	7.08	.000	.426
	Posttest	9.27	3.02					
/s/ and /z/	Pretest	6.33	1.32	3.67	3.29	6.10	.000	.336
	Posttest	10.00	3.27					

According to Table 1, for the phonemic awareness test of (/f/ and /v/) and (/s/ and /z/), the posttest score of the participants was higher than the pretest at the .001 level of significance. The findings showed that phonemic awareness looks to be improved by a supportive tool such a multimedia CALL program.

- Qualitative Results

Six participants, consisting of two participants from each of the good, fair, and poor groups, were randomly selected to join the interview in order to explore their satisfactions on developing phonemic awareness through a multimedia CALL program. The results from the semi-structured interview are shown as follows:

The two participants from each of the good, fair, and poor groups were questioned "Do you enjoy learning through the *Enjoy the Sounds!* program at the computer laboratory? Why or why not?". All participants replied "Yes". This showed that they all enjoyed practicing phonemic awareness through the multimedia CALL program. Their responses are presented below:

*"Yes, I do. There are many fun songs and beautiful animations. Also, teacher provides me various fun games.*

*(Students A and E)*

*"Yes because the teacher lets me practice by myself."*

*(Students B)*

*"I do enjoy learning with this program because I can compete with my friends."*

*(Student C, F)*

*"Yes. Teacher lets me practice by myself and also gives me worksheets and games."*

*(Student D)*

From these responses, it has clearly shown that Thai grade one students at Thetsaban 1 School (Ban San Muang Moon) were satisfied with this type of learning in case of improving their English phonemic awareness. They were motivated by and interested in the program.

## Discussion And Conclusion

- Discussion

*Discussion on quantitative data:* The results of the present study were in accordance with previous research of researchers in fields of phonemic awareness and CALL programs. The first study was Hodgson and Holland (2010). Their study investigated the effects of interactive multimedia programs on the phonemic and phonological skills of 68 at-risk American students in elementary school. The findings showed that students who participated in their study gained better scores for the whole group as compared from the pretest to posttest scores.

Furthermore, the findings of the present study were also in accordance with the study of Isakson, Marchand-Martella, and Matella (2011). The researchers discovered the efficacy of a phonemic awareness program in assisting preschool children with developmental delays to improve their phonemic awareness. The findings demonstrated that the phonemic awareness of the five children with developmental delays were improved.

Lastly, the findings of this study were consistent with the study of Thajakan and Sucaromana (2014). The researchers investigated whether the English phonemic awareness of Thai elementary school students can be enhanced with a multimedia CALL program. The outcomes showed that the students who received the treatment such the multimedia CALL program gained better scores in the three posttests compared to the pretest scores.

Therefore, this indicates that the students in both general and special education programs can improve their phonemic awareness with an effective material such a multimedia CALL program. Because these materials designed, the contents in the program were created to be appropriate for all young learners. Additionally, these programs also provided explicit and systematic instruction to these learners in order to help them learn phonemic awareness through a step-by-step process.

*Discussion on qualitative data:* The results of the present study were also in consistent with the research of Hodgson and Holland (2010), in which students satisfied and enjoyed in practicing phonemic awareness with multimedia program. As forty elementary school students were interviewed to discover their opinions, the results showed that all 40 students enjoyed and were interested in learning phonemic and phonological skills with the interactive multimedia program.

Additionally, the outcomes of the present research were consistent with the study of Thajakan and Sucaromana (2014). Nine students, consisting of three participants from each of the good, fair, and poor groups, were randomly selected to join the interview. The results showed that students who were assigned to practice their English phonemic awareness through a multimedia CALL program had positive views after practicing with this material for 3 months for 60 minutes.

Hence, these results provide evidence that a multimedia CALL program the students satisfied and enjoyed practicing phonemic awareness through this instructional tool. In addition, they also had positive views on improving phonemic awareness through this tool. Because these programs designed for young learners, the programs were created by combining various activities and interesting appearances that can attract students' interests in learning phonemic awareness. Moreover, they can bring about a positive language learning environment.

- Conclusion

To sum up, English phonemic awareness of Thai grade one students can be improved by utilizing a multimedia CALL program. Furthermore, all students who were trained English phonemic awareness through the multimedia CALL program were satisfied with this type of training. This seems to indicate that a multimedia CALL program can be considered as one effective material that used as a medium in enhancing students' phonemic awareness. It can also build up students' motivation because it can be created with a variety of activities that can urge students to train phonemic awareness (Nurulmama, 2010).

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## The Comparison of Collocational Errors in English Essays Written by Cambodian and Thai University Students

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### Abstract

This study aimed to investigate and compare types of collocational errors in English essays written by Cambodian and Thai university students. The samples were two groups: 31 Cambodian students who studied at Royal University of Phnom Penh, Cambodia; and 34 Thai students who studied at Buriram Rajabhat University, Thailand. They were chosen by purposive sampling. The samples were asked to write an essay consisting of 150 – 300 words within 90 minutes by choosing one from six different topics provided by the researcher. The collected data were coded according to the collocational framework of Benson et al. (1987). The data were then analyzed and compared according to frequency of the collocational errors found in two different groups.

The findings revealed that seven types of collocational errors were found from both groups. The collocational errors were found in Thai university students' group more than Cambodian university students' group. In addition, there was the statistical significant difference at .05 level of the collocational errors found between two different groups.

**Keywords:** Collocational Errors, English Essay, Cambodian University Students, Thai University Students

## Introduction

In our global context, there are nearly 200 countries and each country speaks different languages. However, English is the most widely used language for communication. Harmer (2001) states that English had become the universal language. People around the world speak English and more than 60 countries use it as an official language. Moreover, English is expected to be continuously increasing its significance as an international language from now on to the next century.

Cambodia and Thailand are very close to each other in everything even the border, culture, and language and they are two of the countries that need to use English and the need is become wider while the ASEAN Economic Community (AEC) is opening. Cambodia uses Khmer or Cambodian as the formal language in the country while Thailand uses Thai. Since the two languages were developed and considerably influenced by Sanskrit and Pali, especially in the royal and religious registers, through the vehicles of Hinduism and Buddhism. The Khmer and Thai language has influenced, and has been influenced by and to each other and with other languages such as Lao, Vietnamese, Chinese and Cham. Thus, Khmer and Thai language are considered similar and also must have similar problems in English language using.

As English is important to all people around the world, they have to study it even they may encounter many difficulties to learn because it is not their mother tongue language (L1) and it is quite different in language grammar patterns and pronunciations. Yet, sometimes they just speak English wrongly by transfers the meaning from their own language or use inappropriate words or phrase in their language used that makes the language looks strange. They could not feel they use the language wrongly unless they are the native speakers. This kind of problem in English used is call collocation.

In general definition, a collocation is two or more words that often go together. Some words that have nearly the same meaning is but may not be able to replace another word at all. In some occasions, these combinations just can be found as right or wrong to only native English speakers or people who use them all the time (Hill, J., and M. Lewis. eds. 2000). Other word, they are the common combinations of the words in a natural way of language used, and they are not just words that are put together. These kinds of combinations are appeared in any languages, even Khmer or Thai language. However, the way of the word combinations go are not the same between each of the languages, since Khmer and Thai versus English words orders are quite different. So, it is not strange that Cambodian and Thai people might use English in a wrong or unusual way or vice versa that causes collocational error in English language used.

It is important to all English learners to learn the English collocations while the language itself has its own characteristics or they may use English wrongly somehow. Lewis (2000) states that, vital part of native speaker competence should be taught in foreign and second language class. Boonyasaquan (2005) emphasizes that English collocations have specific characteristics which include a frequent co-occurrence of items between which no word can go, the elements of a collocation being able to be substituted by a synonym, irreversible binomials, in other words, a fixed order of its component and a high degree of predictability. Furthermore, collocation is an important aspect in vocabulary acquisition. Free combinations are easy to acquire because they come from the structure of extra-linguistic reality such as dark night and blue sky, etc. They are



"manifestly related to the referential and substantial meaning of the words concerned" (Robins. 2000, p.56). However, there are no motivations for most collocations. The same conceptual meaning can be realized by different words, so people talk of a powerful motorcar, but of strong coffee; and of rancid butter, but of addled egg. This inexplicability of collocation calls for more attention of both teachers and learners of English.

English collocation has its unique and restricted characteristics, which are why it is considered as one of problems of learning English among Cambodian and Thai English as Foreign Language (EFL) learners. The first step of most of Cambodian and Thai EFL learners are memorizing the vocabularies and rules of English but the memorizing approach seems to be an ineffective strategy for learners, while it is very hard already for them to remember, they have no chance to learn the collocation. So, it also appears that collocations do not receive much attention among Cambodian and Thai EFL advanced learners, whereas competency is often recognized as an important component of vocabulary acquisition (Lewis. 2000; Woolard. 2000) which may help EFL learners expand comprehension and interpretation in daily communication and language learning. This causes the crucial problems toward Thai EFL students' awareness on the importance of collocation in their English learning.

Brashi (2009) mentions that collocation has become a hot topic of languages learners and has also become an area of particular interest in English teaching and learning. EFL learners' knowledge on collocation is an essential requirement for all second language users to have a better communication. Cambodian and Thai EFL learners should be introduced and focused more on English collocations. However, in the countries, collocation seems to be a hidden subject to learners. Most of them seem do not know what collocation is. Furthermore, number of courses teaching collocation is very less at all levels even in high school or university. Some research found that most of Thai EFL learners unfamiliar with collocation and use English carelessly and it does the same to Cambodian EFL learners. Moreover, in the view of several linguists (Homby & Crowther. 1995; Palmer. 1961), English collocation is one of the most difficult areas of language learning for EFL learners. Palmer (1961) emphasizes that common mistakes of EFL learners' essay writing mainly involve vocabulary. There are around 1,000 words that the native speakers are able to use without any difficulties but it becomes a serious problem for EFL learners due to the various parts of speech and collocation. Similarly, several researchers (Mongkolchai. 2008; Brashi. 2009; Boonyasquan. 2006) also pointed out that collocation is an area of difficulty for EFL learners who want to enhance their language proficiency or to have English skills like native speakers.

Cambodian and Thai EFL learners often make problems in their English use even in speaking or writing because they use English with lack of awareness. Previous studies (Mongkolchai. 2008; Brashi. 2009; Jukneviene. 2008; Boonyasquan. 2005; Shih. 2000) point out that EFL learners compose their writing with misused collocation due to lack of awareness and collocation competence in English. An example of a misused collocation in English for Cambodian EFL learners is that they may say 'go far' or sometimes they say 'go far far' while they want to tell someone to go away since they think that word 'away' is just another word means 'far' and it is easier to say 'far' for just one syllable than 'away' that they have less familiar and look strange for them to speak. Another example for the miss used of English for Thai EFL learners is the use of take drug with the intention to convey the meaning of take medicine (verb

+ noun). In Thai, drug and medicine have the same meaning and the problem is quite the same to Khmer. So, they may apply a literal translation strategy from their mother tongue language (L1) to target English language (L2). Most teachers of English as a Foreign Language particularly in higher English levels, there are only the teachers of English as a Foreign Language especially those who are native speakers of that language will have noticed that their learner often have problems in choosing the correct combination of two or more words.

Therefore, some researchers suggest that teachers draw the student's attention to collocation or teach them at the earliest stage, if possible (Boonyasaquan. 2005, 2006). These would be able to motivate their learners to gradually recognize the significance of collocation acquisition, not just acquiring a new word. Thus, their learners would pay more attention and use it effectively and carefully. The teachers or instructors should learn what the areas of learners' weaknesses that can help them realize which types of collocation should be taught in order to raise students' awareness of collocation. In addition, by analyzing what strategy to use in producing the correct collocations, EFL teachers can adjust their teaching method easier and more effectively. Therefore, to study the errors of using collocation will be an important and useful tool in language teaching and acquisition because it shows up clearly what should be specifically emphasized in teaching and learning.

All the learners from any of regions, who study English as a foreign language (EFL), despite having a large number of words or phrase in the target language (L2), are not always fully capable of putting words or phrase together in a way that native speakers naturally do. In other words, EFL learners can be said to lack collocational competence in L2. Collocation, i.e. how words tend to co-occur in a language, seems to cause quite a few problems for English learners since even though two words, when placed together, may appear to seemingly make sense, the resulting combination is sometimes regarded as a deviation in the target language. This probably implies that collocation is arbitrary for language learners (Hill. 2000).

Several past studies investigating second language acquisition of English collocations have shown that EFL learners' problems are due to different factors (e.g. Fan. 2009; Huang. 2001). One of the major reasons for collocational errors pertains to native language influence (e.g. Balms. 1993; Balms & Eldaw. 1993; Fan. 2009; Koya. 2003; Nesselhauf. 2003, 2005; Ying. 2009). Some have also found that learners rely on certain learning strategies, such as synonymy (e.g. Boonyasaquan. 2006; Farghal & Obiedat. 1995; Mongkolchai. 2008), repetition and overgeneralization (e.g. Fan. 2009; Granger. 1998; Howarth. 1998; Shih. 2000), etc.

However, most of the previous research studies mentioned above focused on one single group of EFL learners, particularly those with high proficiency (e.g. Boonyasaquan. 2006; Mongkolchai. 2008). Hardly do such studies reflect a true picture of how learners' collocational knowledge has been developed through time. To put it another way, there has been little research to date examining learners' errors in the total interlanguage system with respect to collocation learning especially with the university students from the two countries. Today, Cambodian and Thai university students are trying to overtake their awareness on their fixed English subject in their curriculum especially for the English major students. They need to increase their English ability however they may not know what the collocation is or may not worry or forget about the importance of English collocation.

It is for this reason that the present study is undertaken to bridge the gap, i.e. to scrutinize the collocational competence of high-proficiency and low-proficiency Cambodian and Thai learners of English. So far, many researchers and linguists (Lewis. 2000; Nessenhauf. 2003; Sadeghi. 2009; Boonyasquan. 2005; Woolard. 2000) have been keep on the study of teaching approach in collocation and collocational differences between the first language and the second language but very little research has been conducted on collocational errors in Thai EFL learners and seems there is not any research on collocational errors in Cambodian EFL learners. Thus, this study will examine their problems of producing collocational errors and explore the possibility of collocational errors and compare the similarities and differences between the errors produced by Cambodian and Thai university.

## Purposes of the Study

1. To investigate types of collocational errors in English essays written by Cambodian and Thai university students
2. To compare the similarities and differences between the collocational errors in English essays written by Cambodian and Thai university students

## Methodology

### Participants of the Study

The participants of this research were separated into two groups. The first group was from the 34 third year English major students, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand. They were selected as the sample of the study because all of them had already attended the writing courses entitled 'Paragraph Writing' 1552401 and 'Creative Writing' 1553105. The second group was 31 third year English major students from Royal University of Phnom Penh, Cambodia. They were selected by purposive sampling technique as they were supposed to have previous knowledge about writing essays in the content of their curriculum as well. All the participants had been trained to write the essay in at least one subject that existed in their curriculum as Aungwatanakul (1997) claimed that in writing an essay or any of the compositions, the writers should have prior knowledge of writing process.

### Method of Data Collection

All of the participants were assigned to write an essay in which consist of 150-500 words within 70 minutes on 6 different topics provided by the researcher. The researcher selected these topics because all the topics were related to the participants' daily life and they were suitable for both of the two regions, so the participants would feel more comfortable to write the essay in their familiar content of the topics. Furthermore, the topics were conducted by the researcher, edited and approved by the thesis advisors, and three experts. The following topics were:

- 1) Three Things the Most Important in Your Life
- 2) How to Use Social Media Effectively
- 3) How to Save Energy

- 4) How to Prepare Yourself for Your Future about Education and Occupation
- 5) What Can You Do to Promote Tourism of Your City?
- 6) The Effects of Science and Technology to Society

## Data Collection Procedures

The researcher prepared the instrument and applied for the documents from the Graduate School of Buriram Rajabhat University to collect the data in the Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia and in Buriram Rajabhat University, Thailand.

In the process of collecting data, the participants would not be allowed to use any dictionary and each of them were given sufficient time to individually write the essay. After all writing processes were completed, the researcher categorized the essay writing base on the topics. Then, the researcher chose one or more of the most appropriate topics which have the same or similar number of the participants from both universities choose to write, the length of the writing, and number of collocational errors appeared in the writing.

## Data Analysis

The data were analyzed in quantitative ways. The researcher categorized the data by using the collocational framework of Benson et al. (1987), who have proposed two major types of collocations, i.e. grammatical and lexical collocations. The errors that were not related to collocation types, such as spelling or grammatical errors were not examined. To be more precise, the present study concentrated on 7 types of lexical collocations in the study.

The collected data from essay writing of the participants were analyzed and categorized using the data analysis described below:

### 1. Identifying the Collocational Errors

Firstly, the researcher checked the entire samples of essay writings to find out the collocational errors one by one from each group of samples, and marked all of the collocational errors that were found in the compositions. After checking all the essay writing, the researcher categorized the collocational errors based on 7 types of lexical collocational errors. For example:

Student 8 from Cambodian university wrote that:

*... that we may do mistakes to someone else...*

The researcher marked the error by underlining it and typed the error put (V+N) on the top of the error for the Verb + Noun type, such as:

V+N

*... that we may do mistakes to someone else...*

After checking and typing the collocational errors completed, the checked collocational errors were firstly examined and found more by the thesis advisors. After that, the researcher made 3 sets of essay writing copy then recruited three experts of the English language to check

the types of errors and the corrected sentence based on the researcher's and his advisers' coding. Finally, after the experts finished checking the collocational errors, the researcher got more recommendations to the error analyzing and discussed with his thesis advisors again for any more recommendations before going to the next step of categorization of the collocational errors.

## 2. Classifying of Collocational Errors

After the steps of identifying the collocational errors in every essay writing samples, the researcher classified the errors into the tables consist of 7 types i.e. 1) Noun + Noun, 2) Noun + Verb, 3) Verb + Noun, 4) Verb + Adverb, 5) Adjective + Noun, 6) Adverb + Adjective, and 7) Quantifier + Noun. Then the researcher counted the errors from each type and each of the essay writing and entered them into the recoding tables divided by the group of the samples (Cambodian or Thai university students).

## 3. Data Analysis

The collected data were computed and tabulated by using frequency and percentage. To compare the similarities and differences of the collocational errors made by Cambodian and Thai university students were analyzed by using Chi-square test.

## Findings

### 1. Types of Collocational Errors in English Essays Written by Cambodian and Thai University Students

According to the collocational framework of Benson et al. (1987), the collocational errors collected from essay compositions of Cambodian and Thai students are presented in the below table.

**Table 1 Types of Collocational Errors in English Essays Written by Cambodian and Thai University Students**

No.	Collocational Error Types	Cambodian (n=31)		Thai (n=34)		All Group Combined	
		f	%	f	%	f	%
1	Noun + Noun	22	10.23	10	4.65	32	14.88
2	Noun + Verb	11	5.12	27	12.56	38	17.67
3	Verb + Noun	19	8.84	57	26.51	76	35.35
4	Verb + Adverb	7	3.26	3	1.40	10	4.65
5	Adjective + Noun	21	9.77	18	8.37	39	18.14
6	Adverb + Adjective	6	2.79	3	1.40	9	4.19
7	Quantifier + Noun	1	0.47	10	4.65	11	5.12
<b>Total</b>		<b>87</b>	<b>40.47</b>	<b>128</b>	<b>59.53</b>	<b>215</b>	<b>100.00</b>

Table 1 shows the overall frequency of the collocational errors frequency found in the essay compositions written by 31 Cambodian university students and 34 Thai University students. The findings reveal that the total collocational errors made by both groups of students were 215. The Thai student group made 128 collocational errors and Cambodian students made 87.

Regarding the variety of collocational types, the highest number of collocational errors found in Cambodian students' essays was the Noun + Noun (f=22), followed by Adjective + Noun (f=21) and Verb Noun (f=19), respectively. In contrast, the highest number of collocational errors found in Thai students' essays were the Verb + Noun (f=57), followed by Noun + Verb (f=27) and Adjective + Noun (f=18), respectively.

## 2. A Comparison of Collocational Errors in English Essays Written by Cambodian and Thai University Students

The table below compares types of collocational errors found in Cambodian and Thai university student's essay writing.

**Table 2** Thai University Students' Collocational Error Record

Collocational Error Type			Nationality		Total	Chi-square test	Asymp. Sig.
			Cambodian	Thai			
1	Noun + Noun	Count	22	10	33	13.09**	.004
		Expected	13.5	19.5	33.0		
2	Noun + Verb	Count	11	26	37	14.17**	.001
		Expected	15.1	21.9	37.0		
3	Verb + Noun	Count	19	57	76	31.73**	.000
		Expected	31.1	44.9	76.0		
4	Verb + Adverb	Count	7	3	10	4.80*	.028
		Expected	4.1	5.9	10.0		
5	Adjective + Noun	Count	21	18	39	5.44*	.020
		Expected	16.0	23.0	39.0		
6	Adverb + Adjective	Count	6	3	9	4.50*	.034
		Expected	3.7	5.3	9.0		
7	Quantifier + Noun	Count	1	10	11	4.50*	.034
		Expected	4.5	6.5	11.0		
<b>Total</b>		Count	87	127	215	55.55**	.000

\* significant difference at .05

\*\* significant difference at .01

Table 2 reveals that the overall comparison of collocational error found Cambodian and Thai students' essay showed statistical significant difference at .01. When considering each type of collocational errors, it was found that "Verb + Adverb", "Adjective + Noun", "Adverb + Adjective" and "Quantifier + Noun" were statistical significant difference at .05 level while the rest types were statistical significant difference at .01 level.

## Discussion

### 1. Types of Collocational Errors in English Essays Written by Cambodian and Thai University Students

The frequency of lexical collocational errors types found in both group of students are completely different. The results of the study revealed that both Thai and Cambodian students made lexical collocational error in all of the 7 types. In the total amount of the frequency shows that Thai students made more collocational error than Cambodia students. Cambodian students mostly made collocations error in the type of Noun + Noun. In contrast, Thai students mostly made collocational errors in the type of Verb + Noun. Cambodian students rarely made the error in the Quantifier + Noun type, while Thai students rarely made error in the group of Adverb + Adjectives. According to the overview of the essays written by both groups of students, researcher found that Cambodian students tend to have more ability in writing essay than Thai students. Cambodian students could compose longer texts, more paragraphs, and they can write English more correct than Thai students. Therefore, even Thai students made more errors in writing English texts than Cambodian students, consequently, they make errors in the grammatical collocational errors and spelling errors, not in the 7 types of lexical collocation (Benson et al., 1997), additionally, many of lexical collocational errors are also found in their writing. In contrast, Cambodian students tend to made less errors in grammatical collocation and spelling but more than a half of the errors are in the 7 types of lexical collocation. The theory of Benson et al classified the collocations into two major groups: grammatical collocations and lexical collocations (Benson et al., 1997). With regard to grammatical collocations, they are mostly base on people's level of English ability since to compare between the two groups of people with different level of English ability, the lexical collocations are the rest part that can be compared. As the result, in all of the 7 types of lexical collocational errors are found in both groups of the participants.

### 2. A Comparison of Collocational Errors in English Essays Written by Cambodian and Thai University Students

The findings revealed that both in overall and each of collocational error types found in essays composed by Cambodian and Thai University students showed statistical significant difference. This means that the collocational errors found in essays of Cambodian and Thai University student classified in the 7 of lexical collocation are highly significant different between both nationalities. The result of the study is similar to the study of Zhang, Xiaolin (1993) that investigated the English collocation and their effect on the writing of native and non-native college freshmen in Indiana University of Pennsylvania and the result showed that students from different nationality have different ability in using collocation. The cause of making collocational errors in the essays of both groups of student are mostly based on their

interference of their mother tongue language, their proficiency of using English, and their lack of collocation concept. These support the study of Fatima Muhamad Shitu (2015), that studied on the Collocation Errors in English as Second Language Essay Writing and the result of the study concluded that the EFL students constitute the sample make collocation errors in their writing because of their interference of their mother tongue, lack of collocation concept, and their shortage of collocation knowledge.

## Conclusion

In conclusion, this study revealed insight understanding into the students' ability of using English and learning capabilities in regards to writing and collocation skills among Cambodian and Thai University students. As the results found that Cambodian students have more efficiency in writing and made less errors even in grammatical or lexical type of collocation so Thai university teachers should focus more on students understanding in writing and collocation. In addition, all students in both group have problem in dealing English collocation so Thai and Cambodian students should have more awareness on using and learning collocation as it is the crucial part of English learner.



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## Biodata

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## When Science Meets Folkloristics: The Existence of the Divine Being Revealed by a Scientist

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### Abstract

This paper aims to 1) analyze the concept of the existence of God from the study of water crystal formation by a Japanese scientist, Masaru Emoto, and 2) connect the similarities between the concept by Emoto and the concept of Folklore Studies. In this paper, the work of Masaru Emoto entitled "*Messages from Water and the Universe*" was chosen as a case study. The results showed that 1) Masaru Emoto believes that there is an existence of the Divine Being, and that water is the medium that connects this world with the world of the Divine, and 2) this concept by Emoto is similar to a new paradigm of folklore studies in Thailand regarding a Quest for the Divine Power proposed by Professor Dr. Kingkeo Attagara, a pioneer in the field of Folklore Studies in Thailand. This synchronicity of the views by a scientist and a folklorist reveals the truth about the Divine Being that every human being should realize and strive for in order to attain the most sublime of spiritual development.

**Keywords:** Science, Folkloristics, the Divine Being, God, Masaru Emoto

## Introduction

In the field of folkloristics, the existence of God is mentioned as a matter of course. This is because folklore is a study of the output of human culture, and cultural output includes humans’ philosophies, thoughts and beliefs. Hence, the stories of God and planes beyond the human sphere can be found in the mythologies of different cultures, religious texts, as well as local legends and folktales.

However, in the field of science, the existence of God is an awkward subject to be discussed by scientists because it cannot yet be empirically proved by any scientific means. Science, moreover, is defined as “a system of knowledge concerning the physical world and its phenomena that is derived from unbiased observations and systematic experimentation”. (Brandon, 2011) By this definition, science concerns only with the physical world, which immediately limits its scope and questions the validity of any research into non-physical or hyper-dimensional phenomena.

“The existence of God” exemplifies the sphere of hyper-dimensional phenomena which have posed as controversial issues among philosophers since the era of Greek thinkers, starting with Plato. Proponents and opponents of this idea have since expressed their views to a great extent, the details of which can be found in *Stanford Encyclopedia of Philosophy* (2016). Interestingly, an increasing number of scientists have been attempting to explain issues of the metaphysical nature. Lisa Randall, a Harvard physicist, for instance, has proposed the concept of “the fifth dimension” in which she attempts to prove the existence of a higher dimension. Thanks to Randall’s work, the realm of God / the Divine plane is now known by many as “the fifth dimension”. (Emoto, 2010, p.3) Her books, *Warped Passages: Unraveling the Mysteries of the Universe’s Hidden Dimensions* and *Knocking on Heaven’s Door: How Physics and Scientific Thinking Illuminate the Universe and the Modern World* were both on the New York Times’ list of 100 Notable Books of the Year. (Department of Physics, Harvard University, 2016)

In addition, Michael Newton, an English psychiatrist and founder of The Newton Institute for Life between Lives Hypnotherapy (TNI), relates his experiences in dealing with his patients (or “subjects” as referred to by Newton) that have made him aware of the “spiritual world” beyond Earth where we currently live in the books *Journey of Souls: Case Studies of Life Between Lives* (1994), *Destiny of Souls: New Case Studies of Life Between Lives* (2000) and *Life Between Lives Hypnotherapy* (2004). These are bestselling books that have been translated into more than 25 languages. In 2001, *Destiny of Souls: New Case Studies of Life Between Lives* was awarded “Metaphysical Book of the Year” by the independent publishers association at their annual Book Exposition of America meeting. (The Newton Institute, 2016)

One of the key scientists who propagate the concept of “the existence of the Divine Being” is Masaru Emoto. Emoto is a Japanese researcher who studies water crystals. In his experiments, he used a high-speed, high-magnification microscope to record images of water in a low temperature of around -15°C when water crystals were starting to form. Emoto studied crystals of water from different sources around the Earth and found that water from good sources featured beautiful crystals whereas water from contaminated or polluted sources yielded ugly crystals, or no crystal at all. Furthermore, Emoto experimented by labelling water bottles with different words before taking pictures of the water crystals. The results showed that positive words such as “love”, “thank you”, and “well done” led to well-formed and beautiful crystals

while negative words such as "you fool", "unhappiness", and "no good" led to incomplete or unrefined crystals. (Emoto, 2005, pp.51-82)

Based on over 20 years of experience in experimenting with water crystals, Emoto has written several books on the topic, such as *Messages from Water*, *The Hidden Messages in Water*, *The True Power of Water*, etc. to project the idea that "water not only reflects the physical world around it (as when we use a placid lake or pond as a mirror), but it also reflects the consciousness of the being surrounding it". (Emoto, 2016) Among his many books, one stands out. In *Messages from Water and the Universe* [first published in 2010], Emoto boldly proclaims that from over 20 years of working on water crystals, he came to accept the existence of the Divine Being. (Emoto, 2010, p.3) Although it is clear that proving the existence of God was by no means the primary objective of Emoto's experiments with water crystal photography, it is interesting to see how the many experiments with water crystals under different circumstances led such a scientist as Emoto to come to believe in the existence of the Divine Being. This has brought about the convergence of science and folkloristics under the philosophical concept of the existence of God. A comparison of this concept through the lenses of science and folklore studies could eventually lead to an understanding of the universal truth.

## Objectives

The objectives of this article are:

- 1) To analyze the concept of the existence of God from the study of water crystal formation by a Japanese scientist, Masaru Emoto
- 2) To compare the similarities between the concept of Emoto and the concept of folklore studies

## Definition of Terms

God : The term 'God' is used interchangeably with the term 'the divine being' to signify a universal power that systemizes all things on earth.

In this paper, the term 'God' refers to the concept in Emoto's writings which is 'neutral' and makes no reference to any one religion.

## Methodology

- 1) Specify the scope of the study by selecting a case study; that is Masaru Emoto's book "*Messages from Water and the Universe*".
- 2) Study Emoto's concept of "the existence of the Divine Being" from the case study using the method of content analysis.
- 3) Study the similarities between Emoto's concept of "the existence of the Divine Being" and the folkloristic concept of "the existence of God."
- 4) Present the results by means of Descriptive Analysis.

## Results

The results of the study can be categorized into 2 issues according to the research objectives as follows:

## 1. The concept of the existence of the Divine Being from the work of Masaru Emoto

The analysis of Masaru Emoto’s *Message from Water and the Universe* reveals Emoto’s concept of the existence of the Divine Being in the following aspects:

### 1) There is an existence of God and God created the universe

Emoto believes that God exists and that God created the universe. (Emoto, 2010, p. 5) However, the word “God” as frequently referred to in Emoto’s book *Message from Water and the Universe* is neutral without specific identification to any one religion.

Emoto expresses doubt that the wonderful, beautiful life-form of Earth could just happen by accident. He conjectures that there is a creator, that is God, and that although God is invisible to the human eyes and no concrete means could manifest how life was created, this human ignorance is no proof that a Divine Being does not exist. (Emoto, 2010, p.6)

With over 20 years of work on water crystals, Emoto has been guided by water to recognize that certain great power must exist which created the system and mechanism of Earth and the universe, and that this great power is God. He explains the process of the creation of Earth as follows: “In God’s process, the sun was created to provide continual, life-supporting energy. This energy is sent to the planet in the form of vibrations... Radiant energy is born when different vibrations are in harmony – and this energy created everything that exists on Earth.” (Emoto, 2010, p.6-7) He believes that all that exist on Earth are born of these vibrations and that although we cannot see the vibrations and the minute vibrations can hardly be perceived by human sensitivity, nothing on Earth is static – everything is constantly vibrating. Emoto points out that in many scientific circles, quantum physics in particular, it has long been accepted that even the smallest known level of atoms, the elementary particle, vibrates slightly. (Emoto, 2010 p.8)

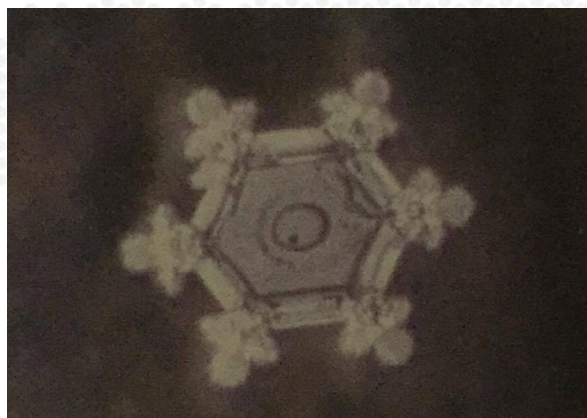
Emoto (2010, pp. 8-9) gives concrete examples of the vibration frequency of each creation by equating it to the seven sound categories of “do re mi fa so la ti”. In the same way that the piano scale runs from low octave to high octave, the seven sounds can be the repetition of the octaves to express numerous sounds. Thus, all things, from those that give off low frequencies to those that give off high frequencies, can be represented. No matter how different frequencies are, as long as they represent the same sound, they will resonate with each other. This, therefore, is the miracle of the universe created by God. Emoto calls it “the principle of resonance”.

When resonance happens, the one that is affected by the same sound can receive energy from the counterpart without doing anything. Also, the one that started the sound will receive the energy back from the other. (Emoto, 2010, p.10) Emoto trusts that this is the life system which God has created to bring about natural balance. This, then, suggests that a single self cannot exist alone but must be connected to everything and share the harmonious energy.

## 2) Water is the medium that connects this world with the world of the Divine

In his book, Emoto introduces the idea that water takes on the role of God’s messenger by bridging the gap between the world of the Divine and the human race.

According to the principle of resonance, the combination of two different sounds that do not resonate will move towards destruction – the opposite of creation. Thus, Emoto (2010, p.14) believes that God must have used only combinations of resonating sounds or good vibrations to create life on Earth. In his view, water is the only thing that can transfer vibrations. God created water to help carry out His plans for the world, and at the center of those plans are two important energies: love and gratitude. According to the results of his experiments, when water was shown the terms “love” and “gratitude”, it formed beautiful crystals.



Water-crystal of water exposed to the terms “love” and “gratitude”

(Emoto, 2010, p.43)

Emoto (2010, p.17-18) believes that the more we understand the nature of water, the more we understand the truth of life. This belief is grounded in the fact that humans are water – that 70% of the human body comprises water and that during the embryonic period, the human body is 98% water. Water is an essential component of the body. It makes the body healthy by transporting necessary energy and nutrients throughout the body and simultaneously channeling wastes out of it. The percentage of water in the human body decreases with age. Wrinkles are noticeable signs of the reduced water in the body. When water is reduced to less than 50% of the body weight, the human body dies. Thus, it can be said that water is life. If we believe that water is sent from the Divine, we can then infer that our original father and mother is God and that all humans are “the children of God”. In addition, since all living things on Earth were created from water, water is the origin of life and the Almighty’s gift. Emoto believes that all of God’s intentions were contained within water that was somehow sent to Earth. For this reason, there must have been blueprints set as vibrations in the water. What God wants us to do appears in the water crystals. As a result, water, as the messenger of God, forms miraculously beautiful crystals in response to the words “love” and “gratitude”. The water that received the vibration of the original intent of God expressed and revealed itself to us as these spectacular crystals.

In addition to being God's messenger, water also acts as a medium for humans to communicate with the Divine through prayers. Emoto (2010, p.40) conducted an experiment to affirm this on 22 February 1996. He asked 500 friends throughout Japan to pray simultaneously at 2 p.m. to bless the tap water contained in a small vial on the table in his office in Tokyo. The prayer was simple in content: *"The water on Dr.Emoto's desk at his Tokyo, Shinagawa, office has become clean. Thank you very much."* After that, the experiment team froze the water and took pictures of the water crystals. Then, they compared the pictures with those of the water crystals before the prayer. The comparison showed that the water crystals after the prayer were much more beautiful, as seen in the pictures below.



Water crystal before the prayer



Water crystal after the prayer

(Emoto, 2010, p.40)

In 2003, Emoto repeated the experiment. He asked prayers from Israel to give the same prayer to the water in the small vial on his office table in Tokyo. The results were the same as those of the previous time. The water crystals after the prayer became much more magnificent. (Emoto, 2010, p.41)

This second experiment made Emoto realize the great power of prayer that could travel over lands and seas to the water in that small vial in his office table. He concluded that no matter how far God is away from us, with water as the medium we can send messages to Him.

### 3) Life is a journey of the soul and Earth is a big school

Believing that the Divine Being exists, Emoto remarks that death, or the end of life on Earth, is not the end in itself but the beginning of a new journey (which we may have taken several times before). Emoto (2010, p.28) observes that if we are essentially of water, we can be reborn countless times as water can in the water cycle, from vapor to cloud to rain and back to vapor again and so on. When our life on Earth ends, our soul still needs to carry on the journey. Whether we will be reborn on Earth or in other planes or dimensions depends on the condition of our soul.



According to Emoto, Earth is perceived as a big school. When we have completed our mission, we have 'graduated' and should return to where we came from, which is in the hyper-dimensional sphere. This hyper-dimension (the divine plane) is the true destination which all souls must strive to reach. Many, however, cannot rise up to this dimension because they cannot live according to God's plan. They are blinded by materialism and greed and, hence, driven even further away from love and gratitude. These souls fail to achieve the "graduation certificate" from Earth. (Emoto, 2010, p.29)

Emoto (2010, pp.30-31) cites that a soul, it has been claimed, weighs 21 grams. He, however, believes that in order to reach a higher plane, a soul must be weightless. In Emoto's view, the only things that can make a soul lighter but still with sufficient energy for the uplift are love and gratitude. It is, therefore, necessary for us to fill our lives with love and gratitude and to always be in harmony with water by sending "good vibrations." Furthermore, we must not forget to pray for the souls that are stuck on Earth to help them continue with their journey.

## 2. The similarities between the concept of Emoto and the concept of folklore studies

Emoto's concept of the existence of God is similar to a new paradigm of folklore studies in Thailand which focuses on a quest for the divine excellences and powers. This new paradigm was proposed by Professor Dr. Kingkeo Attagara, a pioneer in the field of Folkloristics in Thailand, when she became a full-time lecturer at the Naresuan University in 2005. (Suwanpratest, 2016, pp.98-99)

Folklore studies in their vein of Professor Dr. Kingkeo Attagara are extensions of the traditional study of folklore which focuses exclusively on social and cultural dimensions and features an investigation of ethnic cultures in a horizontal dimension. The new paradigm of folklore studies, on the other hand, explores the height and the depth of their subjects based on the belief in the existence of the world beyond, thus rendering the studies three dimensional and concurring with Emoto's concept. This paradigm of folklore studies, therefore, drives humans to journey forward both culturally and spiritually.

From the vantage of folklore studies, a study of the third dimension revolves around an investigation of mythology, perceived as a category of folklore which has great significance and plays great roles in the spiritual uplifting and which is metaphorical to the understanding of life in and beyond this world. (Attagara, 2015, pp.10-11) Mythological studies provide an insight into a dimension beyond the human world, a higher plane of God, as well as lower ones. The mythologies of various cultures share this characteristic.

This paradigm of folklore studies leads to an understanding that the human life cycle does not begin nor end in this world, and that one's true self is not in the body, but the soul. Therefore, although the body is dead to the world, the soul must journey on until the destination is reached. The ultimate goal of this new aspect of the study is to become "transparent to transcendence". (Suwanpratest, 2016, pp.101-102)

Mythologically speaking, Joseph Campbell, a world-renowned folklorist, presents a Hero's Journey Model in his book *The Hero with a Thousand Faces*. Campbell (1973, p.97) states that the journeys of mythological heroes are usually anything but rosy. The heroes must be tested and put through ordeals which give them opportunities to manifest their

heroism, to prove themselves worthy of their missions, to exhibit their potential and to show to the world the true heroic splendor. Campbell’s model points to the idea that the world is a testing arena and that every difficult situation and ordeal is pre-determined by God as a “test”. The test items vary in their difficulty levels, from elementary to advanced. A hero is required to exhibit his ability to overcome the challenges of the test. When the mission is achieved, the person becomes a hero. All of us can be heroes. If we follow in the footsteps of heroes and prevail over the difficulties thrust upon us, we can attain the uplifting of the spirit and journey to a higher plane free from the jaws of the present world and the lures into the world under.

Emoto states that in order for the spirit to be elevated to the higher plane, we must try to make our spirit weightless. This concept synchronizes with the concept of spiritual transparency in folklore studies whose aim is for the spirit to rise up to the divine plane; in other words, to be free from the worldly pleasures and transcend to sublimity.

## Discussion and conclusion

Emoto experimented with water crystals and found that water from different environments produced different water crystals; water from a good source produced beautiful water crystals whereas water with contamination produced ugly water crystals or no crystal at all. Moreover, water crystals could change forms under different conditions. Emoto, consequently, concluded that water could store and transfer information and acted as a medium between humans and the Divine Being. His book, *Messages from Water and the Universe*, relates “Water Mythology”, a concept distilled by Emoto regarding the truth about the existence of the Divine Being and the necessity for spiritual transcendence to the divine plane. In the same way, the paradigm of folklore studies proposed by Professor Dr. Kingkeo Attagara aims to achieve the ultimate goal of spiritual transcendence to the sublime, free from all earthly conditions, through mythological interpretation which is regarded as a metaphor for understanding life in this world as well as in the world beyond.

The coincidence – that a scientist should explain about the world of the divine beyond this world in the same way that a folklorist does – cannot be incidental. Although the means by which they arrived at the conclusion are presented to be different, the truth that was found is universal – that the universe is not of a single dimension or a single plane, that life does not begin or end in this world, and that the spirit must journey on until it reaches the destination in the dimension of the divine.

Masaru Emoto and Kingkeo Attagara are not alone in this projection. Religious philosophy has been known to champion this idea. Buddhist doctrines provide guidance on how to reach the spiritual state of Nirvana which transcends the cycle of birth and suffering of the worldly planes. In Christianity, the human spirit is trained to embrace love and compassion so as to be reunited with God in the divine Kingdom. The truth about the Divine Being, therefore, is not a new concept but an intellectual heritage from many generations before – over 2,500 years ago, if counted according to the birth of Buddhism. Humans of the present day, however, are still as far away from this truth as ever and have not yet awoken to the realization that the world is their testing arena, a big school for learning and testing in order to get a spiritual certificate to come back to God. They live precariously wasting the time and the opportunity for spiritual refinement, not realizing that the time they are allowed in this world is limited both in its quality and in its quantity.

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## Varieties Of Thai English In A Thai Movie

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### Abstract

Thai people's use of broken English has often been ridiculously viewed and may be considered to be a representation of Thai English. Undoubtedly, the Thai identity of English usually comes along with its colloquial variety or the so-called 'Tinglish' instead of other acceptable or correct forms such as 'good or standard Thai English'. Indeed, it is possible that the English used by Thais goes beyond its rotten form. This is evident in the contemporary Thai film *'I Fine Thank You Love You'* (2014). Hence, this paper attempts to investigate whether the protagonists use Thai English more than a colloquial variety. Using Platt et al.'s (1984) lectal varieties of New Englishes, an analysis of dialogues in the movie reveals that the main characters provide expressions that contribute to certain features of varieties of Thai English, resulting in a reflection of Thai identity of English in the literary and real world.

**Key words:** Varieties of Thai English; Thai Movie; Tinglish; Standard Thai English

## Introduction

English is used as an international language in Thailand. Thais use English only when communicating with foreigners. However, few Thais have opportunities to converse with international interlocutors in English in their daily life. This is obviously seen among those working in multicultural and multilingual corporations such as diplomats, tour guides, hoteliers, international school teachers, and cabin crews, among others (Glass, 2008). Their English proficiency may range from good and weak levels. Nevertheless, those who have a few opportunities to orally practice with foreigners seem to demonstrate higher incidence of broken English.

The lack of proficiency in spoken English seems to be a blind spot for many Thais. Many are not confident even in uttering some English words. Moreover, they somewhat worry that foreigners will not understand what they are talking about due to their accent. Hence, they do not try improving their English (Chumchaiyo, 2005). Consequently, many Thais have become Tenglish or colloquial Thai speakers of English. This phenomenon appears in a large number of Thais throughout the country. This may create a misunderstanding that English used by Thais inevitably suits only the term ‘Tenglish’ (Bennui & Hashim, 2014). Because of this, the picture of those Thais, whose English falls into moderate and high levels, may be hidden. That is, other levels of English used by Thais – ‘mesolects’ and ‘acrolects’- are overlaid by the lowest level, namely the ‘basilects’. This causes the blurry notion of Thai English as ‘a non-standard variety of English’.

Indeed, ‘Thai English’ is not an idealistic term. A number of scholars have proved the existence of Thai English, especially regarding its three levels which consist of ‘high, average, and low’. Prasithrathsint (1999) and Rattanapreuk (1984) attempted to show that Standard Thai English exists as seen in spoken and written English by acceptable users. On the other hand, Tsow (2006) and Wattanaboon (2002) identified the lexical, phonological, and syntactic features of English influenced by Thai structures by many Thai speakers, for instance, “Good morning, ja”, “Living loom” (living room), “Yesterday I not want go” (Yesterday I did not want to go), and “hot peter” (hospital). This example can be considered to be the lowest variety of Thai English. Further, Bennui (2014) examined the English spoken by 12 Thai tour guides in Krabi, Phuket, and Phang-nga provinces and found that eight of them illustrated broken English or the ‘basilectal variety of Thai English’ while only four demonstrated a moderate level of Thai English or ‘the mesolectal variety’. These features are caused by their phonological, morphological, syntactic, and stylistic features of the English influenced by the Thai language. These studies show that Thai English is positioned in the World Englishes discipline due to the evidence of the three lectal varieties of local English.

The term ‘Tenglish’ has portrayed Thai English rather than the other lectal levels because it represents the feature of English practiced by the majority of Thais. Hence, it is complicated to prove that English used by Thais in different contexts will demonstrate the three levels; however, Tenglish must at least exist. This challenges the present study which aims to examine whether the English used by the Thai characters in a Thai movie goes beyond such a colloquial variety. As there is no study grounded in the feature of English used in a Thai cinematic context, this paper intends to study if the linguistic features of Thai English spoken by Thai characters in a Thai contemporary movie meet the notion of a Thai variety of English.

## Previous studies

As mentioned, not one study has focused on an analysis of Thai English used in a Thai movie, and only one study on a Thai-English translation of a Thai historical movie (Eakin & Timyam, 2010) is found. However, this study is based on the field of translation, so it is not deemed relevant. This paper thus seeks other related studies on World Englishes in Asian movies. There appear to be four relevant studies. Firstly, Mohd Nor et al. (2015) examine the lexical features of Malaysian English in a local English movie, namely *Ah Lok Café*, using Baskaran's (2005) framework on Malaysian English. It appears that the Malaysian characters employed five lexical strategies: (i) local language referents for cultural and culinary items; (ii) Standard English lexicalization or English lexemes with local usage (i.e. polysemic variation, informalization); (iii) discourse particles in Malay, Chinese, and English; (iv) word formation in Malaysian English (i.e. affixation, compounding, reduplication; repetition, and conversion); and (v) exclamation in Chinese. These features mirror a Malaysian variety of English. This study does not stress 'lectal varieties of Malaysian English'; however, a number of lexical examples are indicative of the lowest variety of Malaysian English or 'Manglish' such as the particles 'lah, la, ah, wah, and what', among others. Further, Tan (2004) has found from a local English Singapore film *I Not Stupid* that a Mandarin-speaking westerner ironically tells his Singaporean colleague that the use of Singlish indicates the uniqueness of Singaporean identity. Similarly, the character 'Chu Kang' in a comedy TV series *Pua Chua Kang* speaks broken English, namely Singlish, resulting in an authentic way of Singaporean life where Standard English is not popular. Likewise, Rafael (2008) found that two Filipino movies in 1993 – *Makati Avenue Office Girls* and *Maricris Sioson: Japayuki* exemplify Taglish (Tagalog and English) or the lowest variety of Philippine English used by the Filipino characters in Metro Manila. The speech patterns in the movies mirror broken English or Taglish which is used as a lingua franca in the Philippines. In the same vein, Roy (2013) provided many Indian films adapted from Indian English literature, especially regarding the lives in the British Empire in India, which heavily uses Indian English such as *A Passage to India*. Moreover, Indian contemporary lives show Indian classes in which Hinglish, the lowest variety of Indian English, is used such as in the films *Salaam Bombay* and *Hyderabad Blues*. All the studies surveyed are different in terms of the aspects of linguistic and literary analysis. However, they are similar in that Asian varieties of English occur as a result of the contact between Asian languages and English, and they are used by the local characters in the movies as a communicative tool in their everyday life.

## Theoretical framework

This paper adopts Platt et al.'s (1984) *lectal varieties of New Englishes* as the theoretical framework for analyzing the linguistic characteristics of a Thai variety of English used by the characters in a Thai movie. Grounded in the concept of *Post-Creole Continuum*, this theory intends to study a phenomenon of Pidgin and Creole English expressed by non-native speakers. This continuum involves the way English develops via varieties of local languages. Creole refers to a speech variety which has developed from a pidgin. Having been used as a common language for communication and as an instructional language among people with different mother tongues, English-based pidgins are not regarded as *New Englishes*. Nevertheless, English-based Creole develops through educational and communicative purposes, resulting in an occurrence of certain

situations in language use that are called *the Post-Creole Continuum* which comprises three hierarchical levels – *acrolect*, *mesolect*, and *basilect*. The acrolectal variety of English involves the highest level of the language or the Standard English demonstrated by those acceptable users with very few idiosyncrasies. The mesolectal variety of English concerns the moderate level of the language expressed by those whose English lies in more correct and acceptable than idiosyncratic forms. The acrolectal variety of English is the lowest linguistic level shown via a wide of errors influenced by the speakers' mother tongues. In fact, only the acrolect and mesolect varieties are considered 'New Englishes' such as Indian English and Singapore English while the basilect variety has been debatable as a part of New Englishes since it is full of non-standard forms such as Hinglish and Singlish (the basilectal varieties of Indian and Singapore Englishes).

New Englishes also entails three types and other types regarding the indigenous language backgrounds of the users. Type 1 is featured as New Englishes used widely for communication by those whose native languages are non-English such as Singapore English, Indian English, and Kenyan English. Type 2 suits New Englishes since it is widely used as English-based pidgin such as Ghanaian English and Nigerian English. Type 3 refers to New Englishes based on English-based creoles of the users. Further, the other types of New Englishes consist of the following: (i) native varieties other than British English such as American English, Australian English, New Zealand English, Canadian English, and South

African English; (ii) the newer Englishes of the British Isles used by those in Ireland, Wales and Scotland; (iv) immigrant English used by migrants in Britain, USA, and Australia; and (v) foreign English used by the users of English as a foreign language (Platt et al., 1984, pp. 9-12).

Moreover, this theory provides linguistic features of New Englishes. Phonological features involve the notion of 'new accents' which refers to the New Englishes users' articulation of vowels and consonants in English divergent from that of native Englishes. This feature also concerns the notion of 'new tunes on an old language' which is seen in English spoken discourse influenced by speech rhythms, discourse intonation, and discourse particles of the users' vernaculars. Syntactic features of New Englishes refer to the grammatical items influenced by the users' native languages such as plurality, articles, quantifiers, possession, pronouns, adjectives, word order, tense and aspect, copula-be, as well as phrasal and prepositional verbs. This feature is also related to the notion of 'new ways of saying it', that is, grammatical constructions of English expressions based on vernacular structures such as expressions of time, connecting sentences, and question tags. Morphological and semantic features involve the notion of 'new words and new meanings' which are found in loanwords, coinages, grammatical shift, semantic shift, idioms, and repetitions. Stylistic features suit the notion of 'new styles' with regard to a range of formal and casual styles, the use of code-mixing, and communication strategies which require non-Anglo cultural and pragmatic conventions. Pedagogical features which have been controversial can be seen in an acceptance of linguistic features of New Englishes for educational systems, and in the attitudes towards the use of the acrolectal/educated variety of New Englishes for functional and educational purposes. Literary features appear in the use of New Englishes as linguistic strategies in creative writings. All these features are the areas of the New Englishes theory.

This theory is considered to analyze the linguistic features of the acrolectal, mesolectal, and basilectal varieties of Thai English used by the Thai characters in a particular movie. Though this theory is constructed for studying English used in post-British and American colonies, it is possible to adapt it in examining English use in a Thai movie context because English in Thailand is categorized as 'foreign English' according to Platt et al. (1984).

## Methodology

This section describes the movie selection and data analysis used in the study. Each part is described. First, the procedure for selecting a Thai movie in which characters are speaking in English is complicated. There are only two movies produced by Thais which mainly talk in English since the first Thai film was produced in 1923; they are 'The King of the White Elephant' (1941) and 'Province 77' (2003). The rest of the movies are Thai language movies. Those two movies are not chosen. In the first movie, the characters speak only correct English according to the script. Meanwhile, the other movie is based on a story of Thai Americans in the USA who speak American English rather than Thai English though they switch into Thai. These two films do not depict a wide range of lectal varieties of Thai English. Hence, this study uses a contemporary Thai film that features Thais' English use which is directly relevant to varieties of Thai English. It appears that only the film *'I Fine Thank You Love You'* (2014) suits this function. This movie, lasting 117 minutes, is produced by GTH (2014) and mainly uses the Thai language, but a decent range of scenes in English used by the characters. This comedy movie reflects a reality of English learning and uses in Thai society as seen in the ungrammatical structure of the title. It tells the story of tutor Pleng, who is asked by her Japanese student, Yim's girlfriend, to translate a breakup message to him. Instead, Yim whose English is very weak blames Pleng for being dumped and demands her to teach him English to communicate with his girl and get a job to follow her to the United States. As the tutoring sessions progress, Pleng falls in love with Yim, her mannerless student (Coconuts Bangkok, 2014).

Using qualitative research, this descriptive study employs a textual analysis as the key instrument for selecting and analyzing the language of the film. It starts with the researcher's watching of the movie in DVD, which was purchased in a shop in Thailand. The researcher watched it several times to understand the overall story and language use. Then, the script of the movie, Thai and English subtitles, is transcribed for a set of language samples. Next, certain scenes with English dialogues used by the characters are highlighted. This stage involves the justification of the data; this movie has a number of scenes where the characters speak both Thai and English. Only the scenes in mainly English or with Thai and English mixing or switching and vice versa were selected; those with the Thai language spoken by the characters were not chosen. Further, the selected scenes were taken to analyze whether their linguistic features fall into the three lectal varieties of Thai English. That is, a particular sound, word, sentence, and stylistic pattern of Thai English used by the characters were determined by the researcher with reference to the acrolectal, mesolectal, and basilectal varieties of Thai English. If the character's Thai English is full of correct English mirroring more Thai identity than British/American English, this pattern should belong to the highest level. Meanwhile, the characters' Thai English is understandably communicative with a few idiosyncrasies influenced by Thai, so this pattern should be considered the moderate level. However, Thai English used by the characters is filled



with much more incorrect forms than Standard English; thus, this feature yields the lowest level. In addition, those features from the dialogues for each lectal variety are discussed and interpreted using Platt et al.'s (1984) New Englishes and previous studies. Finally, the features of lectal varieties of Thai English demonstrated by the Thai characters are summarized.

## Varieties of Thai English in the movie

It appears that the movie *'I Fine Thank You Love You'* (2014) depicts two main lectal varieties of Thai English – the acrolect and basilect – through the protagonists. Each level is described and discussed with specific extracts from the movie.

## The Acrolectal Variety of Thai English

The acrolectal variety of Thai English, namely 'Standard Thai English', is expressed by mainly *Tutor Pleng* and *Khun Pruek*. Some interesting instances of Thai English used by these two characters are presented.

### Example 1 (at the language school)

- Kaya: I passed my interview of the company. I'm going to work in America.  
 Tutor Pleng: Wow, that's so good to hear. Congratulations!  
 Kaya: It was because of you. (kisses Tutor Pleng). Thank you. Thank you, Tutor Pleng.  
 Tutor Pleng: *Por laew, por laew* (Okay, okay. That's enough).  
 Kaya: Actually I need your help. I want to break up with my Thai boyfriend.  
 Tutor Pleng: Ok, and then?  
 Kaya: He can't speak English and I can't speak Thai.  
 Tutor Pleng: You guy, don't talk to each other and how can you get together?  
 Kaya: You know S-E-X. It is all about sex. Because sex is my life.  
 Tutor Pleng: Woow.  
 Kaya: Oh, yes, oh, yes.  
 Tutor Pleng: Ok, ok. Enough. I got it.

According to example 1, Pleng is conversing with her Japanese student named Kaya. In this respect, Pleng's spoken English is grammatical and accurate. Her accent is not near American English, but it sounds Standard Thai English. To show her Thai identity, Pleng switches from English into Thai when responding to Kaya's kiss and hug with the expression '*Por laew, por laew*' (Okay, okay. That's enough).

## Example 2 (at the Coffee Bean and Tea Leaf shop)

Tutor Pleng: Ok, let's get started it. Now you're taking a conversation lesson, so you will have to speak

English as much as possible. I need your full attention and participation. If you have any questions, just ask. Don't be shy. Do you understand?

Yim: (silent)

Tutor Pleng: Do you understand? Do you understand?

Yim: (Stand up)

Tutor Pleng: Yuen *tammai* (Why are you standing?) *Yuen man* Stand up.

Yim : *Hey roo di nee luk khuen pai sue kafee* (Yeah, I know. I got up to buy coffee). *Ao arai plao* (Do you want anything?)

Tutor Pleng: *Laew*. (I'm set). *Pai heuk* (you go)..... *Ngan chang la krao nee* (This is a huge project).

Regarding example 2, Pleng's spoken English is still accurate and grammatical as she tries to test whether Yim, her student, understands her English. In this regard, she also switches from English to Thai in order to help Yim comprehend her English. Further, she also uses code-mixing as mentioned in the theoretical framework through the expression 'Yuen man Stand up'. This communicative strategy is based on translation.

## Example 3 (at the parking lot)

Yim: *Hai khee khuen pai rue plaw* (Do you want me to accompany you?)

Tutor Pleng: *Mai tong ah* (no need) (shows a bottle of pepper spray). *Faen hai ma* (my boyfriend gave it to me)

Yim: *Mee fan duay* (Boyfriend?)

Tutor Pleng: *Mmm* (yes).

Yim: *Perd faa ror wai leoi spray prikthai na wela doan sum cha dai than chai* (You should open its closure. In case, it is needed, it would be easier).

Tutor Pleng: I wish I can make it. Can't wait to see your damn face when you found the truth that you're just a sex toy.

Yim: *Annee roo na wada fang mai roo rueng woi* (I know you are cursing me, but I don't understand a word.)

Based on example 3, Pleng is a speaker of the acrolectal variety of Thai English. She is conversing with Yim in Thai, and she switches into English as a reply to Yim’s question. Indeed, this reply in English is her cursing; she is upset as she does not want Yim to understand her curses.

### Example 4 (in the classroom)

Tutor Pleng: (write the word “fairy tale” : *tep ni yai*)

Once upon a time, a little girl dreamed of being a princess and meeting a charming Prince that would sweep her off her feet. In the real word, a Prince may not want Prince charming, but just an ordinary shoemaker. And it’s not Prince’s charming fault. You know what’s funny? In the end, who knows? The shoemaker may not want the Princess either. Therefore, it is not necessary for the story to end with “happily ever after”.

Example 4 shows Pleng’s demonstration of her oral English among her students of Business English class. This speech is grammatical, fluent, and accurate. Though this speech is based on a narrative, namely a fairy tale, it implies Pleng’s response to her breaking up with Pruek.

### Example 5 (in the classroom)

Tutor Pleng: *Ah prom na* ( you may begin).

Pruek: Uh, mole. A mole is ...destiny in action. Moles are destiny’s little miracles. Because...no

person can predict where or when a mole will actually appear. Or, or even finally end up on their body. Moles appear to be random. But...but if moles are truly random, then how can two persons, two total strangers...have a mole in exactly the same spot? Maybe it is destiny. You see, moles, like destiny, are no different. If you wait to meet someone with the exact same mole, it is almost impossible. That is why...(writes a mole on his face) we need to write own destiny.

Other students: (clap their hands)

Regarding example 5, Pruek is Pleng’s student in Business English class. He was assigned to demonstrate his oral English based on the topic ‘mole’. This speech also represents the acrolectal variety of Thai English because of its grammatical and phonological correctness. Pruek has near native English proficiency, especially American English. However, his accent still depicts a Thai identity.

A standard variety of Thai English can be seen in this movie through Pleng and Pruek’s oral English. As a major character, Pleng illustrates a wide range of acceptable spoken English

without any idiosyncrasies. Though Pruek speaks Thai rather than English in this story, his oral English mirrors a high level of the language.

## The Basilectal Variety of Thai English

This movie is full of the basilectal variety of Thai English used by the actor 'Yim', who attempts to learn to speak English with Tutor Pleng. Moreover, his colleagues at the factory also show their Tenglish. This is evident in the following examples.

### Example 6 (at the Coffee Bean and Tea Leaf shop)

- Tutor Pleng: E.  
Yim: E  
Tutor Pleng: F  
Yim: Ep.  
Tutor Pleng: F... Siang meun ngoo foo foo. Nai long doo di. ( Like a snake hissing. You try it. Ffff. F.).  
Yim : Ffff.  
Tutor Pleng: F.  
Yim: Fss.  
Tutor Pleng: G  
Yim: G  
Tutor Pleng: H  
Yim: Ep.  
Tutor Pleng: H  
Yim: S  
Tutor Pleng: *Lin mai tong di ao klab khao pai loei* (Ssss... No, keep your tongue inside) Yim: Sss too.  
Tutor Pleng: 'H' *muen lai ma shoo shoo* ('H' like when you tell a dog to go away 'shoo shoo')  
Yim: *Shoo shoo*.  
Tutor Pleng: *Err kor nan lae* (like that). *Shoo shoo ao ma phasom kan* (Let's try it again).  
Yim: H... Ha *shoo shoo*.  
Tutor Pleng: Pang (wrong)  
Yim: *Mai tong kradae khanaad nee kor dai* (Is it too much?)

Example 6 presents the first lesson of English learnt by Yim. His English is very poor. He could not pronounce English alphabets correctly. The fricatives /f/ and /h/ seem to be problematic for him; they also reflect the most difficult sounds for many other Thais. In this scene, it is very difficult for Pleng to correct Yim’s English pronunciation because of his Thai phonological influence.

Example 7 (at the Coffee Bean and Tea Leaf shop)

- Tutor Pleng: What is this?  
 Yim: This is a glaad (glass)  
 Tutor Pleng: And what is this?  
 Yim : This is...a lord (Thai for straw)  
 Tutor Pleng: This is a straw. *Sap dek por hok yang roo leoi* (Little school boy even knows this).  
 Yim: What is dat (that)? Nia (there)  
 Tutor Pleng: That is...woman.  
 Yim: orn ( wrong)  
 Tutor Pleng: Ah, shoelace.  
 Yim: Huai wa (wrong again).  
 Tutor Pleng: Ah, *mai chai laew arai* (So, what is it?)  
 Yim: That is *mamung* (That is mango).  
 Tutor Pleng: *Mamuang. Mamuang arai* (Mango. Where is a mango?)  
 Yim: *Mamuang rong ork* (Breast mango, a type of mango)

In example 7, Yim phonologically demonstrates his Tenglish. The words ‘glass’ and ‘that’ are pronounced as /gla:d/ and /dat/, respectively because of the Thai influence. Thais do not accentuate the fricative sound /s/ for the final position of a word; moreover, the sound /ð/ is not found in the Thai language. As a result, Yim and many other Thais miss those sounds when expressing them in English. Further, Yim also uses code-mixing, especially regarding the expressions “This is...a *lord*” and “Thai is *mamuang*, because he does not know the English words – *straw* and *mango*, respectively.

Example 8 (at the Coffee Bean and Tea Leaf shop)

- Tutor Pleng: What do you like to eat?  
 Yim: I like to eat Mama.  
 Tutor Pleng: What is ‘mama’?

- Yim : Kor mama ngai mama moosab mama tomyamkung mama pedpaloh  
ngai mai khei kinrue ngai (Oh, Mama is a brand of Thai instant noodles)
- Tutor Pleng: Tae farang khao mai roo rok na wa mama kue arai. Khao khidwa ter kin  
mae tua eng ah di (Foreigners don't know what Mama is, they're going  
to think you eat your mother).
- Yim: Dai yim laew nang tong rer (Why are you smiling so much?)
- Tutor Pleng: What time do you go to bed?
- Yim: Uh... twel (twelve)
- Tutor Pleng: rer cha pood wa midnight kordai (Or you can say 'midnight')

Based on example 8, Yim seems to understand a simple question asked by Pleng as he can answer it. Nevertheless, he still uses the word ‘mama’ which is regarded as a coined word, namely neologism in Thai English. This is an invention of lexical items in English or a vernacular with new meanings. The word ‘mama’ has been used instead of the correct item ‘instant noodle’ by Yim and many other Thais who are thinking of only ‘mama’ that represents all brands of instant noodles. Thus, this word is used in Thai and English speeches. Another sound of Tenglish - ‘twel’ (twelve) - illustrates that Yim cannot pronounce the consonant cluster /lv/ for the final position, which is not also present in the Thai language.

### Example 9 (in the bookshop)

- Foreigner: Excuse me. Do you speak English? Can you?
- Yim: (confused)
- Foreigner: Can you?
- Yim: (Point to Pleng)
- Tutor Pleng: (Pretends she cannot be able to speak English and point to Im).
- Foreigner: Oh, perfect. Hey...Great. I'm looking for the restaurant here. You know it?  
You've been there before? I heard it's really good.
- Yim: *Khui kab man di* (Talk to him)
- Tutor Pleng: *Kor khui eng di* (Talk to him yourself)
- Foreigner: If it's far? It's no problem. I can take a cab no problem at all.
- Yim: *Lai man pai noi di* (Tell him to go away)
- Tutor Pleng: *Lai eng di* (Oh tell him yourself).
- Yim: *Pai klai klai* (Go far far)
- Foreigner: Guy? I don't understand. What? Guy?
- Tutor Pleng: *Khao cha roo rueng mai lao* (Will he understand?)
- Yim: *Mueng ah* (you), go far far.
- Foreigner: Far? How far? How far do you think?

Example 9 shows Yim’s difficult condition facing a foreigner in a bookshop. Pleng does not help Yim because she wants him to practice oral English with a foreigner. Like many other Thais, Yim who lacks English proficiency especially in vocabulary and grammatical structure uses ‘code-mixing’ and ‘direct translation’ via the expression *Mueng ah* (you), ‘go far far’ in order to handle the situation. This also conveys the use of repetition, particularly the item ‘far far’. Thai people always repeat their utterance; this influences Yim’s English expression.

### Example 10 (at the factory)

- Yim: *Took khon nee Pleng, kru ku* (Everyone, this is Pleng, my tutor)  
 Joke: Stand up peat (please).  
 Staff: Good evening teacher.  
 Tutor Pleng: How are you?  
 Staff: I fine *thank you* and you?  
 Tutor Pleng: I’m good. And I’m glad to meet you, guy.  
 Joke: *Khao bork wa khao pen kook pai tid tao gas ma tord pla kai*. (She said “I’m a cook and I use gas to fry the fish”)  
 Staffs: (laugh)  
 Tutor Pleng: Are these all in your department?  
 Joke: *Ao moo yor ook chak tu yen*. (Can you take the head cheese...out of the fridge?)  
 Staff: (laugh) Ok, ha ha.  
 Tutor Pleng: Okay, let’s start interview.

According to example 10, Joke and the other staff at the factory speak Tenglish. Joke cannot utter the consonant cluster /pl/ in the initial position and the fricative /s/ in the final position for the word ‘please’. The other staff produces the ungrammatical structure of the expression ‘I fine thank you and you’, which is typically used by Thai students for greeting their English teacher. Another outstanding feature of Tenglish in this scene is mistranslation for the expressions “I’m good. And I’m glad to meet you, guy” and “Are these all in your department?” This shows an adaptation of English sounds into Thai words showed by Joke, who translates Pleng’s expression into Thai to help his colleagues understand. In addition, the staff pronounces the word ‘thank you’ with the sound /t/ instead of /θ/, the falling level of the Thai tone, and stressing all the syllables as /tæŋ ^k ju/. This is caused by their Thai phonological elements.

### Example 11 (in the interview room)

- Interviewer 1: Mr. Weerayut, come and sit.  
 Yim: (sit)  
 Interviewer 1: Why do you want to work in the US?  
 Yim: Why US?..... I want to learn new experience and come back to apply here in Thailand.

- Interviewer 1: Thank you. Do you have any problems working in a foreign country?  
Yim: No problem. I am a professional.
- Interviewer 2: It’s the nature of a work that normally we have to deal with high pressure in all situations. Do you think you can handle it?  
Yim: *Chib hai laew khon ruer krueng* (Is it emotional pressure or machine pressure?) It dangerous to work in high pressure machinery. For me working under pressure it quite challenging.
- Interviewer 2 : Are you going to compare yourself with machine?  
Yim: What about you?  
Interviewer 2: What about do I think?  
Yim: Yeah.
- Interviewer 2: I think how you’re trying to illustrate how you feel about things. Working on high pressure machinery is dangerous, but you are up to the challenge right?  
Yim: I think so.
- Interviewer 2: Why do we choose you? What are your strong points?  
Yim: As a maintenance engineer, I believe everything can be fix(ed) and make to work again. No matter how hard it is to fix, I will always find a way. You will regret it if you don’t choose me.
- Interviewer 2: Alright, thank you for your participation. Thank you.  
Interviewer 3: I have a question. What is the name of our company’s founder?  
Yim: Doraemon.

It seems evident in example 11 that Yim’s English has developed from the basilectal level to the mesolectal level. However, this is not true. Yim replies to the questions asked by the interviewers comprehensively because he has been tutored by Pleng. Yim memorizes specific answers set by Pleng, making it appear to be systematic. However, he still shows his Tenglish in some ungrammatical structure such as “It dangerous to work in high pressure machinery” which ignores aspects of tense and articles. Phonetically, Yim missed the consonant cluster /st/ in a passive form for the final position of the word ‘fixed’ /fikst/ in “... everything can be fix(ed)”.

Overall, the basilectal variety of Thai English in the movie is very outstanding as it depicts various linguistic levels – phonology, syntax, semantics, morphology, and pragmatics.

## Discussion

This movie illustrates only two lectal varieties of Thai English – the acrolectal and basilectal levels. Indeed, it demonstrates the mesolectal variety used by the character ‘Kaya’, Yim’s ex-girlfriend. However, her English is not considered as Thai English because she speaks Japanese English.



Examples of the two lectal varieties of Thai English are discussed using Platt et al.'s (1984) New Englishes and previous studies. First, it appears that Pleng and Pruek' standard Thai English mirrors the 'new accents of English'. The characters 'Pleng' and 'Pruek' produce fluent and accurate oral English in relation to American English. However, those new accents of English differ from the native variety of English. Particular rhythm of soft spoken English influenced by Thai linguistic and cultural elements is embedded in the characters' expressions because of their bilingual status. Moreover, Yim and his colleagues' English implies 'new tunes on an old language'; their English is full of Thai pronunciation, especially regarding the absence of English fricatives and the consonant cluster for the lateral sound, as well as an application of the falling tone level. Further, Yim's English suits the notion of 'new ways of saying it' as it seems to demonstrate more Thai grammatical patterns than the English ones, particularly the absence of articles, tense and time, copula-be, and word order. These are based on Yim's direct translation. Additionally, Yim's English provides 'new words and new meaning'. For example, he uses the word 'mama', a coined Thai English word, and a repetition form in 'go far far'. Besides, Pleng and Yim use code-switching and code-mixing which go along with the notion of 'new styles'. Finally, Pleng's English implies a pedagogical aspect of New Englishes. Her English can be modeled by Yim and his colleagues. Indeed, her standard Thai English can also be a pedagogical model for many other Thai learners of English.

Those instances of Thai English by the characters are more similarly found in studies in Thai English than in other Asian Englishes. Firstly, Pleng and Pruek' oral English is regarded as 'Standard Thai English' according to Prasithratsint (1999) and Rattanapreuk (1984). Both of their English are regarded as acceptable due to the use of correct grammatical and phonological elements according to Standard English, but still mirror a Thai identity embedded in accents. Secondly, Yim's Tenglish, especially a difficulty in pronouncing the lateral sound, fits into the studies by Tsow (2006) and Wattanaboon (2002). Thirdly, Yim's oral English is similar to English expressed by the Thai tour guides along the Andaman Sea (Bennui, 2014), particularly the replacement of the sound /t/ for /ð/ and of the sound /d/ for /s/, as well as an unclear pronunciation of the consonant cluster /st/. Fourthly, the use of repetition by the characters in the Malaysian English movie 'Ah Lok Café' (Mohd Nor et al., 2015) is also applied by Yim in this movie. Finally, Yim, Joke and the other staff at the factory represent the users of the basilectal Thai English because they are not English-educated Thais while Pleng and Pruek are Thai-English bilinguals brought about by their good English education. Finally, those Thai characters with poor English are not much different from what Rafael (2008), Roy (2013), and Tan (2004) found on Filipino, Indian, and Singaporean speakers of English because they are all based on the middle and lower classes, and they have been using incorrect English influenced by their mother tongue patterns in Thai, Tagalog, Hindi, and Chinese, respectively.

Besides, this study has implications for English learning and teaching in Thailand as this movie thematically mirrors English used and learnt by Thai people. The character 'Yim' seems to represent the majority of Thai people who speak improper English because they have learnt with unqualified teachers. Meanwhile, the character 'Tutor Pleng' somewhat represents a Thai teacher with near native English proficiency and effective teaching techniques. These two protagonists had interactions through English classes in many scenes, resulting in Yim's improved English ability. This implies that the Thai teacher and learner of English in this movie

attempt to convey Thai English as another variety. Tutor Pleng's good English can be modeled by many other Thai teachers, students, and users. Although Yim's English is weak or Tenglish, his attempt to improve his spoken English can motivate many Thai users to brush up on their English to reach the mesolectal or acrolectal variety of Thai English.

## Conclusion

This paper has revealed that English used by Thais as reflected in the movie goes beyond the basilectal variety or 'Tenglish' because the two characters 'Pleng' and 'Pruek' speak very good English or Standard Thai English. Although Yim and his colleagues use broken English, their English is stereotypical of many other Thais who have been learning English without any opportunity for practice and often display idiosyncrasies affecting their oral English. Their English is also colorful and funny as a reflection of Tenglish as a linguistic and literary strategy in the movie. Overall, the English used by all the Thai characters in the movie can contribute to at least two lectal varieties of Thai English, resulting in a remarkable type of New Englishes mentioned in Platt et al. (1984).

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## The Implementation of Blended Learning Model to Enhance Reading Comprehension of Grade 11 Students at Satuek School

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### Abstract

This study aimed to: 1) explore the efficiency of blended learning model in developing reading comprehension for grade 11 students to meet the criterion set at 75/75; 2) compare students' learning achievement before and after learning through blended learning model utilization to develop reading comprehension for grade 11 students; and 3) survey students' satisfaction toward reading comprehension skill after using blended learning model. The samples of this study were 39 grade 11 students who took the Fundamental English Course (E32102) in the second semester of academic year 2016 at Satuek School, Satuek District, Buriram Province under The Secondary Educational Service Area Office 32, selected by using simple random sampling technique. The research instruments were lesson plans, achievement tests, and satisfaction questionnaire. The statistics used to analyze the collected data were percentage, mean, and standard deviation. The hypothesis was tested by dependent samples t-test with the statistical significant set at .05 level. The findings were as follows:

1. The efficiency of blended learning model in developing reading comprehension for grade 11 students was 77.46/85.04 which was higher than the criterion set at 75/75.
2. Grade 11 students' reading comprehension post-test mean score was higher than the pre-test mean score with statistically significant difference at .05 level.
3. Grade 11 students' satisfaction toward reading after learning through the blended learning model in overall was at the most satisfactory.

The findings can be significant for teachers and students to develop effective teaching and learning regarding reading comprehension on blended learning model in the EFL settings.

**Keywords:** Reading comprehension, Blended learning model, Satisfaction

## Introduction

English language is important because it is one of world languages and is taught all over the world. In addition, English is vitally essential language using in speaking in so many parts of the world (Kannan. 2010). People around the world always use English to communicate with others. Moreover, English is an important foreign language for developing in many several fields such as education, technology, science, business, culture including good relationship with other nations. English has four main skills: listening, speaking, reading, and writing. Each skill has important for learners in different facets of communications. In Thailand, reading is as crucial as listening, speaking including writing for Thai students. However, reading is the most important skill for non-native speakers (Chuamklang. 2010; Pookcharoen. 2010; Thianwan. 2010). Thai students do not have a chance to practice listening, speaking, and writing in English skill. The only skill they can practice is reading (Piyankool. 2001). Although English reading is crucial for Thai students, most of them cannot understand the purposes of reading. According to the report of Aksarannukraw (1989), the unsatisfactory results of the students' performance in reading is primary due to the fact that the teachers mainly focus on the product of language learning, and they usually neglect the emphasis on the learning process.

There are many problems in teaching English reading in the researcher's class such as most of students are lack of knowledge in target language, difficult vocabulary including they seem unaware about the fact that reading texts. The researcher used several reading strategies to improve the students' reading comprehension, the results showed that most of students can learn reading via those reading strategies. Nevertheless, they were so boring while learning reading such as they always learn reading and vocabulary from books or texts, and answered only the questions, they have low motivation of reading including reluctant while learning reading.

The researcher has looked for an effective approach to enhance the students' reading comprehension and its method is suitable for the students in the 21<sup>st</sup> century that students can choose many channels in learning reading and found that blended learning should be the method to improve students' reading comprehension. Blended learning is a student center approach that creates learning experiences in online and face-to-face environments. Moreover, the learners always interact with other learners, and with teachers (Garrison & Kanuka. 2004). The concept of blended learning mainly focuses on various learning environments as well as activities are combined. In addition, blended learning takes into account the role that technology can play. Moreover, blended learning approach is employed in all instructional design of the learners' experience and it is also a fluid process whereby learning needs, moment of insight, and unique pathways evolve. In addition, the learners are offered more choices in how the learning experience unfolds. The flexibility of blended learning makes learners easier to differentiate instruction including satisfactory of the needs of a diverse population of learners (Hobgood, 1996).

This study will help students to prepare themselves to face reading passage in daily life such as O-NET, A-NET including admission tests for entrance. For this reason, the researcher employs blended learning approach to improve students' reading comprehension including this approach will encourage students to have a positive thought in reading and become bookworm eventually.

## Objectives of the Study

1. To explore the efficiency of blended learning model in developing reading comprehension for grade 11 students to meet the criterion set at 75/75.
2. To compare students' learning achievement before and after learning through blended learning model utilization to develop reading comprehension for grade 11 students.
3. To survey students' satisfaction toward reading comprehension skill after using blended learning model.

## Research Hypotheses

Based on the research questions and previous research findings, this study explored the research hypothesis "The grade 11 students' learning achievement on post-test mean scores on reading comprehension through blended learning utilization will be higher than on pre-test mean scores".

## Methodology

### Population and Samples

The population of this study consisted of 10 classes of 450 grade 11 students who study the Fundamental English Course (E32102) in the second semester of academic year 2016 at Satuek School, Satuek District, Buriram Province under The Secondary Educational Service Area Office 32.

The samples in this research comprised 39 grade 11 students of class 5/5 and study the Fundamental English Course (E32102) in the second semester of academic year 2016 at Satuek School, Satuek District, Buriram Province under The Secondary Educational Service Area Office 32. The samples were selected by simple random sampling technique.

## Instruments

The main instruments employed in this study were five lesson plans for teaching English reading comprehension based on blended learning, English reading tests through the blended learning model, and a set of questionnaire of students' satisfaction toward English reading through blended learning model.

### Data Collection

The procedures for collecting data were as follows:

1. The researcher used a pre-test to all the samples at the first period. The pre-test consisted of 30 multiple-choices and the samples spent 1 hour to do the pre-test. There were 30 points.
2. The researcher orientated the samples to understand about learning English reading comprehension through the blended learning model.

3. The researcher started teaching English reading comprehension under five lesson plans.
4. After attending the course, the post-test was used to evaluate the samples' reading for 1 hour.
5. The samples were asked to fill out the questionnaires focusing on their satisfaction after being taught English reading comprehension via the blended learning model.

## Data Analysis

The collected data were analyzed by using the Statistical Package for the Social Sciences (SPSS) and the statistical devices were as follows.

1. The percentage (%), mean ( $\bar{x}$ ) and standard deviation (S.D.) were used to compute the pre-test and the post-test scores to find out the improvement of students' reading.
2. The scores obtained from the activities and the post-test were computed to find out the efficiency of process (E1) and the efficiency of the outcomes (E2), respectively.
3. Dependent samples t-test was used to compare the difference between the pre-test and the post-test mean scores of students' learning through the blended learning model to detect a significant difference set at .05.
4. The data from five point Likert scale questionnaire was computed for mean ( $\bar{x}$ ) and standard deviation (S.D.).
5. The data obtained by students' opinions and suggestions were interpreted to find out their satisfaction and reactions toward learning English reading through blended learning model.
6. Pearson's Correlation Coefficient was used to compute the discrimination power of each item for five-point rating scale questionnaire.
7. Cronbach's Alpha-coefficient was used to calculate the reliability of questionnaire.

## Results

### 1. The efficiency of blended learning model in developing reading comprehension

When students finished learning reading through blended learning model, the results of the efficiency of lesson plans revealed as table 1 below.



**Table 1** The efficiency of the lesson plans on blended learning model (n=39)

No	Activities Scores of Learning through Blended Learning Model (Efficiency of the Process)						Post-test (30)
	1 (20)	2 (20)	3 (20)	4 (20)	5 (20)	Total (100)	
<b>Total</b>	592	605	597	609	618	2460	995
$\bar{x}$	15.18	15.51	15.31	15.62	15.85	77.46	25.51
<b>S.D.</b>	1.79	0.85	1.08	0.81	1.09	2.94	1.73
<b>%</b>	76	77.56	76.54	78.08	79.23	<b>77.46</b>	<b>85.04</b>

As shown in Table 1, the efficiency of the lesson plans on blended learning model for grade 11 students, which were conducted by the researcher, was 77.46/85.04 which was higher than the criterion set at 75/75. It indicates that students, who have learned English reading comprehension through blended learning model, have received total mean scores from the exercises scores of blended learning model at 77.46 and total mean scores from the achievement test after learning through blended learning model at 85.04.

### 2. A comparison of the difference between pre-test and post-test mean scores

The comparison of the difference between pre-test and post-test revealed as table 2 below.

**Table 2** A comparison of the difference between pre-test and post-test mean scores

Learning Achievement	n	Total Score	$\bar{x}$	S.D.	t
Pre-test	39	410	10.51	1.83	31.60*
Post-test	39	995	25.51	1.73	

\*significant difference at .05

As shown in Table 2, it indicates that the students who learned English reading through blended learning model had higher reading ability on post-test mean score ( $\bar{x} = 25.51$ ) than in pre-test mean score ( $\bar{x} = 10.51$ ) at .05 level of the statistical significant difference.

### 3. Students' satisfaction after learning reading through blended learning model

After the students finished doing the post-test, the questionnaire was asked their satisfaction. The results were shown in Table 3.

**Table 3** Students' satisfaction after learning English reading through blended learning model

No.	Statements	$\bar{x}$	S.D.	Level
1	I enjoy the activities provided in the lesson plans of English reading based on blended learning model.	4.93	0.26	The Most Satisfactory
2	Learning English reading through blended learning model is easy and useful in daily life.	4.81	0.40	The Most Satisfactory
3	Learning English reading through blended learning model is fun to learn and practical.	4.88	0.33	The Most Satisfactory
4	Learning English reading through blended learning model can improve my reading ability.	4.69	0.47	The Most Satisfactory
5	I am confident for reading after I have learned English reading through blended learning model.	4.48	0.51	More Satisfactory
6	The contents and activities for practicing English reading are relevant.	4.83	0.38	The Most Satisfactory
7	The topics and activities are suitable to my English level.	4.71	0.46	The Most Satisfactory
8	Learning English reading through blended learning model will enhance my learning.	4.57	0.55	The Most Satisfactory
9	I feel motivated when learning English reading by doing and practicing all lessons.	4.90	0.30	The Most Satisfactory
10	I have a positive attitude through learning English reading after learning the lesson plans based on blended learning model.	4.95	0.22	The Most Satisfactory
<b>Grand Total</b>		<b>4.78</b>	<b>0.39</b>	<b>The Most Satisfactory</b>

As shown in Table 3, it indicates that grade 11 students were satisfied the most with English reading through blended learning model in overall ( $\bar{x} = 4.78$ , S.D. = 0.39). It is noticeable that the three highest mean score were no. 10 "I have a positive attitude through learning English reading after learning the lesson plans based on blended learning model." ( $\bar{x} = 4.95$ , S.D. = 0.22), followed by no. 1 "I enjoy the activities provided in the lesson plans of English reading based on blended learning model." ( $\bar{x} = 4.93$ , S.D. = 0.26), and no. 9 "I feel motivated when learning English reading by doing and practicing all lessons." ( $\bar{x} = 4.90$ , S.D. = 0.30), respectively.

## Discussion

### 1. The efficiency of blended learning model in developing reading comprehension

The finding showed that the efficiency of blended learning model in developing reading comprehension for grade 11 students was higher than the criterion set at 75/75. This means the students got exercise scores more than post-test scores. This is crucial because the researcher conducted all lesson plans following steps of teaching blended learning approach proposed by Muangman and Weahama (2012). The researcher used face-to-face framework in 70 percent in teaching in the classroom and 30 percent in learning through network-based. In addition, the researcher used synchronous and asynchronous class to improve English reading comprehension.

## 2. A comparison of the difference between pre-test and post-test mean scores

The finding revealed that there was a statistically significant difference between the pre-test and the post-test mean scores of grade 11 students that attended English reading comprehension through blended learning model. This can be said that blended learning model is an effective approach for teaching English reading comprehension. Moreover, blended learning model leads to developing the teaching learning process quality, improving its outputs, opening new potential for self-learning including lifelong learning, and raising student's achievement level in English (Harb. 2013). This finding is confirmed by previous studies as Al-Madani (2015), Fujishiro and Miyaji (2010), and Zahedi and Tabatabaei (2015) who stated that skill of the students in reading was improved in the most criteria of assessment and the blended instruction was effective for personality group.

## 3. Students' satisfaction after learning reading through blended learning model

It was found that the satisfaction of students toward English reading comprehension after learning through blended learning model was at the highest level. This is because learning English reading comprehension through blended learning model made students enjoy the activities provided in the lesson plans of English reading based on blended learning model. In addition, students had a positive attitude through learning English reading after learning the lesson plans based on blended learning model. The finding is consistent with Alruwaih (2015) who stated that the significant differences in mean rating of students' satisfaction between the three teaching groups for the blended lecture instruction group.

## Conclusion

In conclusion, this study made useful pedagogical implications for teaching English reading for grade 11 students through blended learning model. Accordingly, administrators, teachers and relevant persons in learning management should apply the lesson plans of English reading comprehension for grade 11 students to improve reading comprehension of students in other contents and different classes. In addition, the grade 11 students were satisfactory with English reading through blended learning model. Some suggestions for the future research might be compare English reading comprehension and satisfaction toward reading between learning through blended learning model and other reading comprehension techniques and the future research might be employed blended learning model with other classes in secondary schools.

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## Biodata

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## **A Comparative Study of the Mekong Region and Borderland Human Geography in the Asia - Pacific Integration and globalization Process——Taking the Historical Geography、Border Economy、National Economy and Culture of the Mekong River Area as Examples**

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### **Abstract**

In this paper, based on globalization and the Asia-Pacific integration process and the development trend of China-ASEAN Free Trade Area, the paper analyzes the different civilizations and civilizations of the human society, especially the Mekong region and China. The study of the knowledge of the human geography and frontier geography, the use of multidisciplinary integration studies found the value of the Asia-Pacific region of the Mekong region, we further to China and ASEAN civilized system further comparison, The Lanna civilization in Thailand and China's Confucian civilization and other civilizations, with reference to the World Heritage and the development model of the SEZs, proposed the Sino-Thai and other countries of the world's civilized bodies of mutual cooperation in the new proposals and new ideas.

**Keywords :** Asia-Pacific integration, the Mekong region, ASEAN countries

In today's world, the process of globalization has become a trend of national development and exploration. National systematization is still an important joint driving force in the process of globalization. The formation of ASEAN has become an important content in the development of national organizations around the world. The establishment of the Free Trade Zone has greatly improved the economic and social development of the Mekong region, enhanced the international influence of the ASEAN countries and gradually become an important regional development in the Asia-Pacific economic and social development. However, in the China-ASEAN Free Trade Area (MEFTA), the Mekong subregion is a relatively inexperienced and economically underdeveloped region. It is the region most in need of development, most in need of adjustment and the most in need. The study of the Mekong River region and the people living in the region in the Asia- Whether it is health, safety, peace, peace and harmonious development, is the international relations and humanities and social sciences, philosophy and other academic research is gradually to be widely developed research areas, we need from historical geography, border geography and human geography research, Compared to carry out research.

In Asia, Asia-Pacific China-ASEAN region, the Mekong region and the global scope of the Journal, from the perspective of historical geography, from the perspective of the comprehensive role of human social and cultural civilization, Southeast Asia, Thailand, UNESCO World Heritage identified Ban Qing civilization, Indonesia's Java and Javanese civilization, Malaysia's Malay civilization, South Asia's ancient Indian civilization, West Asia and the Middle East, two rivers of civilization, the Americas Eskimo cold snow and ice civilization, Indian and Indian civilization, Maya civilization, South America and the Pacific coast The Indian civilization of the Amazon, the Maori of the Indians of Australia and the Maori of New Zealand, the primitive humanities and the continuation of historical civilization in China. These cultural civilizations reflect Asia, Asia-Pacific China ASEAN region's cultural heritage value of history, the development of world civilization from a major role model,

In the above-mentioned Asia-Pacific and world civilization system, the civilized origin of the primitive society and the civilized system produced by the ancient civilizations of the world, only the continuous integration and inheritance of the Chinese civilization, especially the Changjiang, Yellow, Pearl, Liaohe, The Yangtze River civilization, the Yellow River civilization, the Pearl River civilization, the Liaohe civilization (such as Hongshan culture) and other world ancient human civilization pioneer, which has been for the Chinese history and world history record and for the world people widely cognition. However, on the earth, from the north to the south and cross-border formation of multi-climatic zone river and river civilization combination of the Lancang River - Mekong civilization is quite unique, especially transnational and cross-climate zone, terrain in the global and even integrated Value is unique. Originated in China's Qinghai Lancang (Mekong) all the way south, also found the creation of human civilization, but as a regional system is not detailed in-depth study. Therefore, we need to refer to the theory of human-land relationship in human geography [1] to further integrate the academic degree system of western science and technology and carry out the creation research of the system of "Heaven, Earth and Human" in new human geography.

## 1. Basic situation of the Mekong River, the Mekong River, the Sub-region and the Large Region (GMS):

The Mekong River (from the Thai Mae Nam Khong, meaning the Khmer River), the upper reaches of the Chinese territory of the Lancang River (Lancang Jiang or Lan-ts'ang Chiang, Thai means "million elephants"), Downstream of the Delta in Vietnam, due to Vietnam out of the South China Sea has nine estuaries, so Vietnam called the Kowloon River (Cửu Long Giang). The main stream of the Mekong River is 4908 km. It is the most important trans-national water system in Asia, the ninth longest river in the world and the seventh longest river in Asia. The main source is Zhaqu, which originated in Zaduo County, Yushu Tibetan Autonomous Prefecture, Qinghai Province, China. Flows through China's Yunnan Province, Laos, Myanmar, Thailand, Cambodia and Vietnam, Vietnam, Ho Chi Minh City, south of the province into the South China Sea. About 3/4 of the Mekong River basin area in its downstream flows through the five countries - Myanmar, Laos, Thailand, Cambodia and Vietnam. Laos and the Myanmar River is 234 km; the Laos and Thai border rivers are 976.3 km; Cambodia in the territory of the territory of the river; For 501.7 km; Viet Nam Mekong Delta is 229.8 km. In addition to China and Myanmar River Basin, the Mekong River are members of the Committee. As the Mekong River in the dry season and the rainy season, the flow of great changes, as well as the trunk flow of many rapids and waterfalls, resulting in shipping capacity of the Mekong is very bad. Currently only 550 km downstream of the Mekong can be navigable.

Through the study of the basic situation of the Mekong region, we can carry out the integrated innovation research from the perspective of the integration of space and time and the reality of the future in the cosmos world, and integrate and integrate the so-called academic degree system of the East and West, Geography and border geography research work and the development of new projects.

## 2. From the academic degree system to study the China-ASEAN (Mekong sub-regional, regional):

### (2.1) From the history, geography, space-time combination, Guoxue, combination of human and other angles:

From the perspective of history, especially humanities and history geography, it is difficult for the local residents to form a unified nation-state because of the difficulty of navigating the Mekong River. It is inferred that the site belongs to the beginning of the first century AD, in the Mekong Delta area entrenched ancient history - Fu Nan country. After archaeological excavations, found in the local from the distant places of ancient Rome coins, can be seen at that time the business is very prosperous. The fifth century AD, by the Hindu - Khmer culture influence of the South, was the new real country to replace. Around the turn of the ninth century, the capital was established for Angkor's Khmer Empire, and soon replaced it as the last powerful country in the Mekong. The Khmer Empire was heavily influenced by Indian culture, and during the Khmer Empire, the Mekong had been the front line of the Khmer empire against Siam, the city of the emerging countries of Southeast Asia, and its settlement. The Khmer Empire has been trying to eliminate the influence of Siam and its address on the Mekong. In 1540, the Portuguese Antonio de Faria became the first European to reach the Mekong. Although few Europeans knew the upper reaches of the Mekong Delta at the time, a map drawn by the Europeans in 1563 still marked



the Mekong River. In 1641, an expedition led by Dutch businessman Gerrit van Wuysthoff, a Dutch businessman from the Dutch East India Company, reached the Mekong River as far as the upper reaches of Vientiane, the capital of modern Laos. Although Spain and the Portuguese had been engaged in expeditions and missionary work in the Mekong River, the Europeans had little interest in the area until the mid-19th century when the French attempted to establish colonial rule in the area, to carry out large-scale and systematic adventure activities. Before the Europeans set foot on the Indochina Peninsula, Zhancheng and Zhenla had been fighting for the control of the lower reaches of the Mekong. The war between them lasted until 1470, when Li Shengzong surrendered himself to conquer the city. In 1623, the king and the Nguyen Thi Nguyen regime marriage, the king allowed the Vietnamese in the Puli Ange area (the stick, this Ho Chi Minh City, Vietnam) to establish towns, as the Nguyen regime's bride price. This is since the conquest of Li Shengzong after the occupation of the country, the Vietnamese border southward expansion again. Later, the Nguyen Thi Nguyen regime after two or three generations of the war against the real country, and actively intervene in real civil strife inherited civil strife, as well as the Chinese river town immortal's help, finally the Mekong Delta into the territory. However, since the French emperor Napoleon III in 1852, after the establishment of the French Second Empire, the French government will expand its eyes to overseas. The French sought to colonize the Mekong River in the Far East, and in 1861 the French conquered Saigon because of the crushing British achievement in operating the colony. On 5 June 1862, the representative of Viet Nam signed the Treaty of Friendship with France and Spain (the first Saigon Treaty) in Saigon. According to the treaty, Viet Nam ceded the border provinces and provinces (Biên Hòa; now Dong Nai), Jiading province (Gia Định), Dingxiang province (Định Tường) and Kunlun island to France in the Mekong delta. Two years later in 1863, France forced Cambodia to become a protectorate of France. In 1867, France again won Châu Đốc, Hà Tiên and Vĩnh Long provinces, and the six provinces referred to as Cochinchine, the capital of Saigon. On 15 March 1874, the Vietnamese Government formally recognized the cession of France in the provinces of Zhaodu, Hexian and Yonglong. In order to enter the Chinese mainland market, the French government of Indochina (le Gouvernement Général de l'Indochine) trying to explore the upper reaches of the Mekong to open up to the Mainland and the Cochin cypress that the "golden waterway." In 1866, the French Indochina governorate sent an expedition called "the exploration of the Mekong River" (L'exploration du Mekong), study the Mekong River and Mekong River source. Expedition team of 6 people, the captain called Ernest Doudart de Lagrée (1823-1868), vice captain called Marie Joseph François Garnier (1839-1873), are naval officers. June 5, 1866, the expedition from Cochin-chine (Cochin-chine) capital Saigon (Saigon), along the Mekong River north, Cambodia, visited the newly discovered site of Angkor, and then by Thailand, Laos, in 1867 In October of this year, he went to Yunnan Province of China, and then from Yunnan to Sichuan to study the Yangtze River. He then sailed from Hankow to Shanghai and returned to Saigon from Shanghai on June 20, 1868. Which lasted two years and a half months, travel more than 8677.58 km, of which 5833.87 km is the Europeans had never set foot in the land. In the course of the study, the captain Ernest Doudart de Lagrée in the jungle to break the shoes, walking barefoot was bitten by leeches, wound wounds died March 12, 1868 in Yunnan Dongchuan, by the vice captain Marie Joseph François (Francis) Garnier continue to lead the team. Garnier returned to Paris, wrote the Indochina adventure (Voyage d'exploration en Indochine, 1873). In the book, he thinks the Mekong River has too many waterfalls and

rapids, adverse shipping, not to the mainland of China "ideal" trade channel. This prompted the French government of Indochina government to try to open up the upper reaches of the Red River in Vietnam "golden waterway" to enter China, Yunnan, to open the Chinese mainland market. And thus entrenched in the upper reaches of the Red River Baosheng (now Vietnam Street Province) of the Black Flag Army military conflict, leading to the Sino-French Vietnam War broke out. The map, drawn by the French in 1715, misinterprets the Chao Phraya River as a Mekong tributary. Francis Garnier, Captain of the Adventures of the Indochina, and Ernest Doudart de Lagrée Garnier, the French captain of the Mekong expedition, traveled to Yunnan in 1872 and attempted to enter Tibet from Yunnan without success. Garnier was then sent to Hanoi to resolve the conflict between the French businessmen and the local people of Vietnam, but was unfortunately killed in the conflict on 21 December 1873. French expedition team spent nearly two years, depicting a lot of local customs, landscape drawings, can be said to be fine and accurate, has a high historical value. On the other hand, the expedition to examine a wide range of content, including the history of the Mekong River Basin and the local humanities and customs, as well as the Mekong River hydrometeorology. They made a series of maps of great military and scientific value along the lines of the Indochinese and Yunnan provinces of China. Although the above-mentioned six expedition team conducted a detailed study of the Mekong River Basin, they did not really inspected the Mekong River Source, until the year 1900, Russian explorer Peter Kuzimich Kozlov (Pyotr Kuzmich Kozlov) was to visit the Mekong River near the source. In 1994, the French explorer, Michel Peissel, finally found the source of the Mekong on a high mountain. From 1893 onwards, France extended forces along the Mekong River to Laos, the beginning of the twentieth century the establishment of the French Indochina (French Indochina), until the first Vietnam War, France before the end of the Mekong River Basin influence. After the Second Vietnam War, the United States forces out of the Mekong River, but behind the scenes from the United States, Thailand, with the Communist regime in Vietnam, Laos and other countries, because of ideological problems, hindered the development of the Mekong River [3].

From the geographical point of view: Mekong River Basin area of more than 810,600 square kilometers, from the Tibet Plateau has been extended to the South China Sea. In the Asian rivers, only the lowest flow of the Yangtze River and the Ganges River than the Mekong River. Since the Mekong River was narrow in the first 1955 km of its process and contrasted with the natural conditions prevailing in the upper and lower reaches of the Yunnan Plateau, it was divided into two main parts, the upper Mekong River For a long valley, about the total basin area of 1/4, cut through China's mountains and plateaus. The lower reaches of the Mekong River below its point of the Burmese-Laos border, 2390 kilometers long, have the Khorat Plateau in Thailand, the western slopes of the Annan Range in Laos and Vietnam, and most parts of Cambodia, And then in the delta of the river in Vietnam to reach the sea. Mekong relatively gentle downstream, constitute a long border between Laos and Thailand, as Cambodia, Laos, Thailand and Vietnam, a major cause of friction and cooperation between the four countries. From the topography: the Mekong River terrain can be divided into five areas: the northern plateau, Annan mountains (long mountain range), the southern highlands, Nakhon Ratchasima plateau and Mekong plain. From the perspective of climate and hydrology: Mekong River Basin is located in the center of the Asian tropical monsoon region, the end of May-September by the sea southwest monsoon, wet and rainy, May-October for the rainy season; November to March

From the mainland's northeast monsoon, dry little rain, November to April the following year for the dry season. From the perspective of national geography, in Thailand, the northeastern part of the Menghe, Songkan, Laihe and other tributaries, eastward into the Mekong. Menghe originated in the Shen Gan cooking mountains, east through the Nakhon Ratchasima, Wu Lina, Su Lin, four-color daisy and other government, after the Ubon Ratchathani and originated in the Nakhon Ratchasima plateau to the southeast convergence of the tin, East of the Ubon Ratchathani to the east into the Mekong River, a total length of 500 km, the basin area of 117,000 square kilometers, the annual average flow of about 25 billion cubic meters, the second largest river in Thailand. In addition, in the northern part of the Nakhon Ratchasima plateau, there are originated in the northern foot of the Pampan, before the beginning of the north to the east after the bends to fold the Songkan River, Levin River, were injected into the Mekong River. Songkan River, Levin River basin area of about 4.7 million square kilometers, the average annual flow of about 500 million cubic meters. In addition, originated in northern Thailand to the south of the river, Yonghe, difficult river, the Bass River and several major tributaries of the convergence of the Chao Phraya River, the Chao Phraya River alone into the sea, it is injected into the Siam Bay by Bangkok, More than 1,000 kilometers, the average annual flow of about 22.976 billion cubic meters, the basin involved in northern Thailand, the western and central watershed area accounts for one-third of the total area of Thailand. In addition, Thailand's western, central, southern and some independent flow into the sea of rivers, but the process is relatively short. In short, Thailand's rivers are divided into the Mekong River and the river flows into the sea alone, the natural Mekong River Basin and sub-regions, other river basins are linked to each other, Thailand's agriculture and provide a variety of living basis.

The history, geography, historical geography and other data show that in fact reflects the history and reality of future integration process, many countries in the world people for themselves, family, country, nation (such as France, Russia, Mekong River Regional, countries and other different ethnic groups, people), here may also contain different racial development information, all kinds of people continue to explore and explore their own continuation of the space of the earth, from the history and reality, France, Japan, the United States, Britain, China, And other countries still attach importance to the Mekong regional issues, and Japan through the Second World War and industrial system, in fact, the Mekong area in the economy to seize the huge commercial interests of the United States in ideology also gradually gains, and China China and the ASEAN countries, especially the Mekong countries, are good neighbors and good partners and good brothers and sisters. Therefore, we need to treat people, resources and resources honestly and frankly. Development model and road, and explore the sharing mechanism.

## **(2.2) From the perspective of archeology, anthropology, demography, ethnology, religion, law and civics, sociology:**

From the archaeological point of view: According to the relevant information, in Thailand more than ten million years ago has been in human activities, archaeologists in Chiang Mai's Praa hole, Wafu Li's knife hole and cara hole found Rough stone made of gravel, probably made by the original man. Artifacts, pottery, bronze and other records found in the 10,000 years ago since the Thai ancestors, Of course. One of the Mekong River in Thailand famous Ban Chiang (Ban Chiang) site, is currently known as early as 2100 BC, the local human settlement has been. It is the best evidence of a long history of settlement in the Mekong.

Archaeological discoveries, when the residents of Ban Qing site has entered the Iron Age. On the other hand, is located in the modern Vietnam Anjiang province (An Giang) of the ruins, is the Mekong River The earliest written Civilization. This shows that the Mekong River and its basin for Thailand, Vietnam and other regions of the primitive human origin and continuity, played a certain basic role.

From the perspective of anthropology, ethnology and religion: In the upper reaches of the Mekong River The Lancang River in China has a world civilization of the world natural heritage "Three Parallel Rivers". The region is also a settlement of 16 ethnic groups, is the world's rare multi-ethnic, multi-lingual, a variety of religious beliefs and customs of the coexistence of the region. For a long time, the "Three Parallel Rivers" area has been a longing for scientists, explorers and tourists, they have significant scientific value of this region, aesthetic significance and unique culture of ethnic minorities spoke highly of. In the middle and lower reaches of the Mekong River in the middle and old Myanmar and Vietnam region, especially in the old Thailand-Thailand border Chiang Rai and Chiang Mai in northern Thailand region, there has been based on the ancient culture of Lanna culture as a historical source of ancient Chinese immigrants such as China's Hani and Aqa, Wa, Dai, Miao, Yao and so on, the United States of the original Republic of China military legacy and the Taiwanese immigrants, Yunnan Village and other Chinese villages, Yunnan, Guangxi, Xinjiang, Anhui, Zhejiang, Shandong and other Chinese citizens through education, economic and trade exchanges, cultural exchanges, investment and other different ethnic groups in the modern combination of the new civilization.

From demographic and ethnological, civic, legal and civic, sociological perspectives: Although the lower reaches of the Mekong River Basin residents account for about one-third of the river's four countries. However, due to national and legal problems, many people living in the country are not citizens of the strict sense, only residents in the general sense. This has seriously affected the livelihood, education, employment, work, entrepreneurship and social security of the Mekong people. Almost all people are mainly engaged in agriculture, growing food crops and cash crops to make a living. In the most densely populated areas in the delta and the Nakhon Ratchasima, urban dwellers and population have been growing rapidly, mainly through living and migrating to the cities. There is no common racial relationship in the basin population. People from the upper Mekong River region, including the Karen and Miao people of these mountain groups, including the Han and Tibetans to the lower reaches of the Mekong River Basin of the Khmers, accounting for people, Thailand, Bangladesh and Vietnam Lowland Group have. Vietnamese densely in the delta, the Khmer and Thai people are widely distributed in the downstream basin. Many of these people are treated as refugees and temporary residents. There are many hidden dangers here, which are not conducive to the development of the country. As a result, the number of ethnic minorities, National integration, social security, international security and stability, therefore, the need to re-launch the census, to strengthen the world's citizens or national identity, in the legal and international conventions to confirm the population, population education and even control, strengthen prenatal and postnatal care, All kinds of education, the quality of the people of Thailand, to prevent the emergence of various types of harm to the country, people, international settings, world peace and beauty and development problems.

Based on the above academic academic system, we can gradually study the value of Chiang Kai-shek in Chiang Mai, Thailand and gradually increase the impact of Thailand in

Thailand, China, Europe and the United States and the world gradually increase, considering the process of comprehensive application for World Heritage is gradually Speed up, strengthen the population, ethnic, religious, sociological and other related research, attention to Thailand Chiang Mai as the core of the transport network in full swing planning, taking into account more than 10 northern Thailand House of Civilization may have formed the century heritage and The world's civilized radiation of new areas, you can gradually explore the planning and construction to become: Thailand and Chiang Rai Chiang Mai Chiang Mai integration can be based on the Greater Mekong (Lancang River) regional GMS region, China ASEAN (China and Myanmar Vietnam) in the most convenient Channel city node, the middle section of the Kunming-Manhattan Expressway, the new-high-speed test-opening special zone of the world-famous New Golden Triangle Zone, Chiang Rai, Chiang Rai, Thailand, and the Pan-Asian Joint Venture. Integration of international personnel training Reserve migration, education and research, tourism and development, Lanna North Thailand and Thailand Thai culture, world heritage and multi-ethnic multi-ethnic areas, the world spread of language promotion special language, the world's unique climate Human Geography Diversified and diversified human society happiness development index integrated innovation base for the GMS region, the China-ASEAN Free Trade Area, the Asia-Pacific free trade area, the Pan Asian traffic new contact, we study many ideas and suggestions, and strive for the world, Intelligence, think tanks, brain libraries, intellectual development of academic exploration and spiritual power support.

### **(2.3) From the linguistics and literature, religion, culture and other aspects:**

Language is a historical and cultural system, can describe the world of things, the language of the Mekong River historical and cultural system to study the official name of Mekong from Thai Mae Nam Khong of the abbreviation, Mae Nam (แม่ น้ำ) literally translated as the mother river, extended to River, Khong By the word Krom or Khom evolved, the ancient Thai people living in the river basin of the Khmer people (more precisely, the Mongolian Khmer ethnic groups) of the title, so the Mekong River is the Thai people (that is living in the This Thailand and Laotai Dai Thai people) on the river's title, the original meaning of "the Khmer River" (Mae Nam Khong). Later, Burmese, Khmer languages have borrowed the "Mekong" name. The Mekong River in various regions as follows: China's Tibet known as "plus fruit Sangong Maqu, Zhazhu, bar song", Yunnan, China called "Lancang (Dai meaning" million elephants ")", Burma Cambodia has become the Mekong River (Mekong River, Mekong River, Mekong River, Mekong River, Mekong River, Mekong River), the Mekong River (Mekong River), Laos and Thailand as the Mekong River (Maehung) South Vietnam: Sông Mê Kông, Sông Lớn and Sông Cửu Long. These Mekong languages reflect the diversity of the ethnic and national languages of the Mekong region, where there are many Ethnic, and has a lot of language history and cultural system and ethnic community groups, such as Thai Thai and Chinese Dai language, Chinese Hani and Thai Akha language, the Chinese Miao language and Laos, the Miao language of Thailand, China The language of the Yao people in Thailand and the Yao ethnic group in China, the Lako people in China and the Lako language in Thailand, the Wa ethnic group in China and the Wa language in Thailand and Myanmar. Based on the language information resources, we can find many great differences. These languages are Oriental civilization, But also the integration of Western civilization, more different cultures, religious exchanges, and even infiltration, such as different nationalities have a linguistic and cultural dif-

ferences, religious and cultural differences, but not the formation of a variety of national literature and national spirit, and even a huge community Differences, will lead to a lot of conflict. Therefore, we should study such issues in depth, strengthen national unity, harmony, integration, liberalization of laws and national policies, the use of national to strengthen national integration, recognition of nationality, property rights, financial and other issues, strengthen national culture, religious culture, language and culture Such as self-exploration and even national identity and other issues of research and practical exploration.

In short, we can integrate the philosophy of humanities and social sciences of economics, political science, international relations, sociology, global development and other aspects of research to explore, but in view of time, space and other limitations, this article not further study.

At the same time, we can also use the philosophy of humanities and social science and technology in the process of research, but also can use the importance of natural science and technology, geography, science and technology management science and engineering academic degree system, create cross-cutting edge academic disciplines system to study the Mekong River Regional, China-ASEAN region, the Asia-Pacific region, the world and global development issues, from the «universe world of people and time, the reality of the future of history,» the height of the world to carry out integrated innovation research and entrepreneurship.

### **3. The World Heritage of Confucianism, World Festivals and World Cultural Civilizations in China ASEAN (Mekong Sub-Region) and Kunming New Channel Civilization Special Zone, World Buddhist Civilization, Thailand Lanna Civilization, World Heritage and China's Shandong Province :**

The above content is only learning, research, but the actual work and life is indeed specific, in the ASEAN Free Trade Area, Economic Zone, the financial district, and even joint customs clearance and administrative system of the SAR system integration, integration process, It is very important to have two important land corridors: Kunming, Bangkok, Singapore, Nanning, Bangkok and Singapore. This is China-ASEAN integrated development, Pan-Asian Highway and Asia-Europe Highway system, Trans-Asian Railway and Asia and Europe railway system, China and ASEAN countries need to be frank and support each other, strengthen planning, pay attention to planning, sound construction, mutual benefit and mutual benefit, promote China-ASEAN and Asia-Pacific Asia and Europe, world peace! Inland waterway construction, in the waterway, should strengthen the military defense, customs, public security, security, water, shipping and other countries, international organizations and their relevant departments to coordinate comprehensive law enforcement to eliminate all kinds of hidden dangers on the water, To ensure the safety of tourists and people safe and secure! In the air, to strengthen the maintenance of the airport, alteration, expansion, new, additional safety flights between China and ASEAN, the development of helicopter air transport may be various types, and promote personnel exchanges, tourism, entrepreneurship and other aspects of all-round development, Building a Harmonious and Safe China - ASEAN Aerospace System. In the agricultural civilization, industrial civilization, information civilization, family civilization and other systems, the development of cross-platform information systems and the Internet, e-commerce, government, business and other systems to promote the sharing of information resources. Various countries

and enterprises, universities, families and other systems use various development opportunities to further build China-ASEAN land and sea civilization of the new “all the way along the” development model and road to strengthen and Asia Investment Bank and Asia Development Bank, the cooperation of various institutions , To create a new economic and social development of new ideas and initiatives.

In the construction of the above system, the integration of the Mekong River region and the bridgehead construction of China-ASEAN [4], the new highway system of Kunming-Manxin and Southman is of vital importance. Today’s Kunman new highway, Information infrastructure, cultural landscape construction, logistics and transportation, tourism facilities, customs services, road surrounding services, economic development structure and model, public management, social management model, there are many problems, resulting in not all kinds of international organizations, Related national and people’s goals, and the new highway system in South Mannan has no systematic research and planning, and it is obviously time-consuming for investment and financing based on the lack of research and practical investigation on the cooperative access roads such as roads and railways and information channels. , The need to strengthen the re-study of the “Kunming Man New, South Man New” two road corridors, on the basis of the channel, to speed up the construction and construction of new “channel civilization development zone” to promote China-ASEAN integration, promote integration between countries , To strengthen the continents of the world’s access to learn the lessons of civilization (such as the Americas on the 1st Highway), for the world’s continents to provide a new paradigm for the construction of land access.

In addition, in order to promote China ASEAN and the world’s countries, people, culture, religion and tourism through tourism, leisure, education and other exchanges and cooperation, based on our experience and explore the exchange, proposed in the world Buddhist base and the birthplace of Lanna civilization Jining City, Shandong Province, China. Jining City is the ancestor of the ancient Chinese civilization, the capital of Yandi, capital of the world famous Confucius Mencius, born in the world of Confucianism, the world base of Confucianism, the world sacred base integration of the world. Is the hometown of Chinese civilization, the Chinese civilization and the world of Confucianism research and education base, is the hometown of Confucius and Mencius, the canal of the state, the landscape of the Buddha, the origin of the originality of Phoenix origin, known as the ancestor of Chinese culture, landscape culture, Cultural exchanges between the two regions and urban and rural areas, the world’s tourists and culture, education and other exchanges and cooperation, to strengthen the cultural exchanges between the two regions and urban and rural areas, the world’s cultural and cultural exchanges, Jining is the world’s cultural heritage of the three holes, Chiang Mai, Thailand has also been proposed to apply for the world’s cultural heritage, and UNESCO should strengthen cooperation with small cities to learn from the experience of world heritage, especially Thailand Chiang Mai Chiang Rai To apply for World Heritage in Jining, to strengthen the interaction between urban and rural regulations, to communicate with each other, to promote the new docking mode of the world tourism industry, to explore the construction of the World Religious Dialogue and Exchange Center in the world, Dialogue, religious exchanges, tourism visits, mutual investment, financing, and promote resources, information, economic and social balanced and harmonious development.

In the world, China's Mid-Autumn Festival and the Spring Festival are gradually becoming a true world festival, especially through the Internet and international television channels, the Chinese people around the world and friends of all countries in the world, and the world's cultural and civilized systems integration and comparative study, And enjoy the Chinese Mid-Autumn Festival and the Spring Festival TV and Internet programs, and CCTV4 CCTV4 hosted the Mid-Autumn Festival (Autumn evening) is opening the door to do the evening, will be in many cities in China, and even around the world Mid-Autumn Festival will be passed for the world to spend the full moon, the global peace and harmony, to build a better home to share the beautiful symbol of home life symbol, at the same time, China's Confucian representative of Confucius in the world's birth is also the birthplace of Confucius in the world. September 28 also intends to become a world-renowned teacher to share festivals, which reflects the value of world Confucianism. This reflects the Han culture of Chinese culture, the world's national culture will be on the basis of diversity, mutual integration. The world famous festival such as the New Year's Day, the Spring Festival, Mid-Autumn Festival, Christmas is bound to gradually integrate the synergies, and Thailand's more famous Songkran, water lights in the world festival system to maintain the characteristics of Spain's bullfighting festival and carnival, Brazil's carnival, Saudi Arabia's Islamic pilgrimage festival and other festivals on all continents and the world's religious festivals can further integration of festivals to ensure the safety of the world to become the world's people and citizens are fond of the festival, need to be System research and discussion. During the festival, to avoid war and killing, mutual love, solidarity, happiness, harmony members, Thanksgiving love, to create a new generation of new life!

It is worth mentioning that from September 22 to 28, 2015, China's President, Mr. Xi Jinping as the world's most populous and the world's most powerful developing countries to visit the world's most developed countries the United States, and visited the United Nations , Which has not participated in the activities of the United Nations, but reflects the Chinese nation and the Chinese civilization, one of the representatives of Mr. Xi Jinping, is a great excellence of the President of the United States, World peace explorers, reflecting the Chinese culture and peace, peace, frankness, communication, cooperation, respect, development, progress and other big country demeanor, and strive to promote China and the United States and other countries in-depth cooperation to explore the world peace development and progress of various roads Which Xi Jinping also in the United States World Chinese overseas Chinese party wishes to Chinese Americans and Chinese overseas Chinese and the Chinese family through the Mid-Autumn Festival wishes for happiness, which reflects the Chinese culture and the Mid-Autumn Festival holiday culture will gradually understand the world Love. From September 26 to 28, Xi Jinping also represented 1.3 billion Chinese people and developing countries. On the occasion of the 70th anniversary of the founding of the United Nations, on the stage of multilateral relations, peace and respect were given to the United Nations and the world. The World Conference on Women, the World Summit on Women, the World Climate Conference, the General Debate expressed warmest wishes for different countries and their commitment to the world, and clarified China's position, which reflected the world peace and development in Chinese civilization The spirit of equality and mutual assistance and global human survival and development, the spirit of exploration of the mysteries of the universe, China will continue to explore ways to tackle future poverty through debt relief, along the way, Asia Investment Bank, South-South Fund, peacekeeping forces and funds to reduce carbon intensity and other modes of cooperation , Peace



and security, development and progress, and protection of the development and construction of a better Earth home and other related issues. At the relevant UN meeting, Prime Minister of Pakistan Baoyu on 25 September also raised various problems such as the disparity between the rich and the poor, uneven distribution of land resources, and the gap between rich and poor arising from the imbalance of social structure in Thailand. China and Thailand are models of bilateral cooperation and multilateral cooperation between countries, the future of China and Thailand along the way and high-speed railway construction, will gradually Unicom Pan Asia. As one of the most suitable countries on earth, Thailand has studied the ancient South Asian, European, Japanese and American civilizations. Since the Ming and Qing Dynasties, the Thai people have gradually merged deeply with the royal family. Thailand, but Thailand is truly aware of the great charm of Chinese civilization and a comprehensive study has not yet been carried out in the maintenance of Thailand's outstanding civilization at the same time, Thailand is gradually integration of Buddhism and other religious civilization, and try to further integration of Chinese civilization and gradually formed the world's civilization One pole. We believe that the world's cultural civilization, such as the seven-color sunshine, multiple beautiful, but need to study the mainstream of civilization and human destiny, the evolution of the world body, and thus continue to explore the cosmos world of things the basic law of evolution.

#### **4. Asia-Pacific Civilization and World Global Civilization and World Development Special Zone, the world's people and world citizens, world peace:**

The Asia-Pacific Civilization and Development is a special area of the land and sea and the continent's civilized development model and road. It is the most developed and potential area in the world today and in the future. The region is represented by the European and Arab countries represented by the European Union. Asian and African civilizations are very different. Therefore, in view of the above research results, we suggest that universities and universities in the world, UNU and UN, UNDP, UNESDES, UNESCO, UN Asia-Pacific Economic and International organizations such as the United Nations World Organization and its relevant bodies, members, the Asian Development Bank, the Asian Investment Bank, institutions in the Asia-Pacific region, the Mekong River Commission and other relevant international organizations, multinational corporations, universities, places of worship and people need solidarity and concerted efforts, In the Asia-Pacific region and the world, to carry out the study of the world's global civilizations, in the relevant regions of the world, the construction of the world's global civilization development zone, now in Asia-Pacific China-ASEAN region, the first to explore and promote the world's various civilizations, world peace, progress, , Evolution. Suggested as follows:

##### **(4.1) China-ASEAN Mekong Region World Civilization Special Zone: focusing on environmental protection and ecological civilization, with Confucianism and Buddhism:**

And other characteristics, take into account other civilizations, the construction of Kunming, Singapore, Singapore and Asia-Europe Unicom Asia-Pacific intercontinental large channel, all kinds of access roads around, from infrastructure, landscape communities, eco-environmental protection, industrial economic development type, human geography Kunming University of Science and Technology, Kunming University of Science and Technology, Kun-

ming, Yunnan, China), Kunming University of Science and Technology, Kunming University of Science and Technology, Kunming University of Science and Technology, Kunming University of Posts and Telecommunications, Amsterdam, France and other Asia-Europe and other sea and land too large civilizations, to build the world's civilized body.

**(4.2) to strengthen and the Americas, the United States and the United States, the United States and the United States and Australia, such as sea and land of civilization, the proposed development from North America from Alaska to:**

The United States southwest region (such as Los Angeles) and even the development of the continent across the continent of the land along the sea and air channel: the scientific and technological civilization and English, Spanish, Chinese, Christianity, Catholic and other civilized system, taking into account other civilizations and create a new system of American civilization,

**(4.3) Strengthen ethnic education, promote national integration, solidarity and equality and mutual aid, and pay attention to multilingualism and multiculturalism in language education.**

We study and study languages in our country and neighboring countries. We study various cultures in depth. We pay attention to multilingual study of Chinese, English, UN common language, Japanese, and German. We have studied in kindergartens, primary schools, secondary schools and universities. , Master, Ph.D. to reduce the 10-year academic system, married about 20 years old, about 30 children before the age of two, nurturing the next generation or health and happiness, promote the early growth of students and children of all ethnic groups, master the world's civilizations , To study and study in multinational and international organizations and multinational corporations in the world, to conserve energy resources of renewable resources, to maintain a balanced and balanced global population and resources, environment and ecology, and to stabilize the total population of the world as below 7 billion. , To carry out mutual education and even marriage, to explore the law of world peace and development and the law of inheritance from generation to generation.

**(4.4) Asia-Europe non-convergence zone (in the five Central Asian countries, the Middle East countries and Turkey): peace and Islamic civilization as a civilization:**

Conflict, terrorist activities, a balanced religious civilization, civilized system integration dialogue, strengthen world cooperation, reduce world poverty and promote the balance between rich and poor, safeguarding world security.

**(4.5) The use of the construction of the world civilization demonstration zone to promote global development, secure discovery and research and development of various types of material to the universe to:**

The amount of information to promote the scientific and rational movement of the world population of science and stability of today and the future of the world population within 7 billion of the total amount of natural and harmonious nature of various types of animal organism organic matter to strengthen the Earth's ecological system and environmental protection, saving non-renewable Resources and energy use, research and development of new resources

and energy, the construction of new world immigration system and law, to promote the rational and orderly formation of the people and citizens of the world, to build a global system of global civilization, the new world, called the world Energy, information, materials, logistics, capital, assets, spirit and other aspects of cooperation to build a harmonious human society and the protection of the Earth's home in harmony, in order to promote the harmonious development of human society, And the United States to run.

In short, we reiterate that the world's population has more than 7 billion, more than 200 countries, more than 2,000 nationalities, more than 7,000 languages, the entire human society is an open complex giant system, human civilization is diverse, the diverse needs of civilization Economic cooperation and development, China and ASEAN about 1.9 billion people living in the Asia-Pacific region's most important regional position, and mostly developing countries, we need to attach importance to the border areas of economic society, resources and environment sustainable development, strengthening the border geography research and humanities Geographical research, for the regional economic and social development, explore all kinds of peaceful development of the truth.

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## The Root Cause for Cursing in Rattanakosin Period Literature

Patipan Uttayanukul<sup>1</sup>

### Abstract

The aim of this study was to investigate the root cause for cursing appeared in 39 proses from 7 Rattanakosin Period literatures which included Ramayana, Phranon Kamluang, Kanoknakhon, Lilit Narai Sibpang, Mattanapata, Chalerm Traipop, and Chandarakorop. The root cause for cursing was sectioned into 5 categories including 1) curse for anger; 2) curse for punishment; 3) curse for humiliation; 4) curse for being saddened; and 5) curse for divination.

**Keywords:** Curse Words, Thai literature

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## Introduction

Curse is holy verbal expression that lends negative effect on physical and mental body of someone being cursed. In ancient literatures, it was found that any instance of cursing usually appears the root cause for that particular curse in the literature prose. The investigation of the root cause for cursing appeared in 39 proses from 7 Rattanakosin Period literatures which included Ramayana, Phranon Kamluang, Kanoknakhon, Lilit Narai Sibpang, Mattanapata, Chalerm Traipop, and Chandarakorop showed that the root cause for cursing was sectioned into 5 categories including 1) curse for anger; 2) curse for punishment; 3) curse for humiliation; 4) curse for being saddened; and 5) curse for divination. The details of each category of the root cause for cursing were tabulated as follows.

**Table 1 Causes Activating the Curse**

No.	Causes for Cursing	Frequency	Remarks
1.	Anger	22	
2.	Punishment	9	
3.	Humiliation	4	
4.	Being Saddened	2	
5.	Divination	1	
<b>Total</b>		<b>39</b>	

From Table 1, the summary showed the root cause for cursing in descending order and the description of each type of the cause for cursing was analyzed and elaborated with examples.

## Causes for Cursing

From the analysis of the cursing words appeared in 39 proses from Rattanakosin Period literatures, the root cause of cursing could be sectioned into 5 categories as follows.

**1. Curse for anger** comprised 22 cursing proses. The instances of cursing were found in various events such as in Mattanapa when Suthet was furious at Mattana when she rejected his love so he cursed her to be a rose forever. Also, various of cursing events were found in Ramayana such as after Kodom hermit found Achana having an affair with Indra, he cursed her into a rock. While Achana was angry at her daughter, Swaha, for telling the truth to Kodom hermit that 2 boys were not his offspring, she thus cursed Swaha to straddle at the universe hill. Umar Goddess was also mad at Hanuman as he uprooted trees and ate all the fruits in her garden, so he cursed Hanuman to have only 50% of his strength. Shiva God was very upset with Thotsakan for ceasing the grass throne from Kuperan, so Shiva grabbed and threw an ivory sticking into Thotsakan's chest and then cursed for it was unable to be pulled out until Thotsakan's last breath. So, the analysis found that the curse stemming from anger containing words showing furiousness obviously such as โกรธา (angry), แค้น (furious), เคือง (upset), เคืองใจ (irritated), กริ้วโกรธ (mad), ทรงพระโกรธ (angry), กริ้วโกรธโกรธา (very angry), และชุ่นแค้น (inflame). The researcher therefore outlined cursing proses from Ramayana and Kanoknakhon to exemplify instances of curses rooted from anger as follows.

For an example from Ramayana, Hanuman sneaked into the royal garden of Umar Goddess who was a queen to Shiva God and destroyed all the trees. After Umar Goddess found out about the damages, she was very angry and performed a curse to Hanuman as outlined in the following prose.

เมื่อนั้น	นางอุมาผู้ยอดพิสมัย
เสด็จอยู่กับหมู่อนงค์ใน	แลไปก็เห็นวานร
ตัวน้อยกระจ้อยกระจิริด	ชาวขจิตแลเลื่อมประภัสสร
โกรธาตั้งหนึ่งไฟพอน	บังอรทวาดด้วยวาจา...
ให้กำลังเอ็งน้อยถอยกิ่ง	สมน้ำหน้ามิ่งที่อวดหาญ
ตามคำกุสาปสาบาน	ไอ้ชาติเดียรฉานอัปรีย

(King Rama I The Great, B.E. 2549, P. 76)

The results of that cursing decreased half of Hanuman's strengths. But if Hanuman wanted to regain his strengths, he had to wait until he met with Phra Ram. Later, after Phra Ram touched from Hanuman's from back to tail, the influence of the curse was eliminated.

The instances of cursing due to anger were also found in Kanoknakhon literature as illustrated below.

เมื่อนั้น	ปาปะนาศน์มหาฤๅษี
รู้เรื่องเคืองใจโยคี	จึงมีวาจาสาปไป
ดูราเมียผู้ตัวเอิบ	กำเร็บใจบาปหยาบใหญ่
อันเนตรนงรามทรมวย	จักได้รับผลบัดนี้
นางย้วยโยคะละเมิด	จงเกิดเป็นมานูษี
กมลมิตรผู้พญาสามี	เห็นดีรู้ดีด้วยช่วยกัน
จงมีกำเนิดมานูษ	ผ่องผุดเพ็ญลักษณะรังสรรค์
สองมุ่งใจสมักรรักกัน	ให้พลันเรศร้างห่างไป
รันทมกรรมกรรมทำงาน	ล้างตนในห้วงทุกข์ใหญ่
จนสิ้นบาปกรรมทำไว้	จึงให้สิ้นสาปหลายจำ

(Prince Bidyalongkorn, B.E. 2516, P. 21)

The above prose contained words illustrating annoyance when Papanas hermit cursed Phaya Kamonmit and his queen, Anusayinee because the couple came to irritate him in order to destroy the hermit's mindfulness because they were challenged by Khonthan as they challenged that if Queen Anusayinee was really beautiful, she must be able to tempt and break the hermit's mindfulness. However, the hermit's mindfulness was so strong and could not be destroyed as he collectively practiced meditation and mindfulness for over ten thousand years. The hermit

was very strict on maintaining the precept and virtue, so Queen Anusayini was unable to destroy the hermit's mindfulness. The failure in doing so resulted in that the couple was cursed and sent to be born as human and their lives were so difficult. They eventually killed each other and the influence of the curse was erased so they could return to heaven.

The couple realized that they couldn't escape from the hermit's cursing. They tried to negotiate with the hermit by asking for the cure from the curse. The hermit said that the curse will be eliminated when the couple took life of each other as stated in the prose below.

เมื่อนั้น	ปาปะนาศน์บรรหารขานไซ
ซึ่งเจ้าเนาเชษฐเห็นภัย	คิดใคร่คืนสองครองกัน
จักสมโดยหวังตั้งใจ	โดยนัยที่เราสาปสรร
เมื่อใดได้ทะลวงจ้วงฟัน	จวบจำห้าหันกันลง
เมื่อนั้นกำหนดปลดบาป	สิ้นสาปไปคลาดมาดม่ง
กล่าวพลางดาบสพรตยง	เธอสำรวจมองค์ต่อไป

(Prince Bidyalongkorn, B.E. 2516, P. 22)

This curse resulted into Phaya Kamolmit and Queen Anusayini to be born as human namely Phra Amornsingha and Kanokrekha. Both of them had very difficult lives and suffered tremendously from love. They eventually killed each other as the result of the curse by Papanas hermit. After their death, they could return to heaven as the curse's power was expired. Therefore, it could be seen that the power of cursing by Papanas hermit was so harmful and terrifying as power of the curse negatively affected husband and wife to take life of each other which is a very miserable action.

**2. Curse for punishment** appeared in 9 proses. This type of cursing did not appear obviously in the composition but it could be interpreted by inference. For example, in Chalermtripop Literature, Shiva God cursed female angel namely Akajari and Saowaree due to the absence from their duty. Another in Ramayana, Kawin Hermit found that Nilrach stole the hermit's walking cane so he punished Nilrach by cursing him to suffer from putting rocks into the river to build road to Longka City. Also, Sunon was cursed to become a giant as a punishment for him in flirting Rachanee. In Narai Sibpang appeared the cursing elements when a group of hermit cursed Kapon to become a disgusting giant because he favored being disguised himself to frighten Brama and Hermit. A son of Krissana namely Sampa was also cursed due to making parody on Phra Manamuni. For clearer explanation, the researcher chose to outline an excerpt that contained this type of cursing from Lilit Narai Sibpang and Ramayana.

The most obvious cursing for punishment appeared in Lilit Narai Sibpang was the following.



พอมมาถึงที่ห้อง	อาศรม
เกรี้ยวกราดตวาดนาง	เล่นซู้
มีงบังอาจร่วมรมย์	กัณฑ์
ทั้งที่มีงได้รู้	แก่ใจ
ต่อไปอีกนับร้อย	พันปี
จงอยู่กรรมเผาผลาญ	กิลีส
นอนเกลือกเฒ่ารูลี	ใครอย่า เห็นเลย
กินแต่ลมแทนเสรรฐ	โภชนา
จนกว่ารามะเจ้า	ราชพ
ลูกทศรถเพ็ญ	พิรภาพ
มานี่และประสบ	มีงแห่ง นี้แล
มีงจึงจะหมดบาป	กลับดี

(King Rama VI, B.E. 2514, P. 184-185)

The above illustrated prose taken from Lilit Narai Sibpang was when Kodom Hermit cursed his wife namely Kanachana because he caught that she had an affair with Shiva. After the prose was closely analyze, it was found that the curse was aimed only for punishment as she was temporarily suffered from being cursed for only specific period and at the end of the propose provided the remedy for that curse. Clearly, the hermit only wanted to punish his wife for being dishonest and he did not want his wife to suffer forever from that curse. So, when she met Phraram, magic of the curse was automatically faded away.

This type of cursing found in Ramayana was the punishment due to political reason as shown in the following prose.

เมื่อนั้น	นางเสาวรียอดสงสาร
ได้ฟังพระบัญชาการ	เยวมาลย์เหลือบดูพระจักรี
พินิจพิศไปก็วยง	นั่งลงประณตบทศรี
ตัวข้าชื่อว่าเสาวรี	รองบาทเจ้าตรีโลกา
ผิดด้วยประมาทขาดเฝ้า	พระปิ่นเกล้าลงโทษโทษา
สาปให้เพลิงไหม้อัญญา	ร้อนแรงแสงกล้าตั้งไฟกำป์
ให้ข้านี้ทรมาณกาย	คอยท่าพระนารายณ์รังสรรค์
อวตารมาผลาญกุ่มภัณฑ์	ที่มันเป็นเสี้ยนโลกา

ข้าได้นำเสด็จพระสีกร	บทจรไปดับเพลิงป่า
จึงพันคำสาปพระอิศรา	คืนไปเมืองฟ้าสุราลัย
ท่านนี้หน่อนามเผ่าพงศ์	กษัตริย์สุริวงค์กรุงไทร
ทั้งสามจึงบวชเป็นชีไพร	เที่ยวมาที่โนพนาลี

(King Rama I The Great B.E. 2549, P. 508)

The cursing found in the above prose mentioned about the female angel namely Saowaree as she was cursed to wait Phraram at the flaming Salwan Jungle. The reason for her to being cursed because of her guilt for failure in the duty. So, she was cursed to wait for Phra Ram until he came and lead him to distinguish the forest fire and then her curse would be erased.

**3. Curse for humiliation** appeared in 4 proses. The curse in humiliating other people was found in Ramayana and Chantakorop. Shown in the prose below was an excerpt from Ramayana.

ฉวยชกตรีเพชรจักราณูรอน	แล้ววานรกลับคิดขึ้นมาได้
จักเกินบัญชาพระองค์ไป	ถึงข่มมันบรรลัยก็ไม่ดี
อย่าเลยจะทำประจาน	ให้อัประมาณเทวาทุกราศี
ทั้งเวทมนตร์ของมันบรรดามี	ก็จะอัปรียไปทุกสิ่งอัน
คิดแล้วจึงจับเอาเกศา	มณโฑกัลยาสาวสวรรค์
ผูกติดกับเศียรทศกัณฐ์	ให้มันแล้วซ้ำสาปไว้

(King Rama I The Great B.E. 2549, P. 282)

The above prose was when Hanuman tied up together hair of Thotsakan and Montho and made a curse forbidding that no one could untie their hair. But, to fix the curse, Montho must smack Thotsakan on the head 3 times. The cursing element was found in the prose line that stated “...อย่าเลยจะทำประจานให้อัประมาณเทวาทุกราศี...”. According to this, it could be inferred that Hanuman aimed to humiliate Thotasakan over the angels.

Another example was taken from Chantakorop Literature. This cursing extract was well-known among Thai people and advocates to Thai literature. That is, the curse by Shiva made to Mora as shown below.

กูเป็นเจ้าดาวตึงสี่วิมานมาศ	อันสัญชาติหญิงร้ายไม่หมายสมาน
กูรู้เช่นอยู่ว่าเป็นกาลิพาล	จะประจานไว้ให้แจ้งทั้งโลกา
ว่าหญิงกาลกีนีกาลิทวีป	จนสิ้นชีพมิให้ชายปรารถนา
ให้ฝูงค่างกลางดงเป็นภัสดา	ชาวโลกาให้เขาเรียกชื่อนินาง
ให้สมจิตแพศยาที่ฆ่าผ้า	ทั้งกายตัวก็ให้คล้ายกับกายค่าง
พอลอดคำอำมรินทร์ที่สาปนาง	สารพางค์กายกลับไปฉับพลัน
ทั้งแข่งขานหน้าเนื้อแต่พื้นขน	ก็วิ่งวนเข้าป่าพนาสัณห์
อันภูษาผ้าผ่อนไม่มีพัน	แต่กายนั้นเปลี่ยวเปล่าไปกลางไพร

(Sunthorn Phu, B.E. 2558, P. 683)

The above cursing outlined the event that Shiva God came down from heaven to help Chantakorop. Shiva God then cursed Mora to be a monkey. The aim of this curse was to humiliate Mora towards the whole world. This curse was mainly a punishment for her dishonest being and for her to be ashamed of her behavioral misconduct that activated the consequence for her to become a monkey.

**4. Curse for being saddened** appeared 2 proses from 2 Thai literatures including Phra Nol Khamluang and Ramayana.

The type of cursing found in Phra Nol Khamluang was when Thommayanti went on searching for Phra Nol. With all her sadness and grief, she uttered a curse to anyone who put Phra Nol into suffering and away from her.

๑ ตตห์สา ติวโรศกัรตา ๑ ครวญพลงนางแก้ว หฤทัยทว่มแล้ว ด้วยโคกเหลือตรา ประหนึ่ง  
ไฟพอน ร้อนรุ่มอุรา ไอ้อนิจจา ทุกขาทวี ๑ นิมนถมถ วังวกเวียนวน หาพระสามี โรทรำกำสรवल  
คร่ำครวญโคกกี ทุกข์ทว่มฤดี อังมีไปมา ... ระบมอมโคก ทรวงแสนวิโยค โศกในอกนาง ทอดถอนฤทัย  
รำให้ครวญคราง ไอ้ออกอ้างว้าง อยู่กลางดงดอน ๑ โฉมนางโหมมี ผู้มทิสึ วิสุทติสมร คิดถึงพระนล ที่  
ทนทุกข์ร้อน จึงองค์เอกออ เปล่งสุรวาที ฯ

๑ ยัสยาภิษาปาท ทุหฺขริโต ทุหฺขวินทติ โนษรท ๑ ผู้ใดเปนผู้อัปรี แกล้งกล่าววจิ ที่แข่งฉกฉ  
ฉกรรจ ๑ จนองค์พระนลทรงธรรม ต้องเศร้ำทรวงศัลย์ และทุกข์ลำบากยากใจ ๑ ตัสย ภูตัสย โน ทุหฺ  
ขาท ทุหฺขิม อักยธิกัม ภาเวต ๑ ขอจงผู้นั้นจัญไร รับทุกข์ฤทัย จงทว่มด้วยความทุกข่มทนต์ ๑ จงทุกข์  
ยิ่งยวดกวดขัน ทุกข์กว่าทรงธรรม ผู้ทุกข์ทุเรศเวทนา ๑ อปปาเจตสัสม ปาโป ย เอว กัถตวาน นลัม ๑  
อันผู้ประสงค้ชั่วช้า และเจตนา ตลจิตพระนลหม่นหมอง ๑ อันผู้ทุจริตคิตปอง ให้ร้ายก่ายกอง ขอ  
ร้ายกระทบกระทั้งตน ๑ ตัสมาท ทุหฺขตรัม ปรัราชย ชิวตวสุขชีวิกัม ๑ ผู้คิตระยาทำวน จงแพภัยตน  
และผลจูงมากมวลมี ๑ ตลอดยามยังชีวี ขอสุขขอยามี ทวีแต่ทุกข์นรินทร ฯ

(King Rama VI, B.E. 2557, P. 135)

From the above cursing prose, it was clear that Thommayanti was very much in grief for being separated from her loved one. Another reason was that Thommayanti was so pathetic for Phra Nol that he was suffering from the separation. These two reasons activated the curse she made to anyone involved in causing Phra Nol and her to be in miserable life. Looking at the beginning portion of the cursing prose it showed that Thommayanti was so much saddened as she mourned “...ครวญพลางนางแก้ว หลุ่ยท้วงแล้ว ด้วยโศกเหลือตรา ประหนึ่งไฟพอร้อนรุ่มอุรา โอ้อนิจจาทุกชาติ นิมิตถมด วิงวอกเวียนวน หาพระสามมี โรทรำกำสรวล คร่ำครวญโศกี้ ทุกข์ท้วงฤดี อังมีไปมา ... ระบบอมโศก ทรวงแสนวิโยค โศกในอกนาง”.

The curse prose stemming from sadness found in Ramayana was when Kodom Hermit cursed Achana to be a rock because he had a hidden affair with another man and gave birth of 2 boys. After she found out about the person who revealed her secret affairs to Kodom was her own daughter namely Sawaha. She was so sad that her own daughter brought her this miserable life as she poured out her grievance as follows.

เมื่อนั้น	นางอัจนโถมศรี
ตกใจตั้งต้องอสุณี	โศกี้แล้วว่าแกธิดา
เสียดรวงอุ้มท้องครองครมภ์	ทุกวันบำรุงรักษา
ไม่รู้จักคุณกุเลียงมา	ผลาญชีวาแม่ให้บรรลัษ
มึงเป็นลูกเกิดในอุทร	ควรหรือเป็นหนอนบ่อนไส้
ตัวกู่นี้ต้องสาปไป	ฝายมึงให้ได้ทรมาณ
จงไปอ้าปากยื่นดินเดียว	เหนียวกินลมอยู่ในไพรสาณต์
ยังเชิงขอบเขาจักรวาล	ตามคำสาบานของกูนี้
ต่อมึงมีลูกเป็นวานร	ฤทธิรอนเลิศล้ำกระบี่ศรี
จึงพันสาปสิ้นบาปอัปรีย์	ว่าแล้วไปเป็นศิลา

(King Rama I The Great, B.E. 2549, P. 70)

From the above prose, it could be clearly seen that Achana’s mood prior to delivering the curse to her own daughter was coherently in “shock” and “sadness” that the cause for her being cursed was her own daughter. So, she eventually cursed Sawaha to straddle alone at Jakkawan Mountain until she gave birth a monkey kid and the curse power would be erased.

**5. Curse for divination** appeared only 1 prose. The curse for divination was found in Ramayana when Kodom Hermit took 3 kids on wandering the jungle and he held 2 kids over his arms and held another kid’s hand and walked along. Sawaha as a daughter felt sulking and thus carelessly told the truth to the hermit that the 2 boys were not his real sons but belonged to another guy as shown in the prose below.

เมื่อนั้น  
ได้ฟังมีดกลุ่มในวิญญาน  
ทั้งรักทั้งแค้นแนบจิต  
มันคบซู้ดูคูไม่กลัวภัย  
อันว่ากุมารทั้งคู่  
ถ้าลูกซู้ก็ดูเวทนา  
คิดแล้วยกขึ้นประณต  
เดชะข้าได้บำเพ็ญมาน  
แม้ว่าสามเจ้านี้เป็นเนื้อ  
จะทิ้งออกไปกลางคองคา  
แม้ว่าเป็นลูกชายอื่น  
จงเป็นสวาวานรไพร

องค์พระอาจารย์ผานกล้า  
ตั้งเอาไฟฟ้ามาจ่อใจ  
พระนักสิทธิ์ป้อมเลือดตาไหล  
เสียแรงรักใคร่แต่เดิมมา  
ถึงกูจะเลี้ยงรักษา  
โลกาจะพลอยอัประมาณ  
พระดาบสตั้งสัตย์อธิษฐาน  
ขอให้บันดาลประจักษ์ตา  
เชื้อสายโลหิตแห่งข้า  
จงว่ายกลับมาทันใด  
อย่าได้ว่ายคืนเข้ามาได้  
เสียงแล้วขว้างไปทันที ฯ

(King Rama I The Great, B.E. 2549, P. 69)

According to the above prose, it showed that Kodom Hermit did not abruptly believed in what Sawaha just said. But for confirmation, he did divination by throwing 3 kids into the river and made a curse that if any kids were his real offspring, they could swim back to the river bank. If not, they must turn into monkey and run into the jungle. After that divination, the results were an emerging of Pali and Sukhreep.

## Conclusion

The review on the causes for cursing could be concluded that the roots stemming cursing found in Rattanakosin Period literatures comprised several factors outlined in descending order as follows: 1) curse for anger due to displeased by someone; 2) curse for punishment in the case that someone found guilty; 3) curse for humiliation to embarrass someone; 4) curse for being saddened when drown into sorrow by loss or despair; and 5) curse for divination and prophecy.

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## Communication Strategies And Thai Wisdom Of Molum In The Northeast Of Thailand

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### Abstract

The article aimed to analyse the 'Communication Strategies' for Thai Wisdom of Molum in the Northeast of Thailand. The data was transcribed via the three popular performances of Molum videos Siang Esan, Nuphan Wisetsil and Rungtiwa Amnuey Silpa. The article employs primary and secondary data from a website entitled: [www.esanguide.com](http://www.esanguide.com) as well as adopting Robert E. Longacre's approach to help analyze a time could influence the receivers' behaviors and attitudes.

The results of this study indicated that the communication strategies for Thai wisdom of Molum are applied in two different approaches such as verbal language and non-verbal language. It also demonstrated that three groups of Molum prefer to use their performance shows to illustrate the local wisdom about Thai people and Thailand, tradition beliefs and folk tales that originate from the Northeastern part of Thailand.

**Keywords:** Molum, Communication Strategies, Northeastern of Thailand

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## 1. Introduction

The northeast of Thailand or Isan covers 168,854 square kilometers (about 66,250 square miles) and consists of 20 provinces. It is separated into three parts: North Isan, Middle Isan, and South Isan. The North Isan consists of Loei, Nong Khai, Bueng Kan, Udon Thani, Nongbua Lamphu, Sakon Nakhon, Nakhon Phanom, and Mukdahan. Middle Isan consists of Khon Kaen, Maha Sarakham, Roi Et, Yasothon, Chaiyaphum, and Kalasin. South Isan consists of Sisaket, Ubon Rachatthani, Surin, Buriram, and Nakhon Ratchasima. All 20 provinces make Isan the largest of Thailand's regions. Isan also has great variation in geography, population, beliefs, and agricultural products. (Wikipedia.org, 2016; Saihong, 2003). Isan covers almost one-third of the total area of the country. It was once a prosperous land with a long history of civilization and cultural heritage. Isan wisdom has been transmitted from generation to generation in many different forms, such as: stories, traditions, paintings, palm leaf with written text, manuscripts, books, objects, and folk lore. (Srisa Ard, 2001)

The reason for its dominance lies in the human ability to communicate through a robust language, a capacity that evolved in humans sometime between eight million and 500,000 years ago. Human language has accomplished so much because it is infinitely complex yet transparently simple. A human can assemble a sentence that has never before been uttered in the history of humankind and any human who hears this novel sentence will be able to understand it. (Houston, 2009; Marsreller, 2005). In a book called "Communication Works" written by Gamble and Gamble (2005) they note that communication is not just words, paint on canvas, math symbols or the equations and models of scientists; it is the interrelation of human beings trying to escape loneliness, trying to share experience and trying to implant ideas.

Communication is at the core of our humanness. How we communicate with each other shapes our lives and our world. We all rely on our communicative skills as we experience events that challenge our flexibility, integrity, expressiveness, and critical thinking skills. By making the effort to become more effective at interacting with persons from diverse backgrounds and by working at developing relationships based on mutual respect and a sense of ethical fairness, we increase our chances of leading more fulfilling personal and professional lives (Gamble and Gamble, 2005).

## 2. Thai Wisdom

Thai language has been a means for expressing Thai wisdom, thought and culture throughout the long history of the Thai nation. The evolution of Thai orthography and usage is more than 700 years old. Evidence of this can be found in the inscription of King Ramkhamhaeng the Great and literature of different periods. All these writings reflect Thai civilization and serve as a social record as well as a culture heritage of wisdom and tradition, it is recognized as an important foundation for the development of the country (Sirindhorn, 1986). The old Thai folk utensils are the cultural materials which reflect the local and natural community life. Besides characterizing an important identity, the utensils indicate the creative thinking of the Thai people who invented these items which have become the heritage of the regional inhabitants (Tongdhammachat, 1987).



According to Nuphan, Wisetsilp, Rungtiwa, Amnuey Silpa and Siang Esan group of Molum. The story is Vatechvit Kongkumkongkean (What goes around comes around), data were transcribed from video discs. Communication Strategies and Thai Wisdom of Molum in Siang Esan group analyzed the performance called “Life and its cycle”. The first plot, Siang Esan would introduce themselves to audiences and after that they start to undertake the performance. The plot was talking about the two hated families that later in their lives, and the children end up falling in love with each other. Through this story, it illustrated that Thai Wisdom verbal and non-verbal language pass from hand to hand (Gajaseni, 2011). The other story was focused on explaining the gardening tools, how the farmers need the rain for the rice fields. Below it explains what the Molum would perform about:

- 1.1 Asking for the rain.
- 1.2 A farmer and gardener.
- 1.3 The Thai classical dance.
- 1.4 The Thai Isan costumes.
- 1.5 Wedding ceremonies
- 1.6 Isan song.
- 1.7 Gardening tools, the lists below explain what Thai tools are used in the garden and the rice field.

a) Krachon Rot Nam is a water container or utensil made from bamboo. It used for fetching water and watering the plants in the beds. It was sometimes known as Chong Long Rot Nam Hom.

b) Kratai Khut Maphrao. This coconut grater is also call Kratai Khut (rabbit grater) or Lek Khut (steel grater). The name probably originated from the saw of the grater which looked like the rabbits’ teeth. It also came from the shape of the wooden part that was attached to the grater. Besides the rabbit shape, the graters were made in the figures of cats, birds, mice, lions, turtles and big lizards.

c) Krabuai. This is a utensil with a handle to fetch water. It was made from coconut shell. In the ancient period, Thai people used to build a small shelter to keep a big jar of drinking water for the passengers, so they can stop and drink. A shelter with water indicated the hospitality of Thai people.

d) Klak is a cylinder shaped container with a lid made of bamboo. It was used to keep documents, money, valuable items and sometimes food.

e) Kap Dak Ngu. This is used to trap snakes for food and it normally made from the bamboo, hard-wood or teak wood. Its shape is like a rectangular frame which was about 40 cms height and 30 cms width. The two standing pieces of wood were nailed with other upper and lower pieces of wood. In the middle of the frame, there were two other pieces of wood, one was for striking the snake’s head and the other one was a lock held in place by a tenon. The snake trap was usually used for cobras and other snakes of medium size. It is no longer in use now.

f) Kwian or wheeled-wagon, it is a wooden vehicle pulled by cattle, It is used to carry farm products. The ancient wheeled wagon had much bigger wheels than the present carts. The smaller wagon can be used to pull logs for house building or making charcoal by removing the back compartment.

g) Khot or a bird trap, also called Khom. This tool is used for ground birds like herons, storks and white-breasted waterhens. The name of the trap might come from the curved bamboo piece that looked like the wooden piece on an ox's neck that used to tie on a rope for ploughing.

h) Khong. This was a woven bamboo container with a small and narrow neck enclosing a lid which looked like the opening of an earthen pot and was also called Nga Khong, The Khong was used to keep fish, crabs, shells and frogs. There were many kinds of Khong, for example, the Khong Yeun which had the shape of a water jar or a cylindrical shape with a wide lid on top. The bottom part was woven in a square shape and the central part was big and round. The Khong Non or Khong Ped was a long fish container woven in rectangular shape. It was placed in a reclining position. The opening was made on the bottom, instead of on the top. The reclining part was woven in a rectangular shape. It was not tied at a man's waist, but placed on the ground, or on the bank of the stream or in a boat. The Khong Loi was a floating container or one of the two kinds mentioned above and tied to pontoons which could be two bamboo stems. The pontoons were tied to a man's waist while fishing.

i) Khrok Krajuang. This big mortar was used to pound and separate the grain from the chaff, particularly with paddy rice and corn. Sometimes it was called Khrok Kradok or Mong. It is now used in some remote villages where a rice mill is not available. Some minorities like the Phuan, Song, Meo, and Akha in the North also still use it.

j) Khrok Mai. This wooden mortar had other different names like Khrok Som Mu and Khrok Tam Khao. This kind of mortar was used particularly for the paddy rice since the rice mill was not available in the old days. It was made from a big hard wood log, about one meter long. The middle was dug out to provide about a 50 cms deep hole with a narrow bottom and wide top. This mortar required a hand pestle or Sak Mu. There were two ways to make a Sak Mu: The Sak Mu was a round wooden piece with a two meter long handle for the hands to hold. Both ends were rounded. The Sak Yon had two pieces of rounded wood; one piece was as a pestle and the other was attached to the pestle as a handle. The Khrok Mai was used to pound and separate rice for cooking at home, or to pound sesame seeds, chilies and flours. It required a few people to work together when using this mortar. Now it is used in the remote villages.

k) Khrat. The Khrat was a farm tool to plough the dirt before planting. Usually the Khrat was made of hard wood. It was composed of a Mae Khrat, Luk Khrat, Mu Khrat and Khan Khrat. The Mae Khrat was made from hard wood, about 2-4 inches thick, 15-25 cms wide and 2-4 meters long. This piece of hard wood was plain and smooth. Later some holes were bored in it. The Mae Khrat had about 10-20 holes to fit the Luk Khrat in. The Luk Khrat were wooden teeth with pointed ends on one side, each one about 30 cms long. The Luk Khrat fit into the holes of the Mae Khrat with the pointed tips touching the ground. Fewer Luk Khrat were needed, if the Khrat was smaller. Each Luk Khrat had to fit firmly in each hole. Sometimes the Luk Khrat were made from steel, instead of hard wood. The Mu Khrat of the wooden handle was attached to the Mae Khrat with two standing poles, smoothty polished for convenience in handling. The

Khan Khrat were made from 2 ripende bamboo stems, about 3-5 meters long and locked to the Mae Khrat with a tenoe. An ox or a bufflalo was tied by an animal skin rope to the Khan Khrat when using it. If one wanted to plough the dirt deeply, he could put more pressure or step on the Mae Khrat. This tool was used to till the surface of the field also. It is no longer used.

l) Khrat Mu Sua. This was also called Khrat Lek (meaning small rake ) or a tool to pull the hay out of the grain and the leaves or other items out of a yard. It had about 8-10 teeth in the shape of a tiger's claw which probably originated the name of this tool. The Tua Khrat was made of hard of teak wood, 5 cms thick, 30-50 cms long and 10 cms wide. The surface was smooth and had some holes to fit in the teeth or Luk Khrat. The Luk Khrat were round wooden pieces, each about 10-15 cms long and pointed at one end. The Luk Khrat were put into the holes of Tua Khrat with the pointed tips touching the ground. A handle was made from bamboo or hard wood, about 3-5 meters long, and the surface and the joints were smooth. This tool was used to separate and pull out the hay or the leaves from the grain pile, but it is rarely used now.

m) Khan Lao. Khan Lao or Mai Khan Lao was a long pole to pierce right in the middle of a rice bundle and it was used to carry the rice bundles on the shoulder. Using a Krabung (a woven bamboo basket) to carry rice bundles with the Mai Khan (a long pole), one could not carry a lot of rice bundles because of the limited space. The Khan Lao was more convenient because it could carry a few bundles, a lot more than carrying in a Krabung.

n) Khruang Si Khao. This was a machine for hulling paddy rice. This hulling procedure was similar to grinding grain into flour. But this machine only separated the chaff from the grain which was later called Khao Klong. The Khao Klong would be pounded again in a mortar to get a white rice and this procedure was called Som Khao. The machine was made of woven bamboo in a cylindrical shape with a high brim serving as a tray to hold the Khao Klong.

o) Khieo. It was a tool to cut and harvest paddy rice, grass and beans. A Khieo is particularly used to harvest the paddy rice after the farmer used a long bamboo stem to thresh and turn it to the same direction. There are a few kinds of The Khieo

p) Chan Dak Sat. This was a trap for the medium size animals like mongooses, porcupines, civet, cats, herons and wild hens. This kind of trap was made like a big cage with the bait inside. When an animal entered the door of the cage and touched the bait, the tenon would release the door to trap the animal inside the cage.

q) Si. It was a fishing trap, made of woven bamboo and tied with strings of vine or wire. Each Si had Nga Saeng (the entrance made of woven bamboo strips to trap the fish inside a container) for the fish, shrimp and crab to get in. There were many kinds of Si to use for many purposes.

r) Tao Fun. This was a cooking stove in the ancient period. It developed from the three earthen lumps on which a cooking pot was set. Those three lumps were later made to look prettier; however, they could not be moved upstairs because it was used with the firewood and it might cause a fire to the wooden floor. The base for the earthen lumps was made with a dirt mixture of fat clay and chaff in a wooden frame about 50 cms wide and 1 meter long. The dirt mixture filled in the frame until it was about 10 cms high and then was left to dry. Then the base was used as a buffer between the three lumps and the wooden floor and this base or the dirt filled block was called the Mae Si Fi.

s) Tdai. It was a plow drawn by an ox or a water buffalo. It served to turn over earth which would be later broken down by the Khrat or Khlup. The plow or Tdai had following important parts. For example, 1) The Khan Tdai was a curved piece of hard wood, linked with another hard wood piece called the Hang Yam or the handle that was used to push the Khan Tdai. The wood piece or Khan Tdai was naturally curved, it was sliced off later with an ax to make it smaller. It was also smoothed with the Bung (a file) and sand paper. The upper end of the Khan Tdai was carved in the lotus shape with a hole in the middle through which a leather rope was tied with the Aek Noi. 2) The Hang Yam (handle) was a wooden piece that was linked with the Khan Tdai. The end of the Hang Yam was attached to the Hua Mu. The top of the Hang Yam was sliced and carved to be a handle. 3) The Hua Mu was a base made of a steel piece that looked like a pig's head. The front part of the pig's head was attached to the Phan (plow) with stick lac. 4) The Khom was a curved piece of wood that rested on an ox's or buffalo's neck, The Khom was tied around the animal's neck with a rope called Chuak Khao the end of which was tied to the Aek Noi. 5) The Aek Noi was a short piece of wood, about 50 cms long. It had a hole in the middle to tie the rope. Both ends of this wooden piece were tied with the rope or Chuak Khao to pull the animal which would pull the plow forward. Now ploughing with the cattle darn is rarely seen because the farmers are using tractors and they also raise fewer cattle. This plow is thus disappearing.

t) Bom. The Bom or wooden tray had other names such as Bom Suai Khao, Krabom, Kuai, Khian, Krakhian and Ang Mau (meaning wooden tray). The Bom was a wooden tray used to knead the sticky rice often being steamed. It was also used to knead a flour mixture for making Khanom Chin (or the Thai noodle). It was made of a hard wood or teak, in a round shape. It could be one piece of wood or many pieces formed in that round shape. It was dug out or sliced off in the middle like a tray. It had a handle and a 5 cm high brim.

u) Pok lok. This cow bell had another name, Kra Rang. It was used to indicate the whereabouts of the water buffaloes, cows and some other animals. The name Pok Low might come from the sound made by the bamboo bell hanging around the animal's neck when it moved. In the northeast of Thailand, it is called Mai Pong because the people heard the sound "Pong-Pong" from it.

v) Mai Nuat Khao. This rice threshing sticks were also called Mai Ti Khao or Mai Thup Khao (meaning the rice beating sticks). This tool was used to hold a bundle of rice plants and thresh or beat out the paddy rice from the straw. The rice bundle was threshed against a round piece of wood or a reclining mortar, and the grain would drop to the ground or on a mat.

w) Mo Nam. It was a big water container made of baked clay. It could contain 20-40 liters of water. It looks like an earthen cooking pot. It had other names as Mo Din, Mo Ong and Mo Karan, The word Mo Nam means a pot that contains water.

### 3. Discussion

In Thailand country, Thai social values are still important, to understand Thais and the underlying values that guide their behavior. We need to be aware of how Thai society functions. Buddhism is central to everyday Thai life. Buddhist influences are clearly visible in Thai life-

styles. Mannerisms, traditions, characteristics and all other aspects of poor, is believed to result from accumulated "karma" or the chain of cause and effect. That is, the more merit you gained throughout your past life, the higher your status will be in your present life. Many Thai values are based on Buddhism (Gajasen, 2011). The basic form Buddhism practiced in Thailand is Hinayana or Theravada, while Mahayana Buddhism is widely accepted in Nepal, Sikkim, China, Korea and Japan. Theravada Buddhism insists on upholding a strict code of behavior. It has a clear distinction between the secular and the religious ways of life. On the other hand, Mahayana Buddhism is a diffuse and complex combination of many sects. The Mahayanists believe that their goal is enlightenment, but in their teaching, enlightenment is not just for oneself along, as in Theravada, but for the sake of all human beings (Parasakul, 2012). Today, there are Buddhists all over the world. They come from many different places and traditions.

The Buddha was a great teacher. He spent most of his time travelling and preaching with a group of followers. These followers grew in number and became the first Buddhist monks, who continued to spread the faith (Wilkinson, 2003). Normally a good Buddhist is expected to observe the five moral precepts: 1) do not destroy life, 2) do not steal, 3) do not tell a lie, 4) do not commit adultery and 5) do not take intoxicants (Syamananda, 1973)

Molum or Isan Folk Opera Performers are storytellers who bring stories to life in a singing performance style (Saihong, 2003). Molum was divided into four periods. The first period is the ancient period of Molum, starting from about 1920. The second period is called the "first" period of Molum. Third is the middle period, and last is the present period. In each period, the Molum taught values through their performances and songs. Even Thai wisdom the audience can see during a Molum show on stage and understand Molum communication strategies and Thai Wisdom to receivers. Somsong (1991) and Longacre (1990) said that the storyline moves the text from the starting point toward the end and expresses what happens in the text.

#### 4. Conclusion

Buddhists believe that the life of each individual is controlled by karma, the law of Cause and Effect. Each action in each life has its consequences either in this life or some subsequent one. A good act calls for a certain reward such as prosperity in this world. A bad act results in a penalty such as a misfortune in this world. At reincarnation, one suffers the consequences of bad deeds, such as reincarnation in hell or life as an animal, and enjoys the benefits of good deeds such as birth in heaven or a high position in a future world (Somsong, 1991); and the Buddha taught; "Avoid evil, do good, purify the mind", When seeing, just see; when hearing just hear; when smelling an odour, just smell it; when tasting, just taste; when experiencing a tactile sensation, just experience it; when sensing a mental object, just sense it. Let things stop at just that, and insight will function automatically. The Buddha stressed most of all the teaching that all things are impermanent, and that one cannot cling to any of them as being "me" or "mine" and see verbal language and non-verbal language from Communication Strategies for Thai Wisdom of Molum in the Northeast of Thailand because of the people of the community also come more to the temple, to attend the chanting services and listen to the sermons, like to see Molum.

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## Outside The Veil Of Destruction : The Asean's Disability On Genocide Prevention

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### Abstract

After 48 years since The Association of Southeast Asian Nations (ASEAN) has been found in 1967. Last year, the ASEAN Ways campaign was mobilized using the motto 'One Vision, One Identity, One Community'. After 2015 onward, ASEAN has been hopefully become the 'ONE' economics community, 'ONE' political community based on democratic value, and 'ONE' socio-cultural community. On the other hand, The merits of 'the ASEAN Way' or 'the Respect for each other internal affair' was esteemed as a new usefully global conflict management methods due to living way style of each member countries do not need to confront for their conflicts. These situation has brought out some controversial. First and foremost, how ASEAN become 'ONE' without the ability or regulation to intervene her members especially the intervention ability on the situation related with the violence on humanity. To be clear, one of the most basic concepts of the state, according to Thomas Hobbes for example, is that the state must protect her own people's life but how ASEAN, the supra-state organization or the 'state-over-state', will do if ASEAN people are being perished by their own state, i.e. the recently 'TokHang' policy in the Philippines and the Rohingya Massacre in Myanmar. This article purposed to elucidate why ASEAN cannot prevent the genocide in her members countries by explored 1) ASEAN regulations, and 2) the concepts of genocide. The result of this explore is that the disability of ASEAN to prevent the human dignity calamity is not only because of her own lack of regulations to prevent her members countries to dispose their own some part-people, but also the inobvious of the concept of genocide itself.

**Keywords:** ASEAN regulations, Political Violence, Human Right, Concept of Genocide, Genocide opportunity in ASEAN, Genocide Prevention

“...When freedom burns, The final solution,  
Dreams fade away and all hope turns to dust,  
When millions burn, The curtain has fallen,  
Lost to the world as they perish in flames,  
There was a country in depression,  
There was a nation in despair,  
One man finding reasons everywhere,  
Then there was raising hate and anger,  
The Fuhrer’s orders still apply,  
Who was to be blamed and send to die!...”  
Sabaton. (2010).

## **Introduction: What happen in the Philippine and Myanmar, Nothing?**

Rodrigo Roa Duterte, the current President of the Philippines, has been worldly well known by his Drug War campaign or the TokHang in 2016. There was a report that over 4,000,000 houses were visited by the police and nearly 40,000 Philippines were arrested. Horrifying, approximately 5,800 died from legitimated operations, vigilantes, or unexplained killing. And the most evil of all, the death toll seems to continue (Bueza, 2016.). For Mr. President, the campaign is appropriate and should not intervene. As he compared himself to the NAZI:

“Hitler massacred 3 million Jews. Now there is 3 million, what is it, 3 million drug addicts (in the Philippines)...I’d be happy to slaughter them. At least if Germany had Hitler, the Philippines would have (me). You know my victims, I would like (them) to be all criminals, to finish the problem of my country and save the next generation from perdition.” (McKirby, 2016.)

And he aggressively retaliated to Human rights organization Amnesty International Philippines activist:

“The human rights (defenders) say I kill. If I say: ‘Okay, I’ll stop’. They (drug users) will multiply...there will be more of them who will die. Then I will include you among them because you let them multiply.” (Agence France-Presse, 2016.)

While the human dignity in the Philippines looks as if there is no future, the calamity is blasting to the Rohingya people in Myanmar. In 2015, approximately 25,000 ‘the boat people’ traveled to the Andaman Sea to Malaysia, Indonesia, the Philippines and Thailand by boats. At



first, this situation is assumed as a human trafficking but later revealed the Myanmar government are operating the ghettoization, sporadic massacres, and restricting on movement on Rohingya peoples and plan for the genocide (Constantine, 2015). On November 2016, it was a report that more than 1,000 Rohingya houses were burned down, more than 100 were killed, about 10,000 were forced to flee their home, several were caught, women and girls were raped. (Al Jazeera, 2016.) Although, Myanmar has Ashin Wirathu, AKA. Bin Laden of Myanmar, who is the most anti-Muslim icon. Hopefully, Myanmar is the same living-place of the one of the most famous democratic icon and the 1991 Peace Noble Prize winner, Aung San Suu Kyi. But, pitifully, she is still not blame on this crime against humanity, on the other hand, after she was released from her house in 2015, she said in several time and several place, that the Myanmar government operations on the Rohingya are for 'active peace' (such as Westcott and Wright., 2016. and, Griffin, 2016.). Even once, she did not hide her upset because she was interviewed by the Muslim reporter (Shakespears, 2016.). Her speech in November 2016 stated that:

“...We do not want our country to be unstable. But we’ve had a long history of disunity within our nation...So national reconciliation is unavoidably important for us. It’s not a matter of choice. It’s unavoidable” (Osborne, 2016.)

It doesn't mean that what happen in the Philippines and Myanmar are literally genocide. With may be or may not be defined as genocide, these situations have just been defined as political violence situations which the Philippines and the Rohingya people were killed by their state without any intervention. But, the Philippines and Rohingya people still have some hope. In 2015, ASEAN community campaign was diligently launched after 48 years from its establishment. Its motto "One Vision, One Identity, One Community" is imaged the ASEAN people, living in the same region, will become 'ONE'. Let's me infer. To be the 'ONE' means that if there is a problem occurs to one of 'us', it is the time that we strive against it together. That means, at least in the violence situations which this article has just mentioned, while the Philippines and the Rohingya people were killed by their state, it is a time to interrupt in the name of the 'ONE'. And like we have seen, nothing came out from Jakarta.

What is from the beginning of this article has tried to draw out is that while 'we' are living in the take care of 'our' state and bright full imagination of 'our' regional association, many people were dispersed from 'our us'. And, at the same time, we have seen nothing from the 'ONE' that we eulogize. With regret, before we analyze together that why this depression occur. Let's this article present you the crucial concept which will help us to understand this calamity. It is the concept of 'Genocide'.

## Genocide: History and Concepts

Because of the betrayal of her most important duty, the worst political violence commit by the state is genocide. But its definition is muddle. In 1944, a word 'Genocide' was coined by Raphael Lemkin, a Polish-Jewish lawyer who lost his 49 sibling in the holocaust (Korey, 1989). He combined, inspired from the 1915 – 1923 Armenians massacre in the Ottoman empire; the 1933 Simele Massacre in Iraq; and the Jewish holocaust in the World War II, the Greek word 'geno' (race) with a Latin word 'cide' (to kill). His first concept of Genocide included; a sys-

tematic murder; a set of violent crimes that are committed against a certain group; an attempt to remove the entire group from existence; an intention to destroy, in whole or in part, a national, ethnical, racial or religious group. As he said;

“... genocide does not necessarily mean the immediate destruction of a nation, except when accomplished by mass killings of all members of a nation. It is intended rather to signify a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves. The objectives of such a plan would be the disintegration of the political and social institutions, of culture, language, national feelings, religion, and the economic existence of national groups, and the destruction of the personal security, liberty, health, dignity, and even the lives of the individuals belonging to such groups...” (Lemkin, 1944.)

Interestingly, the word ‘Genocide’ was looked as a political problem by the super power countries. In December 1948, the UN General Assembly defined the crime of genocide in the Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG) which also brought out the Rome Statute of the International Criminal Court in 1951, establishing four core international crimes; genocide, crimes against humanity, war crimes, and crime of aggression. (United Nations. Rome Statute of the International Criminal Court, n.d.) Today, genocide was defined in Article 6 as;

“...any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: (a) Killing members of the group; (b) Causing serious bodily or mental harm to members of the group; (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) Imposing measures intended to prevent births within the group; (e) Forcibly transferring children of the group to another group.

These definitions are the result of the removing the ‘political killing’ away because the USSR, where that time the Stalin’s government’s collective farm policy led the political campaign including execution to the Kulaks or the Dekulakization (Raskulachivanie), argued that the definition should follow the etymology. Moreover, many countries argued that the ‘political killing’ would invite international intervention in UN member domestic politics (Staub, 1992, 8.). In 1986, the USA supported the 1948 disputation in the reason to prevent the depict from the American policy on the natives in the past and the policy on the Vietnamese in the Vietnam War. After that, the ‘political killing’ has not been included as genocide. Indeed, it has been defined as ‘relative atrocities’.

Alexander Hinton (2006.) mentioned that genocide is a kind of violence, which political violence especially violence of the state is included as the one feature of violence. So, for Hinton, to study genocide should not dismiss to study political violence of the state, which to be claimed as a public interest such as; violence on its citizens, state crime, state terrorism, politics of fear,

ethnic persecute, physical and biological torture, dehumanization, communal violence, etc. Moreover, Hinton also raised the crucial question that ‘could the millenarian violence on others political groups or ethnic groups be defined as genocide?’

In another word, not only in the international law but also in the scholar’s definition, genocide is a contested concept. Between the 1950s and the 1980s, the term ‘genocide’ was unused by scholars. The growth of genocide studies as an academic field became in the 1990s. Adam Jones (2006.) surveyed scholastic definitions of genocide and commented that almost definitions reflect the ambiguities of the UN Convention and its debates (ibid, 16 – 20.). And he classified those definitions into slack careless use or “harder” definitions, and rigid or “softer” definitions. The first is limited which genocide was defined as a holocaust only, and the second is included too many actions and every violence were seen as a genocide. In practice, most genocide scholars continue to emphasize one-sided mass killing as genocide. The perpetrators are always the state and, moreover, non-state while victims are routinely identified as social minorities, innocent and helpless civilians, defenselessness, or non-combatants. Jones (ibid, 25 – 40.) also noted that the varied definitions of genocide, and the ambiguities surrounding both the Genocide Convention and historical interpretation made nearly every posited case of genocide will be discounted by someone else. And, for Jones, he preferred the softer definitions and, by that stance, he defined 6 elements of genocide are; ‘Agents’ are the state apparatuses which are legitimized to commit genocide in the name of the majority rule and right; ‘Victims’ are the minority unarmed groups or civilians whom cannot able to fight back; ‘Goals’ of genocide are to eradicate, disintegrate, denationalize the victims, especially in cultural, language, religion, belief, collectiveness, economics, and life-long-living; ‘Scale’ of the massacre is to perish “all” or “most” of the victims; ‘Strategies’ are a long-term series of purposeful actions, planned structural and systematic intent to destroy as a role of the state bureaucracy and the most crucial of all elements; ‘Intent’ to exterminate, blur, and blend of total of specify victim groups’ identities

Barbara Haff and Ted Gurr (1998.) referred Rudolp Rummel’s surveyed on the violence committed by the state in 20<sup>th</sup> century. Rummel concluded that in the non-democratic states tend to orchestrate a ‘megamurder’ or, his generated concept, ‘democide’ because the bunch authority in the totalitarian state was occupied by the vast majority of power group. Moreover, there are no the ‘check and balance’ process of state’s power. In the other hand, if the mass killing was committed in the democratic state, the decisions to commit the crime were not always from the vast majority of the people. So Haff and Gurr inserted that ‘politics’ always has been a reason of the genocide. They generated the concept of ‘politicide’ (Haff and Gurr, 1998, 359 – 371.) which Harff later clarified that;

“In genocides the victimized groups are defined by the perpetrators primarily in terms of their communal characteristics. In politicides, by contrast, groups are defined primarily in terms of their political opposition to the regime and dominant groups (Haff, 2005.)”.

At least since World War II for sure, genocide has been illegal under the international law as a peremptory norm as well as under conventional international law. But, because of the complicated definition of which one is the malice intention, crimes of genocide are generally

difficult to establish for prosecution. And for those scholastic definitions above, genocide cannot be committed unless it was not supported by the state's sovereign. It can be inferred, especially following Haff and Gurr, that genocide and politics has an inextricably link. But, as we have seen in the origin of the timid convention concept, politics was subjugated with the intent to prevent the charge on the acts of genocide of the superpowers. In short, to define which political violence situation as genocide, the role of the definition of 'political intention' is crucial.

## Genocide opportunity in ASEAN

Has ASEAN a political intention? The answer may be founded in ASEAN Political-Security Community (APSC). This virtual community is one of the tree pillars of ASEAN community. APSC, established by the blueprint, in 2015 is the cooperation between the member states in politics and security. Its purpose in Article 2 - 3 to create a robust political-security environment within ASEAN and to ensure a rules-based and inclusive community in which ASEAN people enjoy human rights, fundamental freedoms and social justice, live in a safe and secure environment in 2015. In Article 5.1 portray a people-oriented community with shared fundamental principles, values and norms of tolerance, moderation togetherness, common identity and destiny which will flourish human rights, fundamental freedoms, and social justice.

It has been written in article 7.A.1.4. that ASEAN will respect the principles of independence, sovereignty, equality, territorial integrity, non-interference, and national identity, in article 7.A.2.5. ASEAN will promote and protect human rights, fundamental freedoms and social justice to ensure our peoples live with dignity, in peace, harmony and prosperity using the ASEAN Intergovernmental Commission on Human Rights (AICHR) in the discharge of its mandate, in accordance with its Terms of Reference (TOR) to enhance the exchange of information on efforts to advance human rights and fundamental freedoms among ASEAN member-states in accordance with the ASEAN Charter, ASEAN Human Rights Declaration (AHRD) and Phnom Penh Statement on the Adoption of the AHRD as well as international human rights declarations and instruments to which ASEAN Member States are parties. In article 7.A.3.2., ASEAN will promote tolerance and moderation to bridge differences, defuse tensions, resolve disputes and counter violent extremism in all its forms and manifestations (Public Outreach and Civil Society Division, the ASEAN Secretariat, 2009).

For the genocide scholars, the APSC has shown that the prevention of humanity calamity in ASEAN members-state has been already found in the ASEAN Human Rights Declaration (AHRD) and Phnom Penh Statement on the Adoption of the AHRD. But, something ridiculous appear in Article 7 - 8 human rights might be considered in a very military parlances as a, i.e., national context, public order, public safety, and public morality (Public Outreach and Civil Society Division, the ASEAN Secretariat. (2013).

Someone may ask that genocide has ever been occurred within ASEAN. The answer is absolute might be. As Barbara Haff's theory, the political violence and the opportunity of genocide has a direct variation with generate of the political hatred in the name of political stabilities in the situations such as; civil war, racism, and the transferring of political power into the hand of the absolutists (Harff, 2003, 57 – 73.). Genocide is not only an intention to destroy pariah groups but that intention is also support by the state, especially in the Cold War era. Moreover,

the opportunity of genocide and her generated concept 'politicide' will occur three times in the countries where genocide or politicide has ever been occurred (Haff, 2005.).

According to the Genocide Watch's Countries at Risk Alert report, the political violence situations in ASEAN member-countries which should have been defined as genocide are as in the table below;

**Table1.** History of Genocide in ASEAN

Adapted from. Genocide Watch. (2014.).

Country	year	Death toll	Victim	Perpetrator
Myanmar	1942	20,000	Rohingya,	Arakhan Buddhists
			Arakhan Buddhists	Rohingya
	1948 – 1962	15,000	Rebellions	SLORC
			SLORC	Rebel
	1962 – 2007	100,000	Shan people	SLORC
			Karen people Democratic supporters	
2007 – 2011	1,000+	Monk Democratic supporters	SLORC	
1988 – Now	800,000	Rohingya	Government	
Indonesia	1965	500,000	Communists	Government
	1966 – 2005	10,000+	Acehnese	Laskar Jihadists
		1,000+	Moluccans	
		1,000+	Sulawesi people	Government
1984 – Now	100,000+	West Papua people	Government	
The Philip- phines	1972 – Now	1,000+	Government supporters	Marxist rebellions
			Separatists	Government
				Moro Islamic Liberation Front
			Communists	Abu Sayyaf
Cambodia	1945 – 1966	5,000	Anti-Royalists	Royalists
	1966 – 1975	15,000	Vietnamese	Government
	1968 – 1975	360,000	Government supporters	Khmer Rouge
	1975 – 1993	2,430,000	People	Khmer Rouge
	1993 – 1999	1,000+	Public enemies	Government

Country	year	Death toll	Victim	Perpetrator
Vietnam	1945 – 1953	10,000+	Leftists	Vietnam colonists
	1954 – 1975	90,000	Leftists	South Vietnam Government
	1954 – 1975	1,000,000	Minorities	North Vietnam Government
	1975 – Now	10,000+	Vietnamese boat people People	Government
Laos	1945 – 1960	10,000+	Leftists	Royalist French Government
	1960 – 1975	100,000	Anti Communists	Communists
	1975 – Now	1,000+	Hmong	Government

From the table above, according to Harff's theory, it means genocide has ever occurred in 6 of 10 member-countries. It infers that 6 of 10 countries have three time opportunity to occur genocide again. Even if, the Genocide Watch identified Myanmar is one the most risk countries of the world while the Philippines is identified a high risk. Concordantly with Haff's research (2005, 60.), if only ASEAN member-countries are assorted, because of the rising of political hatred and the transferring of political power into the hand of the absolutists, the Myanmar has the most opportunity to commit genocide, Indonesia came the second, and, not surprisingly, Thailand came the third. For Thailand, Genocide Watch (2014) did not count many political violence situations in history as genocide, even though, curiously, there were many situations such as; a 1971 – 1973 Red Barrel killings, a 1976 Thammasat University Massacre, even many were shot to death in nowadays political conflict between the Red Shirt and the Yellow Shirt or the violence in the Southern of Thailand. To the last, even these situations may not be defined as genocide but can these political violence situations be prevented?

### Summary: ASEAN and Genocide Prevention

Gregory Santon (1998.) presented "The 8 Stages of Genocide" at the United States Department of State. He suggested that genocide develops in predictable but not inexorable eight stages of characteristics that are; 1) Classification stage: people are divided into "us" and "them"; 2) Symbolization stage: symbols may be forced upon with hatred to some groups of members and become pariah groups; 3) Dehumanization stage: pariah groups are denies their humanity and are equated with animals, vermin, insects, or diseases; 4) Organization stage: state and/or non-state are trained and armed to prepare a perishing of pariah groups; 5) Polarization stage: Hatred is broadcasted via propaganda; 6) Preparation stage: Victims are identified and separated out because of their ethnic or religious identity; 7) Extermination stage: victims were killed, raped, robbed, etc; and 8) Denial stage: the perpetrators deny that they committed any crimes because the victims were not human. Stanton noted that its process is not linear but all stages continue to operate throughout the process. Moreover, each stage can be prevented. But he also explained why since the UN has been found in 1945, it had not

only ever been stopped over 45 genocides but also had not taken any efficiency actions while over 70 millions died. The first reason is state sovereignty blocks international responsibility to protect the victims. Moreover the UN has lacked of institutions to predict and rapid response forces to stop genocide. And the foremost reasons is that there has lacked in political will or intention to prevent genocide.

As we have seen a questionable concept of human right in AHRD and ASEAN reaction on the recent calamity in the Philliphines and Myanmar. Together with the Genocide Watch data and Haff’s prediction, it can infer that ASEAN is not only tending to lack ability to stop the occurring genocide but also the prevention of the future genocide will occur. While the TokHang in the Philippines is still condemned by the Amnesty International, the Philippines was chosen as the ASEAN Chairmanship in 2017 purposing “to make a difference in the lives of its peoples and to leverage its engagement and contribution in bringing about global peace and development. Among its chairmanship priorities are in the areas of peace, maritime security, protection of migrant workers, resilience as well as inclusive, innovation-led growth (ASEAN Secretariat News, 2016.). For Rohingya, ASEAN did the best just only convince Myanmar government to ‘promise’ that the genocide will stop (Cochrane, 2016.).

For the political scientists, one of the most basic concept of the state, if it has been extensively defined, is that there is no state without her people, so the state must protect her own people’s life to ensure that the state still do her task. But, as the supra-state organization or the ‘state-over-state’, how ASEAN will do if ASEAN people are being perished by their own state. While the ‘ONE’ campaign was promoted, the destructions have just begun. There were many political violence intentions that can be defined many situations as genocide in the future. There were 6 of 10 countries has three time opportunity to commit genocide. And there were not any distinctly intervention from ASEAN to prevent it. The inobvious actions of ASEAN on genocide prevention are not only because of her own lack of regulations to prevent her members to dispose their own some part-people, but also the inobvious of the concept of genocide itself.

There is a veil hinder us from the roaring-gunfire and the crying people. That veil gives us a blur vision of the awareness of the destruction. There is the necessity of an obviously knowledge and distinctively regulations on genocide prevention. Unless there is no changing, this veil will not only hide us humanity calamities but to become the ‘ONE’ is just also the day-dream illusion.

“...Civilization, the orderly world in which we live, is frail.

We are skating on thin ice...”

Zygmunt Bauman. in Jeffries. (2005.).

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## Guidelines for Academic Administration of the Child Development Centers under the Local Administrative Organization in the Northeastern of Thailand: A Lesson Learned

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### Abstract

This research aimed 1) to study the frameworks of academic affairs of the child development centers under the local administrative organization in the northeast of Thailand, and 2) to ascertain the guidelines for academic administration of the child development centers under the local administrative organization in the northeast of Thailand. This research employed the qualitative design. The researcher followed the three steps: 1) reviewing the documents related to the academic frameworks of the child development centers, 2) taking a visit to the best practice child development centers, and 3) interviewing 16 principals, childcare takers, committees, and child's parents of the best practice child development centers. The obtained data from those three steps were analyzed by using descriptive technique. The findings were as follows:

1. There were 5 frameworks of academic affairs of the child development centers under the local administrative organization in the northeast of Thailand: 1) school curriculum development; 2) academic planning; 3) teaching and learning management; 4) teaching and learning evaluation; and 5) teaching supervision, respectively.

2. The guidelines for academic administration of the child development centers under the local administrative organization in the northeast of Thailand which are outstanding of two best practice centers were that they applied the learning strands from the early childhood curriculum 2546 B.E. of Ministry of Education to the learning units of Department of Local Administration, and implemented the Montessori technique to the teaching and learning process.

**Keywords:** Academic frameworks, Academic administration, Child development centers

## Introduction

The academic administration is the main task of schools. It is crucial for achieving the goals set out. The standard of the education quality will be prominently displayed when the academic administration is successful. As all educators and scholars know that the important task of the schools is the academic work. If the schools operate the academic works wrongly, it will likely determine whether the failure of those schools. In contrast, if the schools achieve the academic work set out, those schools will be recognized that their missions are successful.

The academic works are as the heart of education. We can say that the success of schools will be at the academic administration. Also, the academic administration of the schools should follow the approaches and operational methods in order to be flexible in the administration. Therefore, it must be clear on those matters. This is similar to Ministry of Education (2007, pp.29-30) that the policy of academic administration should be based on: 1) making school curriculum in accordance with the Basic Education Core Curriculum as well as the problems and needs of the community and society and truly with teachers, administrators, parents and community involvement, 2) promoting the schools to manage the learning process focusing on the student centeredness as the utmost importance, 3) promoting the community and society to participate in determining the curriculum, learning process as well as networks and learning resources, 4) managing the education to meet the quality and standard through the quality indicators of the curriculum and learning process, and to verify the educational quality at any levels both in educational areas and schools, and 5) encouraging the network cooperation in order to increase the efficiency and quality in organizing and developing the educational quality. The above policy supports the schools to be flexible in academic administration in accordance with the needs of learners and local communities.

The guidelines for developing the academic administration of child development centers under the Local Administrative Organization Act 2542 B.E. and Additional Version (Issue 2) Act 2545 B.E aims at decentralization in the school administration as much as possible. In order to make the schools perform the academic works with independent mobility quickly and consistent with the needs of students and schools, the local community should participate in the development of the schools to be consolidated in the field of academic administration, learning process as well as the evaluation of learning, supporting factors, and students' s quality development.

However, the guidelines for academic administration of the child development centers located in different regions in Thailand seem to be different although they employed the same guidelines from Department of Local Administration, Ministry of Interior. This may be from the factors related to the contexts of local community, parents, students and school's revenue. That is to say, the academic administration of those centers is not in the similar way. This can be assumed that the personnel who work in the child development centers lack of understanding the administration of academic works.

From the review of the literature related to the academic administration of the child development centers in Thailand, it shows that the frameworks of academic works are not clear-cut and concrete. The centers only take the policy of Department of Local Administration into account according to the opinions of the executives. This may lead to make the academic administration of the child development centers is not successful enough. Therefore, the researcher

is interested in studying the academic frameworks and administration of the best practice child development centers. The results from this research will be the preliminary guidelines for developing the academic administration of the child development centers in the northeastern region of Thailand in the future.

## Research Questions

1. What are the frameworks of academic affairs of the child development centers under the local administrative organization in the northeast of Thailand?
2. What are the guidelines for academic administration of the child development centers under the local administrative organization in the northeast of Thailand?

## Research Objectives

1. To study the frameworks of academic affairs of the child development centers under the local administrative organization in the northeast of Thailand
2. To ascertain the guidelines for academic administration of the child development centers under the local administrative organization in the northeast of Thailand

## Research Methodology

This research employed the qualitative design. The researcher followed the three steps as follows:

1. Reviewing the documents related to the academic frameworks of the child development centers.
2. Taking a visit to the best practice child development centers.
3. Interviewing the principals, childcare takers, committees, and child's parents of the best practice child development centers.

## Key Informants

The informants of this research included the principals, childcare takers, committees, and child's parents of the child development centers under the local administrative organization in the northeast of Thailand in academic year 2016.

The target group for taking a visit in order to study the best practice academic frameworks and administration were the child development center of Tatoon Sub-district Municipality, Tatoon District, Surin Province, and the child development center of Muang Roi Et Municipality, Muang district, Roi Et Province. They were selected by using purposive sampling technique. The reason for choosing these two centers was that the former center was awarded as the best practice center in 2014 from Department of Local Administration, Ministry of Interior while the latter center was awarded as the best practice center in 2015 from Department of Health, Ministry of Public Health.

In addition, 2 principals, 6 childcare takers, 4 committees and 4 child's parents, in a total of 16 were purposively selected for interview in order to get more information about the academic administration of the centers.

## Data Collection

The researcher collected the data about the frameworks of academic affairs and guidelines for academic administration of the child development centers under the local administrative organization in the northeast of Thailand as follows:

1. To study the frameworks of academic affairs of the child development centers under the local administrative organization in the northeast of Thailand by reviewing the related documents, and taking a visit to the two best practice child development centers: the child development center of Tatoon Sub-district Municipality, Tatoon District, Surin Province, and the child development center of Muang Roi Et Municipality, Muang district, Roi Et Province.

2. To ascertain the guidelines for academic administration the child development centers under the local administrative organization in the northeast of Thailand by taking a visit two best practice centers, and interviewing 16 principals, childcare takers, committees and child's parents from the chosen best practice child development centers.

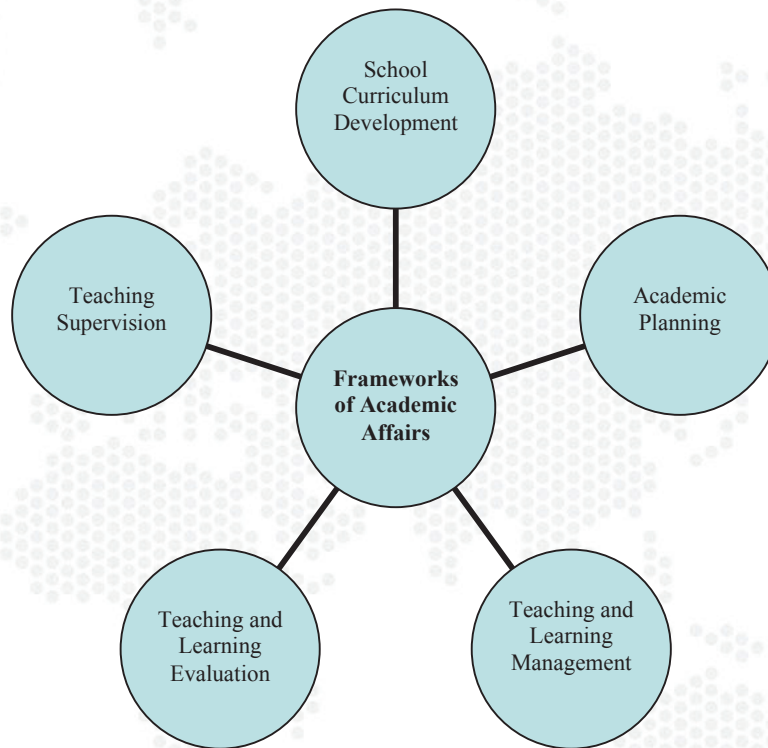
## Data Analysis

The obtained data from reviewing the related documents, taking a visit the two best practice child development centers, and interviewing the principals, childcare takers, committees and child's parents from the chosen best practice child development centers were analyzed by using descriptive technique.

## Results

### 1. The Frameworks of Academic Affairs of the Child Development Centers under the Local Administrative Organization in the Northeast of Thailand

The results from reviewing the related documents and taking a visit the two best practice child development centers were found that there are 5 frameworks of academic affairs of the child development centers under the Local Administrative Organization in the northeast of Thailand as shown in Figure 1 below:



**Figure 1:** Frameworks of Academic Affairs of the Child Development Centers

The details of each framework are as follows:

### 1.1 School curriculum development

This framework includes recommending and encouraging teachers to manage the class based on the school curriculum, teaching determination, experience learning units, and lesson plans of Department of Local Administration in accordance with the local community contexts.

### 1.2 Academic planning

This framework focuses on meeting for clarifying the planning of the academic works proposed by Department of Local Administration, brainstorming of teachers and administrators, determining the academic planning calendar, implementing according to the academic planning, evaluating the academic planning, and improving the academic planning to meet the quality.

### 1.3 Teaching and learning management

This framework consists of appointing the class teachers regardless of their ability, experience and aptitude in early childhood education, preparing the teaching aids in accordance with the teaching and learning units, taking the Montessori teaching process into account, and contributing the learning atmosphere in order to support the learning of the students

## 1.4 Teaching and learning evaluation

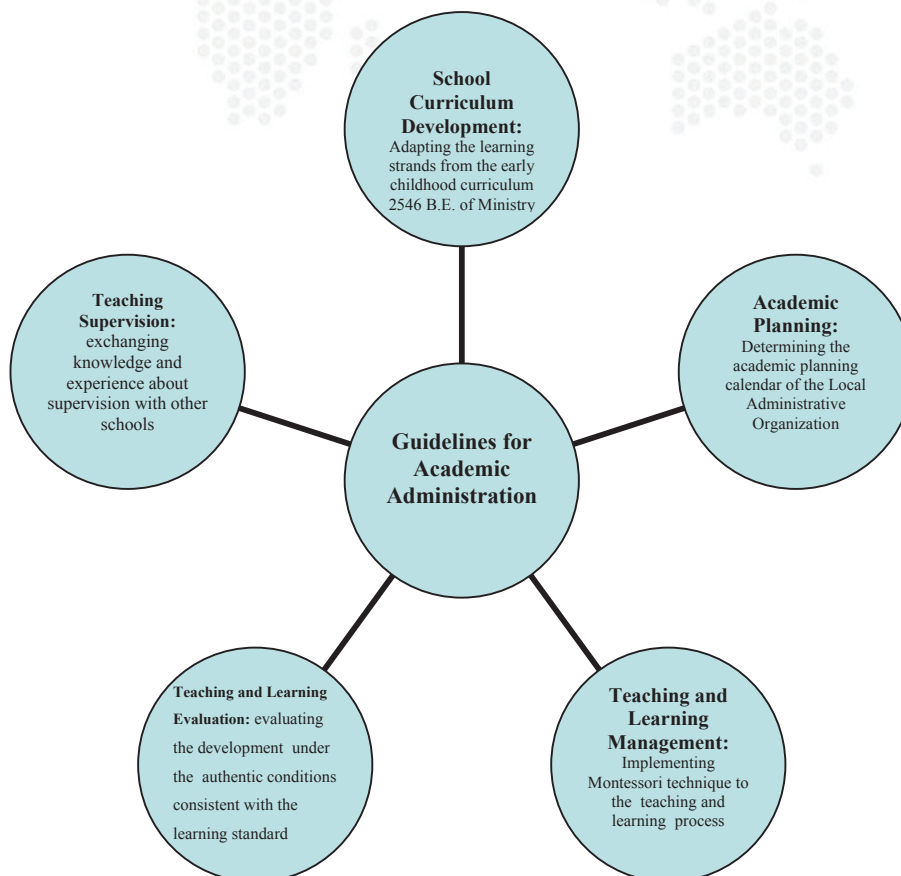
This framework involves with encouraging teachers assess the teaching and learning based on the development of individual students after daily teaching, evaluating the students' progress appropriately, and improving the evaluation continuously.

## 1.5 Teaching supervision

This framework composes the meeting for clarifying the supervision, determining the supervision calendar, supervising weekly individually, following up the teaching experience arrangement, improving the teaching experience arrangement, and supervising continuously.

## 2. The Guidelines for Academic Administration of the Child Development Centers under the Local Administrative Organization in the Northeast of Thailand

The results of guidelines for academic administration from taking a visit the two best practice child development centers and interviewing the persons involved can be summarized as shown in Figure 2 below:



**Figure 2:** Guidelines for Academic Administration of the Child Development Centers

The guideline details of each framework are as follows:



## 2.1 School curriculum development

The guidelines for this framework include 1) synthesizing the documents related to academic affairs, 2) surveying problems and needs, 3) determining the aims in accordance with the learning strands that are consistent with its vision, missions, goals and attributes, 4) supervising the implementation of the curriculum continuously, and 5) applying the learning strands from the early childhood curriculum 2546 B.E. of Ministry of Education to the learning units of Department of local Administration.

## 2.2 Academic planning

This includes 1) determining the academic planning calendar, 2) determining the plans in accordance with the academic framework, 3) adapting to the local community contexts, and 4) operating according to the academic plan set.

## 2.3 Teaching and learning management

The guidelines of this framework consist of 1) classifying students according to their age range, 2) arranging the classrooms to suit the students' learning experience, 3) managing the experience teaching based on the school curriculum, 4) implementing Montessori technique to the teaching and learning process, and 5) developing both teacher and students in order to learning continuously.

## 2.4 Teaching and learning evaluation

The guidelines of this framework compose 1) determining the evaluation calendar, 2) making the plan for measurement and evaluation consistent with the learning standard, and 3) evaluating the development under the authentic conditions.

## 2.5 Teaching supervision

The guidelines include 1) organizing the supervision of teaching regularly, 2) exchanging knowledge and experience about supervision with other schools, and 3) evaluating the supervision of teaching periodically.

## Discussion

### 1. The Frameworks of Academic Affairs of the Child Development Centers under the Local Administrative Organization in the Northeast of Thailand

The findings revealed that the frameworks of academic affairs of the child development centers under the local administrative organization in the northeastern region of Thailand included 5 aspects: 1) school curriculum development; 2) academic planning; 3) teaching and learning management; 4) teaching and learning evaluation; and 5) teaching supervision, respectively. These 5 academic frameworks are under the academic frameworks of Department of Local Administration which are the heart of academic activities for teaching and learning in order to develop the students according to the appropriateness of their ages (Preeyaporn Wonganutrot, 2010). The finding is consistent with Sunee Phupan (2003, 42) who mentioned that the topics and contents in the curriculum provided to the students should take into account of the aims,

principles, structures, contents, time allocation for learning, experience activities, and learning assessment. Also, this finding is supported by Surat Kongchathom (2006, 46) who stated that the processes of academic administration consist of planning, operating, observing and reflecting, and teaching and learning managing. Those processes are vital for the development of students' learning based on their ages. The findings is consistent with Tisana Khaemane (2004, 129) who mentioned that the instruction consists of school curriculum and core curriculum, contents and concepts, objectives, teaching and learning activities, teaching aids, teaching and learning measurement and evaluation, taking notes of after teaching, examining the development of students in order to fulfill the deficiency of teaching and learning to achieve the quality of teaching and learning evaluation. This finding is similar to Somnuek Phatiyathane (2001, 139) who stated that the measurement and evaluation is one step of the teaching and learning process. Also, the teaching supervision is crucial in order to update and change the teaching experience to meet the quality set. The finding is consistent to Barr, Burton and Brueckner (1947) who mentioned that the teaching supervision improves the surrounding contexts in order to stimulate the students eager to learn.

## **2. The Guidelines for Academic Administration of the Child Development Centers under the Local Administrative Organization in the Northeast of Thailand**

### **2.1 School curriculum development**

The finding revealed that the child development centers under the local administration applied the learning strands from the early childhood curriculum 2546 B.E. of Ministry of Education to the learning units of Department of local Administration. This is because that curriculum has been implemented for many years which is assumed that it is practical. This could be explained that the teaching and learning of the child development centers under the local administration just opened for not more than ten years. The school curriculum development is not clear, only the policy proposed, therefore there is no academic administration document that guides the school curriculum development.

### **2.2 Academic planning**

The finding revealed that the child development centers take the academic frameworks from the local administration into account for academic planning. However, it is not clear. This could be explained that the Department of local administration does not provide the academic administration documents or manuals for the child development centers to be as the guidelines for academic planning.

### **2.3 Teaching and learning management**

The findings showed that the child development centers manage the teaching and learning system according to the school curriculum which is adapted from the teaching experience plans from Department of local administration in accordance with the Early Childhood Curriculum 2546 B.E. and applied with the Montessori teaching process. The mentioned teaching process above is consistent with Montessori (1952; cited in Kulaya Tontipalacheeva, 2002) who mentioned that the children learn from thinking and absorbing the touching sensory with the systematic action activities by observation through the teacher's demonstration. Also, the Department of local administration does not have the core curriculum as the guidelines for teaching and learning of the child development centers.

## 2.4 Teaching and learning evaluation

The findings illustrated that the child development centers made the assessment based on the development evaluation form of the Department of local administration that determines the learning evaluation once a semester according to the 4 aspects of learner's development including physical, emotional, social and intellectual aspects. This could explain that the child development centers do not have the operational evaluation form since the Department of local administration does not have the test as the guideline for teaching and learning evaluation.

## 2.5 Teaching supervision

The findings revealed that the teaching supervision of the child development centers is some kind of exchanging knowledge and experience within the center. This may be explained that there is no more specific supervisor, only center principal is in charge of supervision. As a result, the teaching supervision is in the form of the conversation about exchanging knowledge between center principal and childcare takers. Moreover, the feedback provided from the center principal will be modified for teaching and learning methods according to the weekly teaching unit. That means there is no more variety of supervising teaching methods in the child development centers under the local administration. This finding is consistent with Fred (1954) who mentioned that the supervision is best way for educational research because it is the process of creative thinking.

## Concluding Remarks

The findings indicated that there are 5 frameworks of academic affairs found in the child development centers under the local administrative organization in the northeast of Thailand. Also, the outstanding guidelines for academic administration of the two best practice centers are the application of the learning strands from the early childhood curriculum 2546 B.E. of Ministry of Education to the learning units of Department of local Administration, and implementation of the Montessori technique to the teaching and learning process. These two findings will help the researcher to find out the ways to develop the academic administration of the child development centers under the local administrative organization in the northeast of Thailand in the future.

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## The Suffering, Love, and Freedom of A Chinese Woman in Pearl S. Buck's *The Good earth*

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### Abstract

The purpose of the study is to analyze roles of a traditional Chinese woman in Pearl S. Buck's *The Good Earth* through cultural feminist lenses. The study found that women in imperial families held oppressed lives. The novel depicted Chinese cultural values during the 1920's. Despite many ordeals and compelling experiences, O-lan, the main female character, could survive in the male dominant society because she accepted her inferior status. Although O-lan lacked the female qualities valued by the main-stream culture, throughout her life the social injustice did not destroy her good soul. When O-lan became a mother, she put her heart in raising her children. In conclusion, O-lan was among the Chinese women who were the oppressed. She could escape from the social restraint only when she grew older and all her family burden was lessened. Dramatizing O-lan in such a way, the novelist essentially invites readers to explore gender values represented by a traditional Chinese family. The novel implied that the old Chinese customs were injustice to Chinese women as represented in O-lan's life.

**Keywords:** Feminism, *The Good Earth*, literature, Chinese culture, patriarchy

## Introduction

*The Good Earth* (1931), a novel by Pearl S. Buck portrays the Chinese rural life in the early 20<sup>th</sup> century when Confucian culture influenced gender values. According to Ferree, Lorber and Hess, gender is “an ongoing product of daily social practice” (2000, p. 5). According to feminist perspective, the novel *The Good Earth* is an example of how women are discriminated in a society where men are the dominant gender role. Feminist criticism promotes the appreciation of women and their contributions (Henry, 2010). It explores women’s well-being in terms of their social, political and economical qualities. Feminism can also criticize inequality and discrimination against gender within a society. The novel also portrays gender inequality through the main characters, Wang Lung and O-lan.

Pearl S. Buck, an American novelist, stayed in China during the 1920s and could effectively picture the background of Chinese customs and beliefs in her novel. The novel describes the typical Chinese customs of Chinese society in the 1920’s picturing a husband and wife within the wall of a home, and revealing the background of Chinese tradition, custom and belief. In Chinese society, once a woman is born, until her last day she is considered as the second rank always after a man. When a woman wants to have a voice within the family, she must do through her son (Samovar & Porter, 2004). This depicts how being born a girl is misfortunate.

In 1920’s, there was no benefit for the Chinese parents to raise a daughter because once a daughter was married and left home for the husband’s place, she had to live with the husband’s family (Moffett, 1999). In a typical Chinese home, a husband had more rights and freedom than his wife; he could joined his social group to play games and went outside to seek his personal pleasure such as affairs with other women and could also buy his wives or lovers (Hofstede, 2001). The male members are the ruling authorities in the household, and the wife’s duty is only to perform the household chores and to please the husband.

Since *The Good Earth* is set in China during the 1920s, there are historical and cultural aspects that help to explain why Chinese women are treated unfairly. The research study discusses the roles of the main female character, O-lan, and analyzes the roles according to the Chinese culture that shapes the life of O-lan. This research is an attempt to investigate the female roles represented by O-lan, in *The Good Earth*.

## Analysis of the roles of O-lan in *The Good Earth*

Although O-lan portrays a victim in *The Good Earth*, she has developed since she becomes a strong, brave and knowledgeable woman. She is forced to play the roles as slave housewife, farmer, survivor, decision maker, repressive woman and silent protest including the differences in social, cultural and economic contexts. It is important to understand how O-lan uses her six major roles to survive in high pressure of Chinese culture. In the following section, the researchers will discuss O-lan’s roles with the previous knowledge about her different contexts.

### 1. ‘Slave’ housewife

When O-lan marries Wang Lung, she becomes a wife who tries to do everything to prove that she is a good wife. However, being a wife of Wang Lung is not comfortable as she has to work very hard to gain his compliments. O-lan’s household duties start since the first day of her wedding. Wang Lung invites his friends and neighbors to his wedding. He orders O-lan to

prepare dinner with the limited ingredients. “...the woman combined sugar and vinegar and little wine and soy sauce she had skillfully brought forth all the force of meat itself, so that Wang Lung himself had never tasted such dishes upon the tables of his friends” (p.23). O-lan had been a slave in the kitchen of the House of Hwang, so she is skilled cook. She is well known the preparation of many kinds of food such as corn cobs, meats and other varied food. So she shows her ability of cooking delicious meal which makes Wang Lung receive many compliments from his guests. Besides, household duties for O-lan never end. After finishing her household duties and the care of Wang Lung’s father in the morning, she never stops working. She gathers fuel from the roadside and manure at the crossroad in the afternoon and does what needs to be done without being told.

In the afternoon she took a hoe and a basket and with this upon her shoulder she went to the main road leading into the city where mules and donkeys and horses carried burdens to and fro, and there she picked the droppings from the animals and carried it home and piled the manure in the dooryard for fertilizer for the fields. These things she did without a word and without being commanded to do them. And when the end of the day came she did not rest herself until the ox had been fed in the kitchen and until she had dipped water to hold to its muzzle to let it drink what it would. (p.28)

O-lan also never goes to bed until late night. She takes care of everyone in the family even an ox – the animal that helps her husband to work in the field. At this point, the way O-lan does non-stop working indicates that she is happy with her wife role. When the winter comes, O-lan starts repairing earthen jars while other women enjoy drinking tea and gossiping. “...If an earthen jar leaked she did not, as other women did, cast it aside and talk of a new one. Instead she mixed earth and clay and welded the crack and heated it slowly and it was as good as new.” (p. 44) O-lan never throws the broken jar away like other women. She repairs the earthen jars and the household tools. She never spends money on clothing because she knows how to makes clothes and shoes for her and everyone in the family. O-lan is a good housewife of Wang Lung. She takes pride in her duties and wants it to run smoothly.

## 2. Farmer

The family owns some pieces of land and O-lan is willing to work on the farm side by side with her husband. It is not necessary for Chinese wives to work in the field like men, but O-lan might want to prove her love for the husband so she goes out and work in the field. Besides her love to the husband, O-lan also respects and loves toward the land. Her husband Wang Lung is a poor farmer and a farmer depends on his land to grow food. Thus, O-lan sees the value of the land. Since she had been working so hard as a slave in the House of Hang, household duties as other housewives are not difficult for her to handle. Later, O-lan goes to work with her husband Wang Lung in the field. “...and without speech she took the furrow to the left of him and fell into steady hoeing.” (p.29). Love brings O-lan to work in the field. Thus, hours seem not so long when both of them working together along the furrows of growing wheat.

Furthermore, O-lan reminds everyone of a wonder woman when she helps Wang Lung working until her labor pain begins.

She began to cut more and more slowly as noon was on to afternoon and evening, and he turned to look at her with impatience. She stopped and stood up then, her scythe dropped. On her face was a new sweat, the sweat of a new agony.

"It is come," she said. "I will go into the house. Do not come into the room until I call. Only bring me a newly peeled reed, and slit it, that I may cut the child's life from mine."

(P.35-36)

Wang Lung does not realize that O-lan is going to give birth until she tells him. It indicates that O-lan endures the pain almost silently to help her husband making the land productive. O-lan must deal with the fear of giving birth to a child but she never ignores her household duty. She prepares supper on the table for her husband and a father-in-law. Furthermore, when O-lan is about to give birth to the second child, she still works in the field until the due date. At this time, O-lan manages her own labor again and then gets back to work in the field after giving birth even though she is tired due to the pain: "... Later before the sun set she as back beside him, her body flattened, spent, but her face silent and undaunted" (p.56). Normally, a woman is so weak after giving birth and also needs sometimes to recover herself but O-lan comes back to work without resting which shows that she is as strong as a man. Working in a field becomes a part of O-lan's duties and she works every day beside Wang Lung. O-lan knows that the harvest is gathered, the threshing must be done, the fields need to be plowed and planted again for winter wheat. Besides, she does not want her husband to be tired from working alone, so she attempts to help him. In *The Good Earth*, O-lan is like the land which always gives the benefits to people without asking anything in return. O-lan hopes to please her husband and children. She neglects her own needs and desires. Finally, she dies without anyone recognizing her sacrifices.

### 3. Survivor

The family is forced to face many difficulties during the drought and famine. There is no water in the pond, the crops fail and the rice fields do not produce a crop. The food stores have gone and everyone in the family is starving. All animals in the village have been eaten even the stray dogs. In order to live on, O-lan has to kill lives.

Then O-lan crept out and she took a great iron knife she had in the kitchen and she cut a great gash in the beast's neck, and thus she served its life. And she took a bowl and caught its blood to cook for them to eat in pudding, and she skinned and hacked to pieces the great carcass, and Wang Lung would not come out until the thing was wholly done and the flesh was cooked and upon the table.

(p.72)



Children are crying because of hunger. The second son crawls because he is too weak to stand so the ox has to be killed to feed the whole family. But Wang Lung cannot kill the animal that helps him to work for a long time, so O-lan has to perform the dread task even though she is pregnant at that time. With that act she shows extremely brave and strength that not many women can do. Furthermore, the effects of famine during the village at that time forces O-lan killing her own daughter. Before the family heading to the south only one day, O-lan has given birth. Wang Lung sees bruises on the infant and the girl is dead. "...He stopped and examined the handful of its body-a wisp of bone and skin-a girl. He was about to say, 'But I heard it crying-alive-'" (p. 82) O-lan has strangled the baby because she knows that she cannot feed it. The family is so poor and cannot let another child alive to feed. Thus, O-lan has to kill an unwanted infant to save the rest of family.

Although the south is supposed to bring them happiness and food, but the family still has to work hard to get something to eat. O-lan is not ashamed to beg when her husband Wang Lung feels ashamed of begging. O-lan even teaches her children to beg. Wang Lung and his children are startled when O-lan holds a bowl and calls to passersby, "...A heart, good sir-a heart, good lady! Have a kind heart-a good deed for your life in heaven! The small cash-the copper coin you throw away-feed a starving child!" (p. 100) This excerpt shows that O-lan is an experienced beggar. This skill was used in a critical time during her childhood. O-lan knows who to plead to and where to beg. Her begging talent assists the family from starvation.

There is an inequality in the society as long as the rich are too rich and the poor are too poor. Class and economic differences drive the poor getting away from oppression. When the neighbors call out that the rich man's gates are open. O-lan has gone with no fear through the gate with the mob even though she does not know what is happening. "...No, do you still there? The hour has come-the gates of the rich man are open to us!" (p.134) O-lan quickly goes with those people while Wang Lung is horrified and cannot move. While the mob seeks for the money and jewels from boxes of clothing, bedding and household goods, O-lan uses her knowledge when she was a slave in the House of Hwang to find the jewels. She notices a loose brick on the wall and knows it is a secret hiding place for jewels. Her courage and willingness to survive allows her to steal the jewels that she finds in the house after it is destroyed by the mob. O-lan quickly puts the jewels into the bag and hides them in her bosom. It seems that only plundering the rich can help the poor get away their hopeless condition. Now O-lan can escape from poverty and she is able to take the whole family back home. In her mind, the most important thing is to keep her family survive even if it means putting oneself into an uncomfortable situation.

#### 4. Decision maker

Even though, O-lan is portrayed as a woman who lacks of beauty and wisdom but she often shows her good vision in making the hardest decisions to hold the family together when times are rough. Besides infanticide to spare food for the family, O-lan decides to keep the land as it is important to stabilize her family's future financial condition. During the famine, Wang Lung's uncle brings two strange men who offer to buy Wang Lung's land to the house. O-lan refuses the men to sell the land but selling the furniture instead. "...The land we will not sell, surely," she said "else when we return from the south we shall have nothing to feed us. But we

will sell the table and the two beds and the bedding and the four benches and even the cauldron from the stove." (p. 87) O-lan accepts two pieces of silver that the men pay her even though its value is only the price of one bed. She thinks that the destruction of the land means the fall of her family. When she is dying, she tells Wang Lung not to sell the land. The death is unavoidable for her but the land will always be there even after her death. After returning from the south and buying the land from the House of Hwang with O-lan's stealing jewels, Wang Lung earns a lot of money from selling his produce. He does not want his uncle and neighbors to see that he has money, but he does not know what to do or how to hide his wealth. Thus, O-lan suggests that they hide money in the bedroom's wall to relieve her worried husband. She digs a hole in earthen wall of her bedroom and closes the hole with a clod of earth, so nobody bothers to borrow the money. Since O-lan's decision to keep the land and joining the mob have brought them some fortune and prosperity. Later, Wang Lung increasingly gains respect and admiration from people in the village.

Besides, O-lan is concerned about her own children. Her first son becomes moody and loses the interest of going to school. When Wang Lung knows that his eldest son does not attend to the class, he is angry and beats him with a bamboo. O-lan stops him and suggests that their son needs a woman. O-lan sees the eldest son is drunk every night and she knows that he goes to the brothel. Wang Lung is depressed when he knows that his dear son sleeps with a prostitute. Then, he tries to find a wife for his eldest son. Later, he arranges the marriage for his son and a daughter of a grain merchant Liu within three years by the time the young daughter of a merchant will have a proper age to become a wife. After a few days, the eldest son seems contented, but he still does not go to school and stays in his room. One night, O-lan comes to Wang Lung with terrible news. She tells him that his eldest son has been visiting his concubine Lotus in the inner court when he is not home. "Well, and my lord, come home unexpectedly.' And again, after a silence, 'It is better to send him away, even to the south.' " (p. 240) O-lan knows that Wang Lung will not believe her because he might think that she is jealous, so she tells Wang Lung to ensure it by coming back earlier than expected one day. Wang Lung follows O-lan's suggestion. He returns from the fields unexpected the next day and finds that his son is talking with Lotus inside her room. Wang Lung is furious and begins to beat both of them. He exiles his son to the south and never allows him coming back home until he is asked. Although, Wang Lung neglects O-lan but she still plays the roles of a good wife to him and a good mother to his son. She helps Wang Lung to see Lotus' betrayal and saves her eldest son from replacing a father in his concubine's affection.

## 5. Repressive woman

Although O-lan tries to work hard to ensure the family's survival and helps Wang Lung until he becomes rich, she still suffers a lot from her husband's insulting. O-lan has inner pain when Wang Lung mentions about her appearance and compares her to a laborer's wife. "Now anyone looking at you would say you were the wife of a common fellow and never of one who has land which he hires men to plow!" (p.168) It is the first time that Wang Lung mentions how O-lan seems to be. O-lan does not show Wang Lung that she is sad or angry when she hears that. She knows that she is ugly and cannot use her beauty to attract her husband's attention, so she works so hard to please her husband instead of the beauty that she lacks. In her mind, she might want to reply her husband that she has been working so hard with her unbound feet

beside him in the fields to improve his position until he becomes a rich man as today but she never see a reward. She receives neither loyalty nor love from the husband in return. But O-lan does not reveal her true feelingsto the husband. Instead, she only answers Wang Lung with a slow painful gaze and keeps her painful feeling inside. So her husband never knows how she feels or what she thinks. At the same time, Wang Lung does not feel guilty to have a concubine. In the morning O-lan is washing clothes, Wang Lung shows his disrespect to her and demands O-lan's cherished pearls which only value things that she has asked for keeping. "Why should that one wear pearls with her skin as black as earth? Pearls are for fair woman! And then after an instant's silence he cried out suddenly, Give them to me-I have need of them!" (p.186) Finally, O-lan is speechless and hands those pearls to Wang Lung. He laughs happily, grabs two pearls and leaves his wife alone. O-lan continues to beat the clothes and then tears fall down from her eyes. She does not put her hand up to wipe them away, but she beats the clothes more steadily with her wooden stick. It indicates that O-lan is irritated but she cannot do anything apart from beating the clothes instead of her husband. Although, she is heartbroken but she does not want to show her weakness by crying in front of her husband. She cannot even say to Wang Lung that he should have honored her hard work and motherhood rather than showing his disregard. Furthermore, Wang Lung turns his anger on O-lan easily. He is fascinated with his beautiful concubine and ignores everyone around him. O-lan deals with the situation during Wang Lung's long infatuation by working outside the house with her children all day long. She returns home only in the evening to prepare a meal for her father-in-law and children. Then she goes to bed alone in the room that she has shared with Wang Lung for many years while the husband sleeps with his concubine. Although, O-lan is deeply hurt but she never reveals her feelings with anyone. Moreover, she never blames Wang Lung and never protests him from spending money that they collect together in the hidden place. All she has done is accepting and doing her household duties like nothing happens.

## 6. Silent protest

Although O-lan is quiet and plays her roles as a Chinese traditional submissive wife who does not oppose Wang Lung's concubine Lotus and her servant Cuckoo with any word, but her act not sharing the kitchen shows that she does not well come and accept them as family members.

"In the morning she heated water and presented it to old man and to Wang Lung if he were not in the inner court she presented tea, but when Cuckoo went to find hot water for her mistress the cauldron was empty and not all her loud questionings would stir any response from O-lan. Then there was nothing but that Cuckoo must herself boil water for her mistress if she would have it"

(p. 203)

O-lan does not like Cuckoo since they both are servants in the House of Hwang. At that time, Cuckoo looks down on O-lan and treats her badly even they are in the same status. However, Cuckoo tries to be friend with O-lan when she moves to the house as a servant of Wang Lung's concubine. But it seems O-lan is angry and still hates Cuckoo. When Cuckoo asks for some water for her mistress, O-lan pretends not hearing anything. She pushes more grass and straw into the bowels of the oven. Cuckoo cannot do anything because she is not in the same status with O-lan

anymore. She goes complaining loudly with Wang Lung which makes him angry because his beloved concubine cannot drink water. Wang Lung reproaches O-lan and seizes her shoulder. O-lan bears his violence, she looks at him and says simply, "And to that one you gave my two pearls!" (p. 204) O-lan's words make Wang Lung speechless and drop his hand down. His anger is gone when he hears his wife's sarcastic expression. Although, O-lan has a conflict with Cuckoo but her message refers to Lotus a concubine that Wang Lung gives O-lan pearls that he steals from.

O-lan does not fight directly with Wang Lung, but her simple saying brings Wang Lung embarrassment and stops forcing O-lan to serve the second one. Finally, Wang Lung surrenders to O-lan. He builds another stove and a new kitchen to end up the problem. O-lan still continues to protest by not speaking with Lotus and Cuckoo or noticing them as they are in the house.

In short, it can be concluded that O-lan totally devotes herself to her husband and the family. She always thinks about her husband's happiness and satisfaction. She has suffering a lot in her life which shows the discrimination toward Chinese women during that time.

## Discussion

Chinese culture in that period (1989-1920s) views women as the lowest of the social hierarchy (Cameron, 1931). Women are submissive and are treated as servants who would work for their husband as the society tells them to do. Besides, marriages are always arranged with no choice given to a woman through she never sees her groom until wedding day. O-lan becomes a wife of Wang Lung because her qualities are approved by culture. First, she has no pock-marked on face nor a split upper lip as Wang Lung asks for. Wang Lung decides to marry her because he is poor and cannot afford a wife of higher status. Thus, he expects a woman who can take care of him and his father, helps him in household duties and gives him sons. O-lan is a slave in the House of Hwang when her father sells her during famine to save the rest of family. Later, she is sold to be a wife of Wang Lung. Selling a daughter is accepted custom among the poor (Mann, 1997). A daughter is considered worthless and misfortune in the family. So, a father can sell his daughters when he is shortage of money. The practice of selling daughters like selling goods also proves that girls have no place in society.

O-lan is a good Chinese wife in everything accepts the lack of beauty. She has dark skin, big figure and unbound feet. Wang Lung criticizes her big feet, so she feels like she is worthless than other women. Foot binding is the custom that binds the feet of young girls to keep them small (Ping, 2002). Bound feet are perceived to be beautiful and high class, so women are forced to bind their feet during that time. However, women with unbound feet would also be rejected by men (Nosotro, 2000). O-lan knows that her culture values what she does not have. Therefore, she works like a slave in the house in hope that her husband will see her inner value. In fact, the practice of foot binding has negative impacts on women (Lim, 2007). Women are confined within their household duties and they cannot freely walk to anywhere else. Moreover, this custom is used as a way for men to put women out of power because it makes women handicapped. Although, Wang Lung is disappointed about O-lan's unbound feet, but he cannot refuse that her unbound feet enable her to work in the fields with him. While other women can only

work within a house, O-lan can work outside as she has no limitation of walking. She goes out to collect woods to replenish the fuel pile and picks the dropping from animals to fertilize the fields. Moreover, she works side by side with Wang Lung in the fields. With the help of O-lan, Wang Lung produces good harvests and becomes very rich. Unfortunately, Wang Lung does not appreciate his wife and her work enough. So when he becomes rich, he does not admit that O-lan contributes a lot of success.

During the 1920s, it is a time of confusion and revolution in China (Wilson, 1969). Many farmers are fighting in a desperate situation which greedy landlords take advantages of the majority and grain merchants cheat the poor. Wang Lung's family and other poor farmers also suffer from poverty and cheating. So they migrate to the south with hope that a new place can bring them a better life. Although, the south is luxury and wealthy but Wang Lung's family and other immigrating people are still starving. O-lan, children and even Wang Lung's father have to beg on the street for surviving. They beg for sympathy all day long but they receive a small amount of cash which can only pay for a meal in the next morning. After finish working in the evening, many men gather outside the huts to talk. There is anger and dissatisfaction among the poor because they feel angry of the injustice of having nothing even they work so hard to be out of the poverty. They need a change and improvement in their life. Their hunger and discontent bring a mob into the rich's man house. Although, Wang Lung and O-lan hate stealing but they decide to join the mob and take some jewels from the rich. The differences of social class and wealth motivate them to do criminality. Finally, they can keep their family survive and take everyone in the family back home.

Most rural Chinese farmers in the early 1900s (Haunt, 1997) love and respect their lands which they consider as their soul. As farmers, O-lan and Wang Lung also have an intimate relationship with the land. They never want to separate themselves from their land even though they have hard times in their life. Though, O-lan rarely speaks and rarely shows her emotion, she is attached to the land and very thoughtful whenever she acts. When Wang Lung's uncle tries to get them to sell the land, O-lan strongly declares that she will never sell the land. Although, the land causes so much pain it can also bring them joy and success. Happiness and nourishment will come again as long as they own a piece of land. Eventually, O-lan's decision to keep the land during the famine brings prosperity and wealthy to the family.

Besides making the decision of saving the land, O-lan also saves her eldest son from doing all vices. In Chinese culture, it is important for the family to have a son. The birth of male child in the family is celebration and appreciation (Guisepi, 1998). On the other hand, the birth of female child is shameful and bitter (Wei, 1947). Although, Wang Lung and O-lan are farmers, their son never works on the fields but he has trained as a scholar. Wang Lung and O-lan send the eldest son to school with hope that one day he will bring honor and success to them. Unfortunately, the eldest son falls into drunkenness and prostitution. Furthermore, he also starts an affair with Wang Lung's concubine Lotus which makes Wang Lung hopeless and irritated. Having a concubine is evidence of wealth which can bring respects and status for a man in the society. Although, O-lan is deeply hurt when her husband madly falls in love with another woman but she also does not want her son becomes a spoiled lord as same as the lords of the House of Hwang and does not want to see a concubine betrays her husband. Thus, she suggests Wang Lung to arrange the eldest son's marriage and sends him to the south. Finally, the peace comes back to the family and the good relationship between father and son still remains.

O-lan is submissive and obedient wife to Wang Lung. She has done many roles that her husband expects her to do such as working in the fields, cooking food, cleaning house, giving birth to three sons, taking care of children and doing whatever her husband asks her to do. However, O-lan is still unappreciated because of her physical appearance. Wang Lung is infatuated with Lotus's beauty and often becomes cruel husband to O-lan. In traditional Chinese culture, silence of women is highly valued (Chang, 2009). A wife should not directly express her true feelings of love, hatred, agreeing or resistance. Thus, no matter what happens O-lan remains constantly quiet and carries on her household duties. On the other hand, she shows the expression through her actions. O-lan shows her pleasure to Wang Lung by bring him tea in the morning while serving only hot water to her father-in-law, shows her pride in her home by taking care of household duties, and also shows her disagreement by being silence and carefully compromise with her husband. However, O-lan receives no reward no love from her husband. Before O-lan dies, she receives only her husband's sympathy and compliment for being an uncomplaining motherhood and hard working wife which she has been able to control.

## Conclusion

The purpose of the study was to investigate the roles represented by O-lan in *The Good Earth*. It also examined the aspects of Chinese culture that influence O-lan's roles. The results of the study indicate that O-lan lived an oppressed life. The six major roles O-lan played in *The Good Earth* show how she could survive in the patriarchal Chinese society during 1920's. The culture also allows her husband to treat her like a slave and dishonor her by bringing a concubine into their house. These inferior life aspects describe the roles of a wife, farmer, survivor, decision maker, repressive woman and silent protest.

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## Split of Two Cultures: Chinese Americans in Fifth Chinese Daughter

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### Abstract

The purposes of this research were to analyze Chinese and American values in the novel *Fifth Chinese Daughter* by Jade Snow Wong and to analyze the effects of cultural conflicts on Chinese parents and Chinese American daughter. The study examined concepts of individualism and collectivism which represented Chinese and American cultures. The results of the study show that this novel reflects major social problems of Chinese immigrants living in the United States during 1940s. The different cultural values between parents and daughter led to conflicts in their relationships. The Chinese immigrant parents were unable to pass down cultural heritage to their daughter because the daughter preferred to assimilate into the American society rather than keep her ancestral culture. In the novel, both parents and daughter failed to reconcile Chinese culture with American culture. In addition, the daughter though caught between two cultures learned to be culturally tolerant and could deal with her parents' Chinese traditional belief and practices.

**Keywords:** Cultural conflicts, Chinese American, literature, Fifth Chinese Daughter



## Introduction

The history of Chinese immigration in America began in the era of Gold Mountain. Around 1840, the first Chinese immigrants arrived in the United States. According to Chin (1999), the political instability, starvation and the Gold Mountain at that time were the main reasons to motivate Chinese to escape from their motherland. The news about a lucky man found a lot of gold nuggets at the Golden Mountain in the United States and return home with wealth, stimulated Chinese immigrants to seek their luck in the United States (Chang, 2003). After no work at the gold rush, they switched to other laboring jobs such as building the first transcontinental railway, working as immigrant agricultural labor and developing California's fisheries. According to Ronald Takaki (1989) explains that Chinese immigrants were welcomed to the United States only when labors were needed, but when the workers were excess they were not allowed into the United States.

For more than a century, Chinese immigrants and their descendants have made America their home. Throughout this time, some Chinese American writers have expressed their memoirs and imagined new worlds in their poetry, stories, novels, and plays. Jade Snow Wong is one of them. In 1950, *Fifth Chinese Daughter* by Jade Snow Wong attracted a great deal of attention. The novel portrays the story of a Chinese American girl growing up in San Francisco's Chinatown and her Chinese family who migrates from China. Chinese immigrants formed Chinese community called "China Town" in San Francisco, Chicago, Los Angeles and Seattle. Like other Chinese immigrants, her family was not allowed to own land, business or attend the public schools. Their living condition was poor. The reasons that the Chinese immigrants were segregated because the Native Americans were afraid that Chinese would steal their jobs, take over their business and share their wealth (Daley, 1987, p.13-14). The difficulties that the Chinese immigrants experienced in the United States in that period of time make them more valued the Chinese traditional culture and wanted to pass on the Chinese heritage to the next generation to preserve it. However, the differences between Chinese and American culture lead to cultural conflicts within Chinese families living in the United States.

There are Chinese immigrant memoir novels such as Maxine Hong Kingston's *The Woman Warrior: Memoirs of a Girlhood Among Ghosts* (1976) and Amy Tan's *The Joy Luck Club* (1989) which attract the critics and the readers alike. The literary works of the Chinese American authors throw some lights on cross-cultural adaptation among Chinese immigrants. The main character in those works represents lifestyle, kinship between the old generation and the new generation, and the process of cross-cultural adaptation. *Fifth Chinese Daughter* is one of the Chinese American novels which partly presents how the Chinese in the United States were discriminated by the white Americans and how they struggled for a living. Moreover, the author demonstrates the cultural conflicts between the older generation and the young generation of Chinese in the United States through her novel.

Jade Snow Wong is an American-born Chinese girl growing up in Chinatown in San Francisco. She was brought up in a traditional Chinese family. Her life was split between the two worlds: modern America and a traditional Chinese life. Growing up with a dual identity, she rejected her family's traditional way of life and tried to prove that she herself had individual needs and ability so that her parents would feel proud of the fifth daughter. In the end of the

story she was able to balance her ways of life. This novel enabled Americans to understand the attitudes of the new Chinese generation towards their ethnic background.

Besides depicting the Chinese immigration experience in American history, the novel also presents the relationship between family members. In this study, the relationship between parents and daughter will be focused. The research will take on intercultural perspective toward analyzing these conflicting values.

## Studies on cultural conflicts within Chinese immigrant families in the U.S.A

One of the studies on cultural conflict within Chinese American by HOU Xiang-lang and H Liu He (2008) is *Comparative study on Chinese family and American family*. Their studies states that the cultural differences between Chinese family values and American family values cause parent-child conflicts in the families. According to the researchers, there are four major aspects cultural differences between the Chinese family and the Chinese American family. The differences includes age this study provides understanding of cultural differences which helps decrease the parent-child conflicts in the Chinese American families.

Another study carried in 2006 by Zhang in the book *Family Relationships and the Development of Ethnic Identity of Chinese-American Adolescents* investigated Chinese American adolescents' sense of self as members of an ethnic group and their family relationships. Zhang viewed that a sense of identity was one of the most important problems for Chinese-American adolescents and also caused stresses in parent-child relationship in Asian American families. Parents and children faced these conflicts because Chinese immigrant parents tried to force their Chinese American children to maintain their old customs without properly considering the feelings of their children. The researcher concluded that establishing a good family relationships would helped children find their true ethnic identity.

Finally, Lillian Elizabeth Wu (2005) in *Father Involvement in Chinese American Families and Children's Socio-Emotional Development* studied father-child relationships in Chinese American families that influenced children development, as the fathers were significant contributors to children's social and emotional development. This research aimed to examine three areas: father's acculturation levels in American society, the quality of children's peer relationship, and children's levels of self-esteem. It can be concluded that this study creates intercultural cultural understanding of different ethnic backgrounds.

In conclusion, the studies mentioned above reveal the importance of studying cultural differences, ethnic identity and parent-child relationship within Chinese American families. The researchers' perspectives on intercultural conflicts help explain the conflicts between father and child in particular. Moreover, the studies discuss the Chinese American children and their ethnic identity which are formed according to cultural influences from both American and Chinese culture.

## Results and Discussion

The purpose of this section is to discuss conflicting values between Chinese and American cultures as represented in *Fifth Chinese Daughter* and how cultural conflicts affect the relationship between parents and daughter. The concepts of individualism and collective will be used to analyze the cultural conflicts between parents and daughter relationship.

In *Fifth Chinese Daughter*, cultural differences of the two worlds between Chinese and American societies are one of the important causes of conflicts in parents-daughter relationship. Jade Snow Wong's parents were born and raised in China. In the story, although they live in San Francisco, their ways of lives and thoughts are embedded with Chinese tradition value. Her father is a representative of collectivistic society because he has a deep connection with Chinese traditional culture. In contrast, Jade Snow Wong is a representative of individualistic society because she was born and brought up in the United States. Although Jade Snow grows up in Chinese family, mostly her life associates with people in American society. This causes Jade Snow and her father view things differently. It is difficult for Jade Snow and her father to understand and adapt themselves to each other.

In the novel, parents of Jade Snow emphasizes on the concept of collectivism rather than individualism because they were born and raised in China. Although they live in the United States, they are rooted with the old Chinese teachings. They try to promote the values of collectivistic society to their children such as respect, obedience, harmony and following parents' guidance. In contrast, Jade Snow who is the main character in the novel disagrees with her parents' teachings and causes cultural conflicts between Jade Snow and her parents. There are many causes of cultural conflicts found in the novel including, gender roles, respect and obedience and independence.

The followings are the examples of cultural conflicts occur between Chinese father and Chinese American daughter. As shown in the novel, the father and Jade Snow have different values. One of the conflicts is based on gender roles. Gudykunst & Lee defines gender role as the set of verbal and nonverbal behaviors that are expected to behave in certain ways and the set of standards which are established by the group(2003, p.24). In addition, it is considered to be socially appropriate for individuals of a specific sex in the context of a specific culture, which differ widely between cultures and over time. It causes conflicts between father and daughter relationships because the father expects Jade Snow behave in certain ways that Chinese women are expected to have. According to traditional Chinese belief, role as daughter in Chinese family has to obey father and is expected to be good daughter. The example is in chapter one: *The World Was New*. This scene occurs when Jade Snow is playing with neighbor's son. Then she is bullied because he spits on her. She runs to tell her mother who works in the garment factory, but when she tells her mother, she becomes guilty. Her mother gives Jade Snow the reason that if she does not spit on him first, he would not spit on her. Immediately, Jade Snow gets the punishment from her mother despite it is not her fault. Her mother beats her with a clothes hanger until a wooden hanger breaks without pitying.

Another time, when their neighbor's son spit on her as she was playing, she ran to tell Mother, who was sewing overalls in the factory which was also their home. Mother did not sympathize but reproved her, saying that she must have spit on her playmate first or he wouldn't have spit on her. She was told to bring a clothes hanger, and in front of all the other working women Mother spanked her. Again the shame was almost worse than the pain, and the pain was bad enough, for Mother usually spanked until the wooden hanger broke. (p. 3)

This passage shows that Jade Snow accepts the inequality of gender roles. She never questions her mother why she is whipped because the bad situation that she faces teaches her that son is more important than daughter. Although it is the fault of their neighbor's son, her mother cannot punish him. According to Chinese teachings, a Chinese woman has to obey a man. Therefore both of her mother and Jade Snow has to follow the obligation of the collectivistic society. In her family, parents never explain what is right or wrong. For Jade snow whipping and teaching are nearly the same, therefore, punishment is the best answer to tell Jade Snow that her behavior is proper or improper. Following the parents' command without questioning is important for Jade Snow.

Another example of gender role is in Chapter 13: *A Person As Well As A Female*. In the passage, after Jade Snow graduates from the American high school, she intends to continue her education in the college but she has no enough money to pay for the college expenses. So she pleads her father to help her with the college fees. Although she gets the money from her work but all of it is used for everyday life expenses such as carfare, lunches, and all other necessities. She tries to ask for help from her father but he refuses to help Jade Snow. As he says:

"You are quite familiar by now with the fact that it is the sons who perpetuate our ancestral heritage by permanently bearing the Wong family name and transmitting it through their blood line, and therefore the sons must have priority over the daughters when parental provision for advantages must be limited by economic necessity. Generations of sons, bearing our Wong name, are those who make pilgrimages to ancestral burial grounds and preserve them forever. Our daughters leave home at marriage to give sons to their husbands' families to carry on the heritage for other names." (Page 108)

As mentioned above, her father views son and daughter differently because Chinese culture shapes his thought that son is valued more than daughter. Her older brother is valued in Chinese culture because his important duty is to inherit the family name permanently and transmit it to his children. In Chinese culture, as the novel depicted, women are subordinate to men. Traditional Chinese religious believes that their status could be changed by sons if sons were educated to become government officials. Therefore sons are supported to have high education. That is why Jade Snow's father decides to support his son in higher education in economic limitation of the family. In contrast, her father's justice is unfair to Jade Snow, because here is American society not in China. Gender equality is required in the Western world and woman has equal right to man and can do much more important things besides leaving home to marry, giving son to husband's family to preserve the husband's family name.

In addition, the example of gender role is when her father adds his reason to Jade Snow about his refusal to provide her in higher education.

"Jade Snow, you have been given an above-average Chinese education for and American-born Chinese girl. You now have an average education for and American girl. I must still provide with all my powers for your older Brother's advanced medical training." Daddy added, "If you have the talent, you can provide for your own college education." (p. 109)

This example shows the difference in education between son and daughter. Her father confirms his refusal that he must support her Older Brother's education in advanced medical training. And if Jade Snow wants further education, she has to support her own college fee. Her father views son and daughter differently because Chinese culture shapes his thought that the superiority of son is over daughter. Although her father supports her education in the above average level for Chinese and Chinese American girls and in average level for American girl, she wants her father to support her in higher education because she wants to remove the negative image of an inferior daughter from her father's mind. Equality between son and daughter is her real wish.

Next is the perfect example of the voiceless girl who obeys the gender roles. After the argument between the Chinese father and Chinese American daughter, cultural conflict among members in the family appears. As Jade Snow says to herself "Daddy knows better. Daddy is fair. Even though I do not like what he says, he has eaten more salt than I have eaten rice, and in time I shall understand why this is my own problem and must be endured (p.109)." From this statement, even though Jade Snow disagrees with his answer because it is unfair to her, it is her duty to understand and accept her father's decision because her life is controlled by family obligation. In collectivistic society, respect and obedience are considered central. Children must learn to be respectful of others and obedient to authority. Therefore, to maintain harmony in the group, Jade Snow tries to accept her father's judgment to avoid conflict between them though she has undergoes this social pressure.

Respect and obedience are values that Jade Snow is taught since she is in her childhood. In this scene is the example of breaking her father's teaching. Jade Snow calls to her friend, Joe, to makes an appointment with him to see a movie together. Jade Snow keeps it as a secret. She will go out with Joe without asking for permission from her father. Because she knows that if she lets him know, he will not allow her to do such an improper thing. Anyway her father observes her preparation quietly until she is ready to go. He asks her daughter:

"Jade Snow, where are you going?"

"I am going out into the street," she answered.

"Did you ask my permission to go out into the street?"

"No, Daddy."

"Do you have your mother's permission to go out into the street?"

"No, Daddy."

"Where and when did you learn to be so daring as to leave this house without permission of your parents? You did not learn it under my roof. And with whom are you going out into the street?"

"Very well," Daddy said sharply. "If you will not tell me, I forbid you to go! You are now too old to whip." (p.127)

When he knows that her daughter does not ask for his permission, he feels very angry. He forbids her to go as he ever commands Jade Snow when she was young. In Chinese culture, children must respect and obey the seniority. Father has right to make a decision for their children without asking their opinion. And children have to agree because it is unacceptable to express disagreement.

Additionally, the example of respect and obedience is in the scene when her father knows Jade Snow dare to argue him which she never does before. He is angrier with her to know obedience and respect in her daughter are replaced with the American way of thinking. As he says:

“A little learning has gone to your head! How can you permit a foreigner’s theory to put aside the practical experience of the Chinese, who for thousands of years have preserved a most superior family pattern? ... What would happen to the order of this household if each of you four children started to behave like individuals? Would we have one peaceful moment if your personal desires came before your duty? How could we maintain our self-respect if we, your parents, did not know where you were at night and with whom you were keeping company?” (p.128)

Her father blames Jade Snow that she follows the value of American culture which is independence. She forgets her role as a Chinese daughter who must to respect and obey to parents and elders. He wants to teach his daughter not only respect and obey to seniority in the family and elders in the community but also respect to herself is also important. The act of making a personal preference that means Jade Snow does not respect others. That behavior is improper for Chinese girl.

However, it is obvious that the Chinese American tend to assimilate well with the concept of individualism rather than collectivism because she lives in American culture that values individual qualities such as autonomy, personal goals and independence. Individualism can be referred as the belief in the primary importance of the individuals and in the realization of self-reliance and personal independence which they could freely express their personal feelings (Hofstede, 1980). Example is in Chapter Fifteen: *A Measure of Freedom*, while Jade Snow is in sociology class, her instructor speaks in class about the relationship of parents and children. As her instructor says:

“There was a period in our American history when parents had children for economic reasons, to put them to work as soon as possible, especially to have them help on farm. But now we no longer regard children in this way. Today we recognize that children are individuals, and that parents can no longer demand their unquestioning obedience. Parents should do their best to understand their children, because young people also have their rights.” (p.125)

As mentioned above, Jade Snow agrees with her instructor. This situation represents individualism of Jade Snow. From sociology class, she learns that American society requires equality. When Jade Snow was young, she was raised under her Chinese parents ‘control. She is taught that people in collectivistic culture should consider the effect of their action for the family or larger community before acting. But now her life associates with people in American culture, she learns that parents and children have equal right. Children have right to do and make decision by themselves.

Another example is the scene when Jade Snow makes an appointment with her friend, Joe, but she is forbidden to go since she does not ask her father permission. After studying in the sociology class, her attitudes towards the old Chinese are changed. As Jade Snow says:

“That is something you should think more about. Yes, I am too old to whip. I am too old to be treated as a child. I can now think for myself, and you and Mama should not demand unquestioning obedience from me. You should understand me. There was a time in America when parents raised children to make them work, but now the foreigners regard them as individuals with rights of their own. I have worked too, but now I am an individual besides being you fifth daughter.” (p.128)

As mentioned above, Jade Snow dares to argue her father and it is her first to do such a thing. She wants to escape from the Chinese belief that obedience parents without questioning. Also she wants to change her father’s thoughts because she thinks that now she lives in the United States not China. She wants freedom to do and make decision by herself.

In the end of the story, she can adapt herself to American society without losing the essentials of the Chinese cultural heritage. As shown in the novel in Chapter 28: *The Work of One Day Is Gazed Upon For One Thousand Days*, her father says “I told you once that your grandfather would have been glad to see that you had learned a handicraft. I can add now that he would have been happier to see that you have established your own business alone, even though you must begin modestly for lack of capital (p. 246).” From this passage, her father wants to tell her that her grandfather who is representative of their ancestry would accept her ability and her success since she can preserve Chinese art and develop her skill until she can establish her own business. Not only her grandfather accepts her success, but also her father sees her effort and tolerance to balance her father’s ancestral heritage and the new society in the Western world.

Moreover, Jade Snow meets a successful integration of Chinese and Western values and she could establish good relationship with her father. As her father says that “And who would have thought that you, my Fifth Daughter Jade Snow, would prove today that my words of many years ago were words of true prophecy?” (p. 246). Her father is proud of Jade Snow Wong that she can start her own ceramics business in San Francisco’s Chinatown and she is successful to establish her own business alone. Moreover, she can break the barrier set forth by her father and he accepts proudly Jade Snow Wong as his fifth Chinese

daughter, and not only as his inferior daughter. Her picture and story of her new business are printed in the morning paper. This news establishes the astonishment not only in the eyes of Western world, but also in the eyes of her family.

## Conclusion

Families in Western countries value individualism. Since they were young, Western families allow their children to grow up with their personal choice. Whatever their children want, parents will allow them to do. But if their children want to have their own gifts or rewards, parent will teach them to do it by themselves. Parents will recommend them to work part-time jobs to make their own money, so that they can buy things they want. Therefore, when their children grow up, they get chance to decide what they want to be and to do. It helps to enhance their motivation and achievement. And mostly when they are in the university's age, most of their children go out to live alone, work part-time jobs to make their own money to support themselves. Parents are only a little bit concern to their life. Therefore, this is why people in Western countries have more independent lives than people in Asian countries.

In contrast, Families in Asian countries especially children in Chinese families which appear in the novel emphasize their children to value the connection with the family, respect and obedience parents and elders of the community. Children are mostly growing up with the need of their parents. Since they were born until they are growing up. Parents will order them to do what they want their children to be. Parents will work very hard to make money and to support their children in high education. . Children in Asian countries have duty to study hard, to get honorable job and to save family's face. And they hope their children to grow up with the most successful career that they want their children to be. In addition, parents believe that their decisions are right and the best for their children, even to marry with the men or women that their parents are providing for them. And after getting marriage, parents hope their children to stay and support them because they are getting old. That means it is time for their children to show gratitude to their parents. This is why Asian family is larger than Western family. Therefore, what children have to do is obedience their parents and awareness of their actions for the family.

It concludes that Western family and Asian family have different cultural value systems; however, both of values have different benefits. Right equality, independence and self-esteem are the benefits of Western culture help people to enhance motivation and achievement of autonomy. In contrast, the benefits of Asian culture are connection to the family, respect and obedience parents and elders in the community will help children maintain the group harmony. Therefore, Jade Snow Wong, who is the protagonist in the novel, is a good example because she applies both Western and Chinese values to overcome all barriers in her life. She succeeds in her education and job with her personal choice and makes her family proud of being the successful, independent daughter.



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## The Development of Training Modules in Chinese and English through Mobile Application for Working Organizations in Chiang Rai Province to Accommodate ASEAN Community

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### Abstract

The purposes of this study were to 1) develop the training modules in Chinese and English through mobile application for working organizations in Chiang Rai Province to accommodate ASEAN Community in accordance with the standard criteria (80/80; 2) compare learning achievement before and after using mobile application; and 3) to study the satisfaction towards using mobile application. The instruments used in this research included; 1) the training modules in Chinese and English for working organization in Chiang Rai Province to accommodate ASEAN community, 2) pre-test and post-test, and 3) satisfaction questionnaires on the training modules through mobile application.

The results were found that 1) The effectiveness scores of the Chinese training modules through mobile application were 85.36/80.18 while the scores of the English training modules were 89.86/83.07. The effectiveness scores of both Chinese and English training modules were higher than the setting standard criteria. 2) In addition, at the significance level of .05, the posttest scores were statistically higher than the pretest scores as the results of implementing the Chinese and English training modules. 3) Satisfaction analysis results of government and business personnel in the working organizations in Chiang Rai Province towards Chinese and English modules through mobile application, in overall, showed the highest appropriate level at mean level accounted for 4.75 and standard deviation level accounted for 036.

**Keywords:** The training modules in Chinese and English through mobile application; The development of training module

## Introduction

At present, the Thai government has the policy to accelerate people's quality development to be well prepared for entering into ASEAN community. With this reason, Thailand has pushed up foreign and ASEAN language development to increase Thai people's abilities in cross-cultural communication.

Chiang Rai Province has the location connected to many countries among the ASEAN members in the northern regions. The city is the gate or ASEAN door to run commercial and trading activities with Myanmar, Laos, and the southern part of China. These countries have linked with one another by the North-South Economic Corridor (NSEC) having R3A and R3B routes as the part of key connections under the economic cooperation among the members of Greater Mekong Sub – Region (GMS). The two main routes have lined through Laos, Myanmar and then Southern China. With these transportation routes, it reflects that Chiang Rai is the province with the important strategic spot for trading with other countries, especially China. In contacting with different background countries, language is counted as the essential tool to drive up and develop the cooperation with others. To equip the quality of human resources in organizations both private and governmental, it is necessary to develop their staff's abilities in English and Chinese.

At present, mobile technological tools play a vital role in people's ways of life. These tools are used not only for communication, but also for learning and entertainment. Among these, mobile application is designed to assist the users who work on these appliances. Mobile application is therefore the new innovation that is popular among the users since it can be used conveniently, rapidly without the limitation of time and place. To support the learning of Chinese and English effectively, the Faculty of Humanities, Chiang Rai Rajabhat University has developed learning materials for Chinese and English for training human resources in the organizations of Chiang Rai province to effectively equip and prepare human resources' qualifications for ASEAN community. These materials are developed through mobile applications to accommodate and facilitate the learners to learn the languages conveniently, rapidly and effectively.

## Research Methodology

This study aimed to: 1) develop Chinese and English learning modules for working personnel in the organizations of Chiang Rai Province for accommodating ASEAN community, 2) compare learning achievement before and after the application of mobile application on Chinese and English learning modules and 3) examine the learners' satisfaction toward Chinese and English learning modules through mobile application for accommodating ASEAN community. The population of the study included working personnel in both private and governmental organizations in Chiang Rai Province. The samples included 60 participants selected by stratified random sampling. The contents of the study derived from research results of the English and Chinese Training Module for ASEAN community project by Sahattaya Sittivised et al. (2003). The contents derived from the survey needs in training of working people in the target organizations. They were divided into 5 units: social interaction, giving information, learning about ASEAN cuisine, shopping, and exploring Chiang Rai. The study was based on research and development applying ADDIE Model of Donald Clark (2003) with 5 steps: analysis, design, development, implementation, and evaluation. The details are as follows.

Step I: **In the analysis step**, the researchers had analyzed the target group, lesson objectives and contents of Chinese and English by these stages:

1.1 The target groups included working people in the organizations of Chiang Rai Province and people who were interested in developing their language skills. These groups needed to learn the languages conveniently and rapidly since their time was so limited. The learning contents were appropriate and applicable for the ones who had no background knowledge of Chinese and English.

1.2 The objectives of the lessons are for developing communicative skills of Chinese and English of the personnel working in both private and governmental organizations in Chiang Rai Province as the well preparation for ASEAN community accommodation.

1.3 The contents of the modules comprise 5 learning units: social interaction, giving information, learning about ASEAN cuisine, shopping, and exploring Chiang Rai.

**Step II: In the design step**, the researchers applied behavioral learning theory and divided the contents into sub-units. Each sub-unit contains obvious goals and objectives on what the learners learn and how to learn. The learners can choose the learning contents to appropriate their learning abilities and needs by themselves. The lessons stipulate learners' imagination according to their ages with words, pictures, sounds and simulations allowing the learners' participation in learning situations. The researchers also used cognitive learning theory to analyze learners' characteristics. The contents, moreover, were prepared as the resources to assist the learners to connect their background knowledge with new learning paradigms. The word size and colors were easily readable related to the contents with clear sounds. Interesting and various graphic designs with guiding button were used to facilitate self-learning. When designing learning materials, the researchers applied constructivism theory to link the learners' background with new knowledge by motivating the learning with problem-based situations, for example, questioning to arouse higher ordering thinking skill, integrating inter-disciplinary contents together based on the learners' experiences in learning.

**Step III: In the development step**, the lesson experiment was conducted to examine the weakness for improvement, for example, sound, linker, word color and size. The following stages were conducted.

3.1. The experiment with person. The samples for this experiment were 2 representatives selected by purposive sampling technique (1 English learner and 1 Chinese learner) to investigate its weakness. This stage, the research conducted observation and interview as the tools for data collections.

3.2. The small group experiment, this stage used 6 representatives (3 English learners and 3 Chinese learners) to examine the weakness by using observation and interview to collect the data.

**Step IV: The implementation step**, the learning modules were used with the sample groups to seek for the efficiency level of the two material packages. The target sample groups were 60 people who were interested in learning the two languages (30 for Chinese learning and another 30 for English learning). Before experimenting, the researchers introduced the usage of learning modules through application. The experimental groups were tested before learning through mobile application. When they finished every unit (3 hours), they were tested again to examine their learning achievement. After that, the questionnaire on learners' satisfaction was administrated.

**Step V: the evaluation**, the learning modules and learners' satisfaction toward learning materials were evaluated by the following stages.

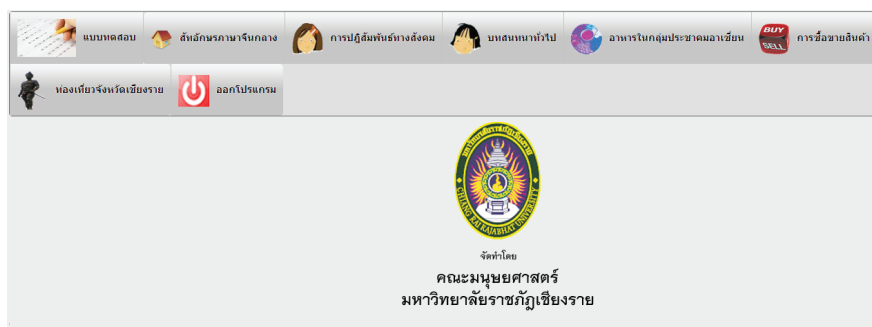
5.1. When using the two learning modules (Chinese and English) with 60 samples, their pre-test and post-test scores were calculated for the efficiency level of the lessons.

5.2. After learning every unit, the learners were asked to evaluate their learning satisfaction toward learning modules through mobile application. The research instruments consisted of 1) learning modules of Chinese and English for working personnel in organizations of Chiang Rai Province for ASEAN community accommodation through mobile application, 2) pre-test and post-test for learning achievement, and 3) learning satisfaction questionnaire. The obtained data were analyzed by t-test, mean, and standard deviation.

## Results

1. English and Chinese learning modules through mobile application to accommodate ASEAN community showed the efficiency level at 85.36/80.18 (E1/E2) for Chinese and 89.86/83.07 (E1/E2) for English which was higher than the set criteria.

1.1. The front main screen is the content structure consisting of Mandarin alphabets and English with 5 learning units.



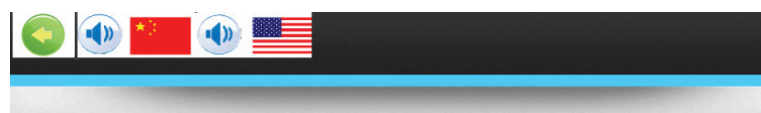
Picture I: The front main screen of Chinese and English learning modules through mobile application

1.2. The presentation of contents comprised the 5 learning units with sub-menu of each unit. These contents are conversations, vocabulary and learning Chinese and English from pictures.



Picture II: The presentation of contents comprised the 5 learning units with sub-menu of each unit

1.3. The components of learning materials consist of sounds of Chinese or English, the pictures of learning vocabulary and conversation to assist better autonomous learning.



บทสนทนาที่ 1 : คุณเป็นคนประเทศจีนไหม ?

麦克 : 你是中国人吗 ?

Màikè : Nǐ shì Zhōngguó rén ma ?

ไมค์ : คุณเป็นคนจีนใช่ไหม ?

Mike : Are you Chinese ?

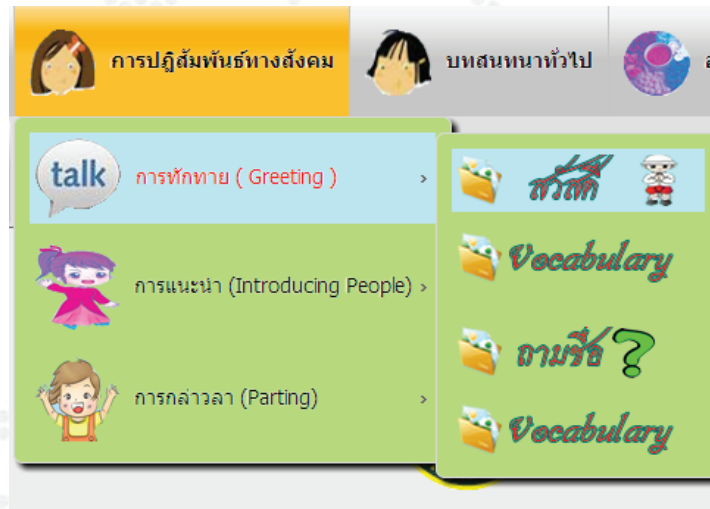
Picture III: The presentation of conversational content of Chinese and English learning modules.



Picture IV: The components of learning modules consisting of sounds of Chinese and English to assist learning vocabulary and conversations.



1.4. The guiding direction consists of menu illustrating main topics and sub-topics with the button or symbol to return to the main menu or leave the program.



Picture VI: The illustration of guiding direction showing the sub-topics of learning contents through mobile application.



2. Learning achievement after using Chinese and English learning module through mobile application appeared that the after-learning score was higher than that of the pre-learning at a statistical significant 0.05.



**Table 1:** The analysis of Chinese learning achievement

Testing	N	Full score	$\bar{x}$	S.D.	t
Pre-test	30	20	14.52	5.01	2.98*
Post-test	30	20	23.74	4.29	

\* P<0.05

From table I, it appeared that the learners' learning achievement of Chinese through mobile application appeared that the learners had improved their learning skills since the post-test mean score (23.74) was higher than the pre-test score (14.52) at a statistical significance at 0.05.

**Table II:** The analysis of English learning achievement

Testing	N	Full score	$\bar{x}$	S.D.	t
Pre-test	30	20	12.39	5.12	13.089
Post-test	30	20	23.26	3.72	

\* P<0.05

From table II, it appeared that the learners' learning achievement of English through mobile application appeared that the learners had improved their learning skills since the post-test mean score (23.26) was higher than the pre-test score (12.39) at a statistical significance at 0.05.

3. Learners' satisfaction towards learning modules appeared at the highest level with the mean score ( $\bar{x}$ ) at 4.75 and its standard deviation (S.D.) at 0.36.

## Discussion

The efficiency level of Chinese learning modules appeared at 85.36/80.18 (E1/E2) and English learning module appeared at 89.86/83.07 (E1/E2) which was higher than the set criteria. This indicated that the learning modules have been approved by the experts and they are really appropriate for learners. The design of the learning units could accommodate the learners' skill development since there consist of various assisting guidelines, easy to use and learn. The contents were simplified by using many graphic techniques and convenient for learners to learn autonomously. When considering learning achievement, it also appeared that the after-learning scores were higher than those of the after-learning of both languages at a statistical significant at 0.05, while the learners' satisfaction level towards learning modules appeared at 4.75 that was at the highest level.

It can be concluded that learning modules of English and Chinese are appropriate for the learners in terms of contents, they provide appropriate communicative based skills. The topics in each unit are authentic appropriately for practicing. These include, for example, tourism services, business negotiation, and cultural exchange. The learners can use these learning mod-

ules without any limitation in time and place. This is also responsive to the national strategic plan under the national economic and social development plan no.11 (B.E.2555 to 2559: 23) on human resources development to life-long learning society and learning in 21<sup>st</sup> century that focuses the integration of technology into learning and teaching (Eaton: 2011 referred in Phra Maha Supachai et al.: 2011).

It is suggested that the use of Chinese and English learning modules needs a support of effective internet system to make use of learning materials rapidly and efficiently. It is also advised that further studies need to emphasize on specific areas, such as Chinese and English for tourism or Chinese and English for nursing in that the learners can mostly make use of learning materials and responds to their needs.

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## Passengers' Perceptions of Hospitableness, In-flight Ambience and Space/ Function: A Comparison Study among Passengers of Thai Lion Air, Thai Air Asia, Nok Air and Thai Smile Airways

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### Abstract

This study has been conducted to compare perceptions of hospitableness, in-flight ambience and space/function among passengers of three low cost airlines and one light premium airline. Moreover, it also investigated the satisfaction and loyalty among passengers of those four airlines. Three low cost airlines selected for this study were major domestic flight operators including Thai Lion Air, Thai Air Asia and Nok Air. Another semi-low cost airline, or as claimed by itself as light premium airline, included in the study was Thai Smile Airways. The questionnaire was employed to randomly collect data from 120 passengers of each airline at Don Muang Airport, making a total sample size of 480 respondents. In the questionnaire, passengers were asked to rate the airline on the hospitableness scale (Tasci and Semrad, 2016), in-flight and space/function scales (Han, 2013), satisfaction scale (Azmi et al., 2013) and loyalty scale (Chiou and Droge, 2006; Kuenzel and Halliday, 2006)

The study results revealed that Thai Smile Airways significantly had higher overall hospitableness, higher overall in-flight ambience and space/function, higher satisfaction and higher loyalty than other three low costs airlines. This, more or less, confirm that its market positioning as light premium

Among the three low cost airlines, Thai Lion and Nok Air did not differ significantly in all dimensions and they both significantly had higher mean scores than Thai Air Asia in almost all areas. This, more or less, confirms that its market positioning as light premium, the positioning in the middle between low cost market and full service market, has been successfully executed.

The results suggest that Thai Air Asia may need to spend more development efforts on their service personnel in order to improve their hospitableness. In terms of in-flight ambience and space/function, while it might be difficult for Thai Air Asia, and also for other airlines, to improve physical inflight space or function, the airline, however, could improve some elements of the in-flight ambience such as inflight air quality, temperature, odor and noise.

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## Introduction

The worldwide airline industry has grown dramatically over the past two decades. The emergence and expansion of low cost carrier (LCC) segment is one of the important factors contributing to this rapid growth. Southeast Asian region is reported as one of region with routes among the most densely traffic in the world ranked by scheduled airline capacity (Bowen Jr, 2016). In Thailand, its domestic market has become a major airline battleground especially for the LCCs. In 2014, Thailand's domestic sector recorded passenger growth of over 30%. (CAPA, 2015). Although the increase in number of LCCs in Thailand have made air travel more accessible and more affordable for travellers, it has intensified the competition within Thai aviation market. This increase in number of LCC players has also made the passengers more sophisticated seekers for lower fares and higher standard (Han, 2013, Dolnicar et al., 2011, Forgas et al., 2010). To successfully compete in this highly competitive market, an LCC must understand how passengers perceive about its market offering which is a combination of products, services and experiences that the company offers to the market and makes significant efforts to improve its market offering to better satisfy the passengers in order to gain the competitive advantage.

To understand an airline market offering as perceived by passengers, there is a large number of concepts and frameworks that an LCC could use to investigate the perception of its passengers. Based on recent literature, these concepts include, for instance, service quality (Chen and Chang, 2005, Park et al., 2006, Jiang and Zhang, 2016, Sandada and Matibiri, 2016), quality risk assessment (Hu and Hsiao, 2016), service environment (Messner, 2016), and brand (Ramaseshan and Tsao, 2007, Chung and Feng, 2016).

This study sought to use different lens to investigate airline passengers' perception. Based on traditional service management literature, it is suggested service delivery involves tangible and intangible components. The tangible component, also known as servicescape, includes the exterior and interior design, the equipment and the ambient condition in the environment which are built or provided for the customers. In other words, the tangibles could be anything that customers see, hear, smell and touch that adds or detracts from their experience in dealing with the service company. The intangible component, on the other hand includes the interactional and interpersonal relationship that occurs between the host and guest during the service delivery (Ariffin and Maghzi, 2012). This study then aimed to investigate passengers' perception of the tangible and intangible components of air travel service provided by different major LCCs in Thai aviation market. It employed the hospitableness scale empirically developed by Tasci and Semrad (2016) to represent the intangible component and in-flight ambience and space/function scale developed by Han (2013) to represent the tangible component. Also, it went further to compare the satisfaction and loyalty of the passengers of those LCCs.

The LCCs selected in this study were three largest domestic LCCs in terms of number of flights operated i.e. Thai Air Aisa, Nok Air and Thai Lion Air. Another airline included in the study was Thai Smile. Although Thai Smile is a semi-low cost carrier, it was selected because its market positioning in the middle between LCC and full service carrier (FSC) has made it, more or less, a close product-category competitor to those LCCs.

## Background Literature

To achieve the aim of this study to compare the passengers' perception of hospitableness, in-flight ambience and space/function, satisfaction and loyalty among passengers of Thai Smile, Thai Lion, Nok Air and Thai Air Asia, relevant concepts are discussed as follows.

### Hospitableness

The concept of hospitableness has long been discussed in the literature along with the concept of hospitality. Although these two concepts are interrelated, they are essentially different. A cause leading to confusion of the terms could be that the earlier empirical research works on hospitableness were conducted in the hospitality industry setting, i.e. lodging industry. Those research works did not clearly differentiate hospitableness from hospitality. For example, Ariffin and Maghzi (2012) studied the influence of personal and hotel factors on the expectation level of hotel hospitality (hospitableness). In another research by Ariffin et al. (2013), they investigated the hotel hospitality on hotel guest satisfaction and used the terms interchangeably.

More recently, Tasci and Semrad (2016) discussed the differences between two terms and attempted to empirically develop the hospitableness scale that could be applied in a multi-contextual manner across service industry. They stated that while hospitality may include provision of things ranging from sustenance products such as food and drinks to entertainment and other services provided for guests, hospitableness, on the other hand, is the element that affects the perception of service of sustenance and entertainment products. They defined hospitableness as the positive attitudinal, behavioral and personality characteristics of the hosts that result in positive emotional responses in guests feeling welcomed, wanted, cared for, safe, and important (Tasci and Semrad, 2016). Based on their operational definition, they developed hospitableness scale consisting of three dimensions including heartwarming, heart-assuring and heart-soothing. Their scale was employed in this study to compare the hospitableness among the airlines.

*H1:* Passengers of different airlines do have different perceptions of hospitableness

### In-flight ambience and space/function

In the service literature, physical environment in a consumption situation, also known as servicescape, plays an important role in the service delivering process and has strong impact on customers. The term servicescape was first introduced by Bitner (1992) and was defined as the physical surroundings, or built environment, that impact on the behaviors of customers and employees in service organization. Bitner (1992) identified three environment dimensions of servicescape: ambient conditions (e.g. temperature, music, odour), spatial layout and functionality (e.g. equipment, furnishing), and sign symbols and artefacts (e.g. style of décor). This variety of objective environmental factors are perceived by both employees and customers and that both groups may respond cognitively, emotionally and physiologically to the environment (Bitner, 1992).

Following the seminal work on servicescape by Bitner (1992), many researchers have adopted and applied the concept to their studies under a variety of service settings which include, for instance, retail industry (Spangenberg et al., 2005, O'Cass and Grace, 2008, Reimer and Kuehn, 2005), hotel and lodging business (Lin, 2004, Dedeoğlu et al., 2015, Durna et al., 2015) and restaurant (Kim and Moon, 2009, Ryu and Jang, 2008).

Adapting from existing literature on servicescape and physical environment in the service delivery setting, Han (2013) proposed the in-flight ambience and space/function scale developed specifically to airline businesses. The scale consists of two main dimensions i.e. ambient conditions and space/function. The ambient conditions dimension has four sub-dimensions which assess air quality, temperature, odour, and noise. For the space/function dimension, there are two sub-dimensions which assess layout and equipment/amenity. This study adopted the scale developed by Han (2013) to assess the passenger perception of in-flight servicescape among four airlines.

*H2:* Passengers of different airlines do have different perceptions of in-flight ambience and space/function

### Passenger satisfaction

Passenger satisfaction is of great importance to airline company as it helps reinforce the positive attitude toward airline, stimulate repeat purchases and favorable word-of-mouth (Rogerson, 1983, Zboja and Voorhees, 2006). Theoretically, customer satisfaction is a result of a subjective comparison between expectation and the perceived post-purchase accomplishment. Oliver (2010) described this as a fulfilment process where customer judged whether the products and services were provided at enjoyable level of consumption-related fulfilment, i.e. under-fulfilment or over-fulfilment level. Based on this concept of satisfaction, Westbrook and Oliver (1991) developed a well-established satisfaction measurement scale consisting of 4 items. This scale has been widely accepted and employed by many researchers in tourism and hospitality including Ariffin et al. (2013), Ryu and Jang (2008) and Olorunniwo et al. (2006). Therefore, this study borrowed the scale developed by Westbrook and Oliver (1991) to measure and compare passenger satisfaction between those four airlines.

*H3:* Passengers of different airlines do have different satisfaction level

### Loyalty

Building repeating business is important to long-term profitability of the business organizations. The business organization, therefore, needs to build customer loyalty. Oliver (1997) defined customer loyalty as a deeply held commitment to rebuy or re-patronize a preferred product/service consistently in the future, thereby causing repetitive same brand purchasing, despite situational influences and marketing efforts that have the potential to cause switching behaviour. This definition is consistent with the integrated conceptual framework proposed by Dick and Basu (1994) which suggests that customer loyalty is viewed as the strength of the relationship between an individual's relative attitude and repeat patronage. Therefore, this study evaluates passenger loyalty in two different measures i.e. attitudinal loyalty and behavioral loyalty. The attitudinal loyalty scale developed by Chiou and Droge (2006) and behavioral loyalty scale developed by Kuenzel and Vaux Halliday (2008) were employed to assess and compare passenger loyalty of the four airlines.

*H4:* Passengers of different airlines do have different loyalty level

## Research Methods

## Measurements and Instrument Development

The initial draft of the questionnaire was crafted with validated measurement scales from previous studies that examined constructs in query of this study. The questionnaire consisted of hospitableness scale (Tasci and Semrad, 2016), in-flight ambience and space/function scale (Han, 2013), satisfaction scale (Olorunniwo et al., 2006), attitudinal loyalty scale (Chiou and Droge, 2006), behavioural loyalty scale (Kuenzel and Vaux Halliday, 2008), and personal information. Measurement items were measured on a 5-point Likert type scale ranging from 5 (strongly agree) to 1 (strongly disagree). Personal information included gender, age, monthly income, marital status education and average flights taken within past six months.

The initial draft of the questionnaire was translated from English into Thai by three qualified translators. Three tourism educators were then asked to judge each measurement item from the three translated versions and to make an agreement upon the most appropriate one. The questionnaire in Thai version was then back translated into English by another qualified translator. A comparison of the original English version and the back-translated version confirmed the effectiveness of translation from original English version to Thai version.

Prior to finalizing the questionnaire, a pre-test was conducted with 35 low cost airline passengers. Cronbach's alpha was used to assess the reliability coefficient of each dimension of the construct. The results showed that the values of all 12 dimensions were higher than the cutoff value of 0.7 (Hair, 2010).

## Sample and Data Collection

A self-administered questionnaire was randomly distributed to passengers of Thai Smile, Thai Lion Air, Nok air and Thai Air Asia at the arrival hall, Don Muang International Airport, from August to October 2016. Consequently 120 usable responses from passengers of each airline, making a total of 480 responses, were used for further data analysis.

## Data Analysis

Descriptive statistics such as frequency distributions and means were used to portray the summary description of the data. Analysis of variance (ANOVA) procedure was employed to test whether there were significant differences on hospitableness, in-flight ambience and space/function, satisfaction and loyalty between the four airlines. Scheffe tests were utilized to perform post hoc comparisons when significant differences were found.



## Results

### Profile of the respondents

From Table 1, Across four airlines, most respondents were female, 21 – 30 years old and single. Majority of respondents possessed bachelor's degree. In terms of monthly income, over half of the respondents had income lower than 20,000 Baht, fairly evenly distributed between group reporting income 10,000 Baht and below and group reporting income 10,001 – 20,000 Baht. Of the whole 480 respondents, the average flights taken within the past six months was 2.45. Passengers of Nok Air had the highest average flights taken within the past six months (3.18) while Thai Lion Air has the lowest (1.59). it is noteworthy that passengers of Thai Air Asia had taken flights with Air Asia within the past six months at the average of 1.83 flights, higher than all other three airlines.

### Passengers' perception of hospitableness

The analysis of variance (ANOVA) on individual items, heartwarming, heart-assuring, heart-soothing and overall hospitableness yielded significant variation among airlines. From Table 2, for overall hospitableness, Post-hoc Scheffe test showed that Thai Smile significantly had higher overall hospitableness than the three low cost airlines. However, among the rest three low cost airlines, Thai Lion significantly had higher overall hospitableness than Thai Air Asia while Nok Air, lying somewhere in the middle, was not significantly different from the two airlines.

**Table 1** Respondents' personal information

Personal information	Airline									
	Thai Smile		Thai Lion		Nok Air		Thai Air Asia		Total	
<b>Gender</b>	<b>120</b>	<b>(100)</b>	<b>120</b>	<b>(100)</b>	<b>120</b>	<b>(100)</b>	<b>120</b>	<b>(100)</b>	<b>480</b>	<b>(100)</b>
Male	29	(24.2)	26	(21.7)	14	(11.7)	30	(25)	99	(20.6)
Female	91	(75.8)	94	(78.3)	106	(88.3)	90	(75)	381	(79.4)
<b>Age</b>	<b>120</b>	<b>(100)</b>	<b>120</b>	<b>(100)</b>	<b>120</b>	<b>(100)</b>	<b>120</b>	<b>(100)</b>	<b>480</b>	<b>(100)</b>
20 years and below	31	(25.8)	32	(26.7)	34	(28.3)	19	(15.8)	116	(24.2)
21 – 30 years	73	(60.8)	77	(64.2)	60	(50)	72	(60)	282	(58.8)
31 – 40 years	13	(10.8)	11	(9.2)	14	(11.7)	16	(13.3)	54	(11.3)
41 - 50 years	3	(2.5)	0	(0)	10	(8.3)	8	(6.7)	21	(4.4)
51 – 60 years	0	(0)	0	(0)	2	(1.7)	2	(1.7)	4	(0.8)
60 years and above	0	(0)	0	(0)	0	(0)	3	(2.5)	3	(0.6)
<b>Monthly income</b>	<b>120</b>	<b>(100)</b>	<b>118</b>	<b>(100)</b>	<b>119</b>	<b>(100)</b>	<b>120</b>	<b>(100)</b>	<b>477</b>	<b>(100)</b>
10,000 Baht and below	38	(31.7)	43	(36.4)	46	(38.7)	47	(39.2)	174	(36.5)
10,001 – 20,000 Baht	48	(40)	51	(43.2)	34	(28.6)	40	(33.3)	173	(36.3)
20,001 – 30,000 Baht	22	(18.3)	21	(17.8)	20	(16.8)	14	(11.7)	77	(16.1)
30,001 – 40,000 Baht	7	(5.8)	3	(2.5)	9	(7.6)	8	(6.7)	27	(5.7)
40,001 – 50,000 Baht	5	(4.2)	0	(0)	5	(4.2)	1	(0.8)	11	(2.3)

Personal information	Airline				Total
	Thai Smile	Thai Lion	Nok Air	Thai Air Asia	
50,000 Baht and above	0 (0)	0 (0)	5 (4.2)	10 (8.3)	15 (3.1)
<b>Marital status</b>	<b>120 (100)</b>	<b>120 (100)</b>	<b>120 (100)</b>	<b>120 (100)</b>	<b>480 (100)</b>
Single	87 (72.5)	104 (86.7)	106 (88.3)	105 (87.5)	402 (83.8)
Married	24 (20)	14 (11.7)	10 (8.3)	15 (12.5)	63 (13.1)
Widowed/Separated/ Divorced	9 (6.0)	2 (1.7)	4 (3.3)	0 (0)	15 (3.1)
<b>Education</b>	<b>119 (100)</b>	<b>117 (100)</b>	<b>119 (100)</b>	<b>120 (100)</b>	<b>475 (100)</b>
Primary school or lower	9 (7.6)	4 (3.4)	6 (5.0)	1 (0.8)	20 (4.2)
Secondary school	33 (27.7)	23 (19.7)	16 (13.4)	19 (15.8)	91 (19.2)
Bachelor's degree	69 (58.0)	84 (71.8)	87 (73.1)	93 (77.5)	333 (70.1)
Master's degree or higher	8 (6.7)	6 (5.1)	10 (8.4)	7 (5.8)	31 (6.6)
<b>Average flights taken within the past 6 months</b>					
All airlines	2.16	1.59	3.18	2.89	2.45
Airline as indicated in the questionnaire	1.32	1.27	1.79	1.83	1.55

**Table 2** Passengers' perception of hospitableness

Hospitableness	Mean				F	p value
	Thai Smile	Thai Lion	Nok Air	Thai Air Asia		
<b>1. Heartwarming</b>	<b>4.10<sup>a</sup></b>	<b>3.87<sup>b</sup></b>	<b>3.83<sup>b</sup></b>	<b>3.68<sup>b</sup></b>	<b>11.329</b>	<b>0.000*</b>
1.1 Polite	4.18 <sup>a</sup>	3.90 <sup>b</sup>	3.90 <sup>b</sup>	3.84 <sup>b</sup>	6.216	0.000*
1.2 Welcoming	4.09 <sup>a</sup>	3.91 <sup>a,b</sup>	3.86 <sup>a,b</sup>	3.75 <sup>c</sup>	5.453	0.001*
1.3 Friendly	4.13 <sup>a</sup>	3.91 <sup>a,b</sup>	3.89 <sup>a,b</sup>	3.68 <sup>c</sup>	8.213	0.000*
1.4 Courteous	4.17 <sup>a</sup>	3.86 <sup>b</sup>	3.83 <sup>b</sup>	3.70 <sup>b</sup>	10.053	0.000*
1.5 Helpful	4.12 <sup>a</sup>	3.83 <sup>b</sup>	3.88 <sup>a,b</sup>	3.70 <sup>c</sup>	7.661	0.000*
1.6 Respectful	4.00 <sup>a</sup>	3.88 <sup>a,b</sup>	3.63 <sup>b,c</sup>	3.58 <sup>c</sup>	8.497	0.000*
1.7 Kind	4.05 <sup>a</sup>	3.83 <sup>a</sup>	3.80 <sup>a</sup>	3.53 <sup>b</sup>	9.779	0.000*
<b>2. Heart-assuring</b>	<b>4.10<sup>a</sup></b>	<b>3.93<sup>a,b</sup></b>	<b>3.75<sup>b,c</sup></b>	<b>3.68<sup>c</sup></b>	<b>11.206</b>	<b>0.000*</b>
1.1 Trustworthy	4.15 <sup>a</sup>	3.91 <sup>b</sup>	3.88 <sup>b</sup>	3.88 <sup>b</sup>	4.906	0.002*
1.2 Honest	4.08 <sup>a</sup>	4.00 <sup>a</sup>	3.67 <sup>b</sup>	3.66 <sup>b</sup>	12.886	0.000*
1.3 Consistent	4.08 <sup>a</sup>	3.94 <sup>a,b</sup>	3.74 <sup>b,c</sup>	3.60 <sup>c</sup>	9.385	0.000*
1.4 Reliable	4.08 <sup>a</sup>	3.88 <sup>a,b</sup>	3.73 <sup>b,c</sup>	3.58 <sup>c</sup>	9.024	0.000*

Hospitableness	Mean				F	p value
	Thai Smile	Thai Lion	Nok Air	Thai Air Asia		
<b>3. Heart-soothing</b>	<b>4.04<sup>a</sup></b>	<b>3.88<sup>a,b</sup></b>	<b>3.71<sup>b</sup></b>	<b>3.73<sup>b</sup></b>	<b>8.357</b>	<b>0.000*</b>
1.1 Generous	4.00 <sup>a</sup>	3.83 <sup>a,b</sup>	3.68 <sup>b</sup>	3.74 <sup>b</sup>	4.594	0.004*
1.2 Sociable	4.04 <sup>a</sup>	3.88 <sup>a,b</sup>	3.78 <sup>b</sup>	3.78 <sup>b</sup>	3.902	0.009*
1.3 Open-minded	4.10 <sup>a</sup>	3.96 <sup>a</sup>	3.65 <sup>b</sup>	3.64 <sup>b</sup>	13.200	0.000*
1.4 Happy	4.03 <sup>a</sup>	3.85 <sup>a,b</sup>	3.74 <sup>b</sup>	3.76 <sup>b</sup>	4.256	0.006
<b>Overall Hospitableness</b>	<b>4.09<sup>a</sup></b>	<b>3.89<sup>b</sup></b>	<b>3.78<sup>b,c</sup></b>	<b>3.69<sup>c</sup></b>	<b>12.327</b>	<b>0.000*</b>

### Note

1. Means were calculated from a 5-point Likert scale (5=Strongly agree; 1= Strongly disagree)
2. Mean scores with same superscripts are not significantly different. Different superscripts indicate means are statistically different according to Scheffe post hoc tests.
3. Asterisk (\*) means the p-value is less than 0.05

### Passengers' perception of in-flight ambient conditions and space/function

From Table 3, ANOVA results indicated that there were significant differences among four airlines at all individual items except item 2.3 (The level of moisture/humidity in the plane). The results also indicated significant differences among overall servicescape, in-flight ambient conditions dimension, space/function dimension of four airlines.

Post-hoc tests showed that Thai Smile significantly had the highest overall servicescape score and Thai Air Asia significantly had the lowest score while Thai Lion and Nok Air were not significantly different from each other and were in the middle between Thai Smile and Air Asia. At dimensional level, post-hoc tests for ambient conditions dimension and space/function showed almost the same results except ambient conditions of Nok Air that did not differ significantly from Thai Lion and Thai Air Asia.

At sub-dimensional level, for air quality, temperature, and odor, the ad-hoc results revealed that Thai Smile significantly had the higher score than those three low cost airlines, whose scores were not significantly different. For noise, layout and equipment/amenity, while Thai Smile significantly had the highest scores and Thai Air Asia significantly had the lowest scores, there were not significant differences between the scores of Thai Lion and Nok Air, lying in the middle between Thai Smile and Air Asia.

**Table 3** Passengers' perception of in-flight ambient conditions and space/function

In-flight ambient conditions and space/ function	Mean				F	P value
	Thai Smile	Thai Lion	Nok Air	Thai Air Asia		
<b>I. Ambient conditions</b>	<b>4.08<sup>a</sup></b>	<b>3.82<sup>b</sup></b>	<b>3.75<sup>b,c</sup></b>	<b>3.62<sup>c</sup></b>	<b>17.902</b>	<b>0.000*</b>
<b>1. Air quality</b>	<b>4.06<sup>a</sup></b>	<b>3.81<sup>b</sup></b>	<b>3.68<sup>b</sup></b>	<b>3.65<sup>b</sup></b>	<b>12.342</b>	<b>0.000*</b>
1.1 The air quality in this plane was appropriate.	3.98 <sup>a</sup>	3.76 <sup>a,b</sup>	3.73 <sup>b</sup>	3.73 <sup>b</sup>	3.989	0.008*
1.2 The air in this plane was dust-free.	4.11 <sup>a</sup>	3.83 <sup>b</sup>	3.64 <sup>b</sup>	3.58 <sup>b</sup>	14.169	0.000*
1.3 It was easier to breathe in this plane compared to other planes.	4.10 <sup>a</sup>	3.85 <sup>a,b</sup>	3.68 <sup>b</sup>	3.63 <sup>b</sup>	11.278	0.000*
<b>2. Temperature</b>	<b>4.09<sup>a</sup></b>	<b>3.82<sup>b</sup></b>	<b>3.81<sup>b</sup></b>	<b>3.62<sup>b</sup></b>	<b>10.895</b>	<b>0.000*</b>
2.1 The temperature during the flight was comfortable.	4.03 <sup>a</sup>	3.79 <sup>a,b</sup>	3.75 <sup>b</sup>	3.60 <sup>b</sup>	8.249	0.000*
2.2 It was not too dry in this plane.	4.18 <sup>a</sup>	3.89 <sup>b</sup>	3.68 <sup>b,c</sup>	3.54 <sup>c</sup>	19.197	0.000*
2.3 The level of moisture/humidity in this plane was fine.	4.04 <sup>a</sup>	3.83 <sup>a</sup>	4.08 <sup>a</sup>	3.76 <sup>a</sup>	1.279	0.281
2.4 It was not very cold/hot in this plane	4.10 <sup>a</sup>	3.77 <sup>b</sup>	3.73 <sup>b</sup>	3.60 <sup>b</sup>	12.031	0.000*
<b>3. Odor</b>	<b>4.09<sup>a</sup></b>	<b>3.85<sup>b</sup></b>	<b>3.74<sup>b</sup></b>	<b>3.66<sup>b</sup></b>	<b>11.854</b>	<b>0.000*</b>
3.1 The odor on this flight was fine.	4.00 <sup>a</sup>	3.88 <sup>a</sup>	3.77 <sup>a,b</sup>	3.60 <sup>b</sup>	7.614	0.000*
3.2 The flight odor was not strange/unfamiliar.	4.14 <sup>a</sup>	3.86 <sup>b</sup>	3.71 <sup>b</sup>	3.70 <sup>b</sup>	10.992	0.000*
3.3 The odor during the flight was acceptable.	4.13 <sup>a</sup>	3.82 <sup>b</sup>	3.73 <sup>b</sup>	3.68 <sup>b</sup>	10.354	0.000*
<b>4. Noise</b>	<b>4.08<sup>a</sup></b>	<b>3.77<sup>b</sup></b>	<b>3.75<sup>b</sup></b>	<b>3.50<sup>c</sup></b>	<b>16.740</b>	<b>0.000*</b>
4.1 The aircraft noise during the flight was not too loud/bothersome..	4.05 <sup>a</sup>	3.76 <sup>b</sup>	3.74 <sup>b</sup>	3.54 <sup>b</sup>	11.351	0.000*
4.2 The noise level of the plane was acceptable.	4.10 <sup>a</sup>	3.79 <sup>b</sup>	3.76 <sup>b</sup>	3.47 <sup>c</sup>	16.859	0.000*
<b>II. Space/function</b>	<b>4.09<sup>a</sup></b>	<b>3.763<sup>b</sup></b>	<b>3.63<sup>b</sup></b>	<b>3.21<sup>c</sup></b>	<b>43.153</b>	<b>0.000*</b>
<b>5. Layout</b>	<b>4.13<sup>a</sup></b>	<b>3.76<sup>b</sup></b>	<b>3.68<sup>b</sup></b>	<b>3.11<sup>c</sup></b>	<b>38.607</b>	<b>0.000*</b>
5.1 The seating layout in this plane was comfortably arranged.	4.10 <sup>a</sup>	3.79 <sup>b</sup>	3.66 <sup>b</sup>	3.16 <sup>c</sup>	28.752	0.000*
5.2 Overall, the layout in this cabin made it easy for me to move around.	4.17 <sup>a</sup>	3.73 <sup>b</sup>	3.70 <sup>b</sup>	3.06 <sup>c</sup>	39.767	0.000*
<b>6. Equipment/amenity</b>	<b>4.07<sup>a</sup></b>	<b>3.76<sup>b</sup></b>	<b>3.60<sup>b</sup></b>	<b>3.26<sup>c</sup></b>	<b>36.386</b>	<b>0.000*</b>
6.1 The electronic/electrical amenities in this plane were generally of high quality.	4.08 <sup>a</sup>	3.84 <sup>a,b</sup>	3.68 <sup>b</sup>	3.26 <sup>c</sup>	28.886	0.000*
6.2 The electrical devices equipped in my seating area (e.g., air-conditioning nozzle, reading light, call button, power ports) functioned well.	4.07 <sup>a</sup>	3.73 <sup>b</sup>	3.55 <sup>b,c</sup>	3.31 <sup>c</sup>	24.288	0.000*

In-flight ambient conditions and space/ function	Mean				F	P value
	Thai Smile	Thai Lion	Nok Air	Thai Air Asia		
1.1 Basic amenities for in-flight entertainment were well equipped in this plane (e.g., magazines in seat pocket, newspapers, TV screen).	4.09 <sup>a</sup>	3.78 <sup>b</sup>	3.56 <sup>b</sup>	3.19 <sup>c</sup>	29.698	0.000*
1.2 The seat and tray for eating and reading were comfy.	4.05 <sup>a</sup>	3.71 <sup>b</sup>	3.63 <sup>b</sup>	3.28 <sup>c</sup>	20.767	0.000*
<b>Overall ambient conditions and space/ function</b>	<b>4.08<sup>a</sup></b>	<b>3.80<sup>b</sup></b>	<b>3.71<sup>b</sup></b>	<b>3.48<sup>c</sup></b>	<b>29.632</b>	<b>0.000*</b>

### Note

1. Means were calculated from a 5-point Likert scale (5=Strongly agree; 1= Strongly disagree)
2. Mean scores with same superscripts are not significantly different. Different superscripts indicate means are statistically different according to Scheffe post hoc tests.
3. Asterisk (\*) means the p-value is less than 0.05

### Passengers' satisfaction

From Table 4, ANOVA results indicated that there were significant differences in satisfaction mean scores among four airlines. The post-hoc results showed that Thai Smile significantly had higher overall satisfaction score than the other three airlines. For individual items, post-hoc tests revealed that almost all items had the results in consistence with the overall satisfaction except for item number 1 (satisfaction with the decision to use the airline) that the scores of the three low cost airlines were significantly lower than Thai Smile but they were not significantly different among each other.

**Table 4** Passengers' satisfaction

Satisfaction	Mean				F	P value
	Thai Smile	Thai Lion	Nok Air	Thai Air Asia		
1. I am satisfied with my decision to use this airline	4.26 <sup>a</sup>	3.78 <sup>b</sup>	3.73 <sup>b</sup>	3.63 <sup>b</sup>	22.134	0.000*
2. My choice to use this airline was a wise one	4.13 <sup>a</sup>	3.83 <sup>b</sup>	3.58 <sup>b,c</sup>	3.31 <sup>c</sup>	24.543	0.000*
3. I think I did the right thing when I chose to fly with this airline	4.13 <sup>a</sup>	3.82 <sup>b</sup>	3.58 <sup>b,c</sup>	3.42 <sup>c</sup>	19.970	0.000*
4. I feel that my experience with this airline has been enjoyable	4.20 <sup>a</sup>	3.72 <sup>b</sup>	3.58 <sup>b,c</sup>	3.43 <sup>c</sup>	22.462	0.000*
<b>Overall satisfaction</b>	<b>4.18<sup>a</sup></b>	<b>3.79<sup>b</sup></b>	<b>3.62<sup>b,c</sup></b>	<b>3.45<sup>c</sup></b>	<b>29.625</b>	<b>0.000*</b>

## Note

1. Means were calculated from a 5-point Likert scale (5=Strongly agree; 1= Strongly disagree)
2. Mean scores with same superscripts are not significantly different. Different superscripts indicate means are statistically different according to Scheffe post hoc tests.
3. Asterisk (\*) means the p-value is less than 0.05

## Passengers' loyalty

From Table 5, ANOVA results indicated that there were significant differences in overall loyalty, attitudinal loyalty and behavioral loyalty mean scores among four airlines. Post-hoc results showed that Thai Smile significantly had the highest mean scores for overall loyalty, attitudinal loyalty and behavioral loyalty mean scores while Thai Air Asia significantly had the lowest mean scores. On the other hand, Thai Lion and Nok Air mean scores were not significantly different and both of them stayed in the middle between Thai Smile and Thai Air Asia.

**Table 5** Passengers' loyalty

Loyalty	Mean				F	P value
	Thai Smile	Thai Lion	Nok Air	Thai Air Asia		
<b>1. Attitudinal loyalty</b>	<b>4.11<sup>a</sup></b>	<b>3.72<sup>b</sup></b>	<b>3.63<sup>b</sup></b>	<b>3.26<sup>c</sup></b>	<b>16.371</b>	<b>0.000*</b>
1.1 If I had to do it over again, I would choose this airline.	4.09 <sup>a</sup>	3.72 <sup>b</sup>	3.63 <sup>b</sup>	3.36 <sup>c</sup>	19.113	0.000*
1.2 I try to use this airline because it is the best choice for me.	4.09 <sup>a</sup>	3.68 <sup>a,b</sup>	3.81 <sup>a,b</sup>	3.19 <sup>c</sup>	4.350	0.005*
1.3 I consider myself to be a loyal patron of this airline.	4.13 <sup>a</sup>	3.77 <sup>b</sup>	3.45 <sup>c</sup>	3.22 <sup>c</sup>	27.274	0.000*
<b>2. Behavioural loyalty</b>	<b>4.07<sup>a</sup></b>	<b>3.76<sup>b</sup></b>	<b>3.55<sup>b</sup></b>	<b>3.31<sup>c</sup></b>	<b>27.028</b>	<b>0.000*</b>
2.1 I would recommend this airline to friends and relatives.	4.08 <sup>a</sup>	3.78 <sup>b</sup>	3.53 <sup>b</sup>	3.23 <sup>c</sup>	26.744	0.000*
2.2 I intend to keep flying with this airline.	3.96 <sup>a</sup>	3.78 <sup>a</sup>	3.64 <sup>a,b</sup>	3.28 <sup>c</sup>	7.365	0.000*
2.3 If I need to travel by plane, this airline would be my preferred choice.	4.08 <sup>a</sup>	3.76 <sup>b</sup>	3.42 <sup>c</sup>	3.19 <sup>c</sup>	26.474	0.000*
2.4 I will speak positively about this airline.	4.16 <sup>a</sup>	3.72 <sup>b</sup>	3.64 <sup>b</sup>	3.55 <sup>b</sup>	14.875	0.000*
2.5 I intend to encourage other people to travel with this airline.	4.06 <sup>a</sup>	3.75 <sup>b</sup>	3.53 <sup>a,b</sup>	3.28 <sup>c</sup>	23.607	0.000*
<b>Overall loyalty</b>	<b>4.08<sup>a</sup></b>	<b>3.74<sup>b</sup></b>	<b>3.58<sup>b</sup></b>	<b>3.29<sup>c</sup></b>	<b>26.651</b>	<b>0.000*</b>

## Note

1. Means were calculated from a 5-point Likert scale (5=Strongly agree; 1= Strongly disagree)
2. Mean scores with same superscripts are not significantly different. Different superscripts indicate means are statistically different according to Scheffe post hoc tests.
3. Asterisk (\*) means the p-value is less than 0.05

## Discussion and Managerial Implication

From Figure 1, it could be seen that Thai Smile significantly outperformed the three low cost airlines across almost all dimensions. The results partly confirmed the success in its intended market positioning as 'light premium' airline, the position that was superior than low cost airlines. However, there were some areas of hospitableness that Thai Smile could work upon. On heart-assuring and heart-soothing dimensions, it did not significantly differ from Thai Lion. In order to truly differentiate itself from the low cost competitors, it might need to spend more efforts on selection and training its flight attendants and other frontline service staff to better provide services that convey the sense of heart-assuring and heart-soothing.

Among the three low cost airlines, Thai Lion, though the most recent player entering Thai domestic aviation market, and Nok Air did not differ significantly in all dimensions. However, for Thai Air Asia, there were many areas that significantly underperformed other two low cost competitors in areas such as heartwarming, in-flight noise and layout. The comparative underperformance of Thai Air Asia unsurprisingly had, more or less, an effect on its lowest mean scores in satisfaction, attitudinal loyalty and behavioural loyalty. The results suggest that Thai Air Asia might need to spend more efforts on its staff recruitment, development and training to improve its overall hospitableness. Also, in the area of ambient conditions, in-flight noise is the dimension that need improvement as it had significantly lowest score as compared to other three airlines. The lowest mean scores of Thai Air Asia in in-flight layout and equipment/amenity dimensions mean that Thai Air Asia might need to redesign its in-flight space and function for their new fleet in the future.

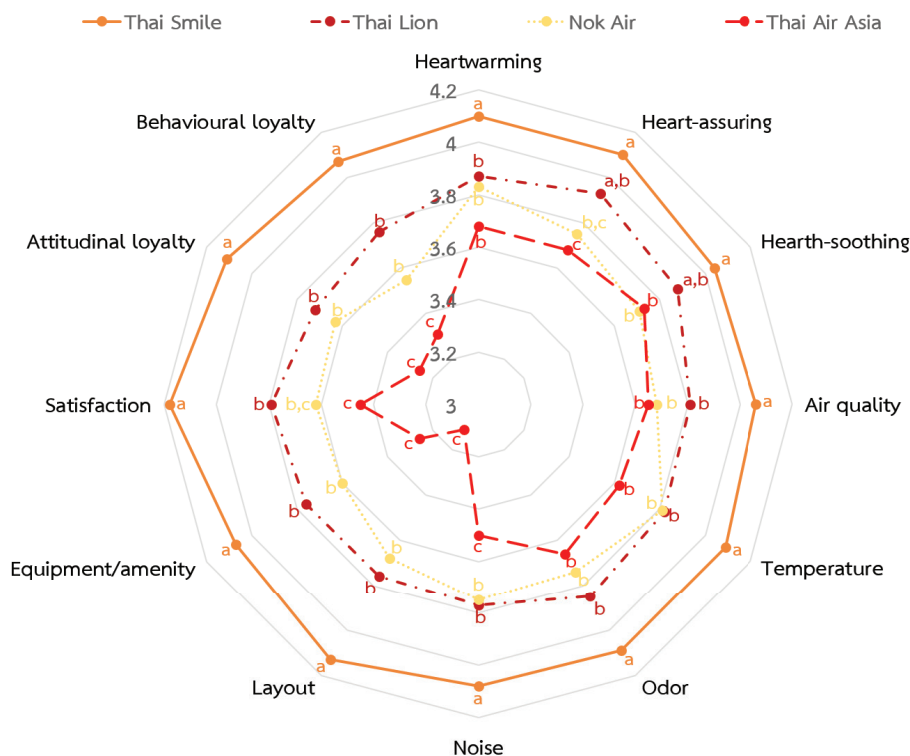


Figure 1 Summary of the results according to construct dimensions

## Limitation and Future Research

This study is not free from limitations possibly caused by demographic characteristics of respondents and the data collection method. In this study, the data was gathered only from Thai passengers and only on domestic flights. Regarding the fact that the target markets of those four airlines also include foreigners and some airlines also provide international flights, the future research should include passengers of the international flights and also foreign passengers. Moreover, to shed lights on the whole aviation industry, full service airlines should be included into the study along with the competitors in other market segments.

From the past literature, it suggests that there are relationships between constructs/variables in query of this study. The statistical methods such as structural equation modeling should be employed to investigate the relationship between variables.



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## Reflection of Isan Society through Country Songs in the Album Series "Tam Hoy Isan"

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### Abstract

This article aims to analyze how Isan Society is reflected in country songs in the album series "Tam Hoy Isan," volumes 1-4, a total of 68 songs. The study shows that the songs reflect Isan society in 3 ways: 1) Socioeconomic aspects reflect Isan people living in poverty and obtaining low levels of education, forcing them move to work in the Bangkok and its vicinity and to become part of the labor class; 2) Ways of life and family relationship aspects reflect love between youth, parents, and friends from one's hometown, as well as love between Isan people; and 3) Local Isan cultural and traditional aspects reflect both practices of general cultural conventions for men and women, as well as practices of cultural traditions embedded in the unique identity of Isan people.

**Keyword:** Reflection of Isan Society, Country Songs, Tam Hoy Isan

## Introduction

Songs are a form of literature that mainly requires listening. Lapo, S. (2008 :2). claims that one must listen to both the lyrics and rhythm of music before one is able to understand song lyrics. Before a song's composition can become popular amongst listeners, they have to be able to connect with both the spirit and emotions of the composer. The composer must use the correct language and appropriate rhythm, each of which must accompany the other perfectly before listeners will be impressed and understand deeply the song they are hearing, and before they will understand the song as the composer imagined.

Pantoomkomol, S. (1994 : 169). analyzed the connections between the lyrics of country song (Lukthung) hits from 1955-1992 and found that different styles of singing were consistent with different types of lyrics. For example, Lukthung songs had lyrics that showcased the simple way of life of people living in the countryside, as well as rural peoples' enormous reciprocal generosity. The songs maintained a certain form, prosody, and tempo, as well as tended to include aspects of traditional cultures and customs.

Pewporchai, P (2006 : 2) studied Isan (Northeast Thailand) country songs (Lukthung Isan), the songs' use of language, and the reflection of local culture in the discography of Siriporn Umpaipong. Pewporchai, P (2006) concluded that the majority of Lukthung research has been concerned with lyrical analysis and the reflection of conditions of Isan society in Lukthung music. The earliest research was focused on linguistic aspects of Lukthung songs, the reflection of society within the songs, and the way of life of people in the Isan rural area.

Previous research regarding Lukthung Isan songs, as summarized above, shows that this genre of music can offer a narrative that changes with each generation, and the lyrics can reflect life, society, and local dialects use. Therefore, this article will focus on the reflection of Isan identity in Lukthung Isan music.

The album "Tam Hoy Isan," a collection of hit Isan songs from the past that continue to be popular with listeners in the present, was chosen as a focus for this research. The songs in this album can be considered immortal Lukthung Isan songs. For example, the album includes versions of "Isan Ban Hao" (Isan Our Home) originally sung by Taepon Paechonbol; "Lam Pleun Jareunjai" (Joyous and Pleasing) originally sung by Dao Bandon; "Sao Loei Yang Ror" (The Waiting Young Loei Woman) originally sung by Mai Waenthip; and "Bo Mi Pi Ti Isan" (No lover in Isan) originally sung by Hongtong Dao Udon.

The songs listed above were first produced between 1977 and 1992 and were recently reproduced and sung by modern Isan artists, including: 1) Siriporn Umpaipong, 2) Pai Pongsathon, 3) Tai Orathai, 4) Monkan Kankoon, 5) Maitai Jaitawan, and 6) Kowtip Thidahdin. The album "Tam Hoy Isaan" is a collection of the reproduced songs and instrumentation. The collection is adapted to the times while preserving the songs' identity and charm.

The Lukthung songs in the album "Tam Hoy Isan" can, therefore, also be said to be an enjoyable listen for youth of the current generation. At the same time, it is a method for relaying the Isan culture, thus protecting the culture from fading away with time. Therefore, this article concerns the reflection of the Isan way of life in the song lyrics of the album "Tam Hoy Isan."

## Objective

This article aims to analyze the reflection of Isan society in the song lyrics of the album "Tam Hoy Isan."

## Scope of the Study

This study is limited to an analysis of the songs in the album series "Tam Hoy Isan" from the year 2012, sets 1-4, including 48 songs belonging to the media conglomerate entertainment company GMM Grammy Public Company Limited.

## Research Methodology

1. Lyrics were collected from the 48 songs in the album series "Tam Hoy Isan," sets 1-4, belonging to Grammy Gold Company under GMM Grammy Public Company Limited.
2. Related literature and research were collected and analyzed in tandem with the song lyrics from the album series "Tam Hoy Isan," sets 1-4, a collection of songs that first gained popularity from 1977-1992.
3. The song lyrics were analyzed and the findings presented using descriptive analysis.

## Results of the study

The findings from this study are separated into 3 categories: 1) reflection of socioeconomic issues, 2) reflection of way of life and family relationships, and 3) reflection of local Isan culture and traditions. A description of the findings for each of these categories follows.

### 1. Reflection of Socioeconomic Issues

The reflection of socioeconomic issues in the song lyrics showed that Isan is primarily an agricultural society, with income first and foremost coming from agricultural products. Production depends on the weather conditions each year. When a aridity, low production leads to low income insufficient for subsistence. The lyrics provide a picture of struggle against aridity, with Isan people tending to have experience with this issue year by year. This is the reason Isan people move to Bangkok and vicinity for working or migrate to BKK for working. The majority of Isan people perceive the capital as a place that provides workings and a higher income to support their family. The following lyrics show this relationship with the capital:

duay-khaw-jaʔ-kin-maj-mi:-ja:-saj-thua-naj-raj-plu:k-waj-kɔ:-ma:-ta:j-khaw-kruŋ-  
the:p-nɔ:ŋ-paj-rap-ca:ŋ-thɔ:-pha:-phɔ:-daj-ŋən-tra:-ʔaw-ma:-stɯ:-ma:-liaj-ka:j-na:-lae:ŋ-  
nɔ:ŋ-dɛ:ŋ-ni:-thon-maj-daj-mtʉa-pi:-kla:j-khraj-khraj-kɔ:-ru:

(Phi:-ja:-dɛ:ŋ-klap-ma:-lɛ:w, Tai Orathai, Tam Hoy Isan sets 1)

“ด้วยข้าวจะกินไม่มียาใส่ ถั่วในไร่ปลูกไว้ก็มาตาย เข้ากรุงเทพน้องไปรับจ้างทอผ้า พอได้เงิน  
ตราเอามาซื้อข้าวเลี้ยงกาย นาล้างน้องแตงนันทนไม่ได้ เมื่อปีกลายใครใคร่รู้”

(เพลงพี่จำแดงกลับมาแล้ว, ต่าย อรทัย ตามฮอยอีสานชุดที่ 2)

The lyrics above reflect the poverty of *Isan* people when they are met with arid land in their hometown. This leads them to, by necessity, look for work in the capital so that they can have money to look after their family.

## 2. Reflection of Ways of Life and Family Relationships

Reflections of ways of life and family relationships in the song lyrics can be separated into 5 themes: 2.1) Isan way of life, 2.2) Romantic love, 2.3) Love between parents and offspring, 2.4) Love and pride toward one's hometown, and 2.5) Offering encouragement toward people from the same homeland. Each of the themes is described below.

2.1 The song lyrics raised up true narratives and historical events that showcased the ways of life of Isan people, especially related to agriculture, the main occupation of Isan people in the countryside. Therefore, the occupation that was referred to most in the songs was farming. For example,

นอ:η-kə:t-ma:-pen-cha:w-na:-nอ:η-kə:t-ni:-ma:-pen-cha:w-na:-pho:-tut:n-khuttun-man:-  
tอ:η-triam-wa:n-thaj-khi:-khuaj-rอ:η-ple:η-paj-khi:-khuaj-rอ:η-ple:η-paj-ni:-man-se:n-suk-caj-  
chom-praj-chon-pa:

(lam-plen-sa-lap-tə:j, Siriporn Umpaipong, Tam Hoy Isan sets 2)

น้องเกิดมาเป็นชาวนา น้องเกิดนี่มาเป็นชาวนา พอตื่นขึ้นมาต้องเตรียมหว่านไถ ซี้ควายร้อง  
เพลงไป ซี้ควายร้องเพลงไป นีมันแสนสุขใจ ชมไพรชมป่า

(เพลงลำเพลินสลับเต้ย, ศิริพร อำไพพงษ์ ตามฮอยอีสานชุดที่ 2)

The lyrics above reflect and describe objects that are intrinsic to the life of a farmer, including buffalo, sickles, and plows. Farmers must expose themselves to the sun and rain to do their work. They use buffalo as their cour of labor While farming is not an occupation that leads to wealth, everyone is happy, because Isan farmers tend to help each other and volunteer their labor when farming.

2.2 There were two forms of romantic love referred to in the song lyrics, reciprocated love and unrequited love. An example of reciprocated love follows:

n :η-hak-phi:-taη-tε:-don-na:n-taη-tε:-phu:-pha:n-jaη-pen-din-sa:j-n  
:η-hak-phi:-ni:-?:-li:-la:j-la:j-taη-tε:-waw-ni-ja:j-pha:-dε:-η-na:η-?aj-sat-ca:-jiη-  
haw-waw-ph□:n-kh□:-hin-nak-m□:n-l η-nam-ka:-b :-laj-?an-sat-ca:-phu:-cha:j-  
ni:-pen-caη-daj-phaj-ma:-sa:η-si-hu:-caj-ni:-si-s η-hen

(sat-ca:-jiη, Siriporn Umpaipong, Tam Hoy Isan sets 3)

นอ:η-hak-phi:-taj-te:-don-na:n-taj-te:-phu:-pha:n-jaj-pen-din-sa:j-นอ:η-hak-phi:-ni:-  
 ๑:-li:-la:j-la:j-taj-te:-waw-ni-ja:j-pha:-de:-η-na:η-๑aj-sat-ca:-jinj-haw-waw-phu:n-khu:-hin-  
 nak-mu:n-l๑η-nam-ka:-bo:-laj-๑an-sat-ca:-phu:-cha:j-ni:-pen-caj-daj-phaj-ma:-sa:η-si-hu:-  
 caj-ni:-si-s๑η-hen

(sat-ca:-jinj, Siriporn Umpaipong, Tam Hoy Isan sets 3)

The lyrics above reflect Isaan women's honesty and integrity in love and toward their partners, abiding by their word and putting their promises first.

As for unrequited love, the lyrics showed a similar theme, as in the following excerpt:

kham-kham-ja:m-daj-๑ot-bo:-waj-ne:m-paj-m๑η-kaw-๑o:-นอ:-na:m-ta:-phu:-sa:w-  
 phaj-ja:w-ja:w-η๑๑๑-caj-kho:η-khon-num-นอ:η-ha:n-lo:k-sa:w-นอ:η-ha:n-sa:η-pho:t-l๑๑a-l๑-  
 ploj-sa:w-thim-waj-ko:n-to:n-num-sa-kon-bo-lu:-to:n-นอ:η

(๑อ:η-ha:j-klaj-นอ:η-ha:n, Tai Orathai, Tam Hoy Isan sets 1)

คำคำยามใต้ อดบ่ไหวแนมไปหม่องเก๋า โอนื้อ น้ำตาผู้สาว พังห่าวห่าว จิตใจของคน หนุ่ม  
 หนองหาน หลอกสาวหนองหาน ส่างโผดเหลือล้น ปล่อยสาวถิมไว้โกนโกต หนุ่มสกล บ่หลูโตนน้อง

(เพลงร้องไห้ใกล้หนองหาน, ต่าย อรทัย ตามฮอยอีสานชุดที่ 1)

The excerpt above reflects an image of the fragility of a young Isaan woman who is made heartbreak infidelity at the expense of excluding her. The woman is unable to respond but must lament in her sadness and remonstrate on the situation on her own.

2.3 Love between parents and offspring was shown in the way parents wish to support their children in receiving a good education. For example,

η๑n-kha:-th๑:m-นอ:η-l๑๑η-lo:-๑aw-nam-ph๑:-du:n-s๑:η-h๑n-ph๑:-m๑:-thon-waj-di:-  
 t๑j-khi:-si:-ja:m-le:η-ha:-fak:fa:η-ta:η-taw-๑aw-paj-kha:j-s๑η-ta-la:t-phak-ka:t-hua-phak-bua-  
 ph๑:m-daj-kha:j-p๑:m-s๑η-lu:k-sa:w-de:-นอ:-jaw-๑๑j-๑o:-นอ:-tha:η-ph๑:-m๑:-phat-he:η-fa:w-  
 ja:k-haj-lu:k-daj-pen-kru:-thaη-lu:k-sa:w-ka-lo:j-thu:-fa:w-ja:k-mi:-khon-นอ:j-ph๑:-m๑:-ploj-  
 ja:k-mi:-na:-

(sa:w-nak-rian-tam-to:, Kowtip Thidahdin, Tam Hoy Isan sets 2)

เงินค่าเทอมน้องหลอกล่อ เอานำพ่อเดือนสองหน พ่อแม่ทนหวังดีต่อยี่ซี้ยามแล้งหาพักแวง  
 แดงเต้า เอาไปขายส่งตลาด ผักกาดหัวผักบัวพร้อม ได้ขายป้อมส่งลูกสาวเด้นื้อ...เจ้าเอย โอนื้อ ทาง  
 พ่อแม่ผัดแสฟ้าว อยากให้ลูกได้เป็นครู ทั้งลูกสาวกะเลยญูฟ้าวอยากมีคนน้อย พ่อแม่พลอยอยาก  
 มีหน้า

(เพลงสาวนักเรียนตำตอ, ข้าวทิพย์ จิตาติน ตามฮอยอีสานชุดที่ 2)

These lyrics reflect the parents' desire for their children to have good work and their subsequent support for their children's schooling. Most people in Isaan society tend to favor



governmental officer for their children, as these occupation are stable, and they also give the family a good name. Likewise, if someone's offspring does not behave appropriately, their actions will dishonor the family's reputation.

2.4 As for love and pride in one's hometown, the lyrics showed that Isan people are characterized by their love for their family and homeland, as well as their generosity and munificence for those in their social circle. For example,

dɛ:n-phɛn-din-ʔi:-sa:n-ju:-jaŋ-ju:n-na:n-tɛ:-ka:n-kɔ:n-ma:-mɛ:-kho:ŋ-kɔt-khwe:n-th:j-haw-tu:-khɔj-tu:-chaw-luŋ-pa:-na:-ʔa:-prik-hu:n-nu:-la-ʔan-wa:-klua-hu:n-ta:j-phuŋ-pha:-ʔa:-saj-la-kha:w-na:m-sa:m-pla:-muan-su:n-ho:-sɛ:w-mɛn-lɛ:w-ʔi:-sa:n-thuŋ-din-kan-da:n-hɛŋ-ho:j-ro:j-ra:-tɛ:-caj-kho:ŋ-khon-bo:-mon-bo:-mɔ:ŋ-tum-ʔa:j-tum-nɔ:ŋ-phi-lu:k-ptuk-na:-nam-ʔok-nam-caj-la-kɛ:k-paj-taj-ma:-tɔ:n-rap-mu:n-wa:-la-pen-phi:-nɔ:ŋ-sum-sɛ:ŋ-phi:-nɔ:ŋ-la-phi:-nɔ:ŋ-sum-sɛ:ŋ

(lam-nam-ʔi:-sa:n, Monkan Kankoon, Tam Hoy Isan sets 1)

แดนแผ่นดินอีสานอยู่ยั่งยืนนาน แต่กาลก่อนมา แม่โขงกอดแคว้นไทเฮา ตู้อยู่ตู่เจ้าลุงป้าน้ำอา พริกเหือนเหนื่อละอันว่าเกลือเหือนได้ ฟังพาอาศัยละข้าวน้ำซำมปลา ข้าวน้ำ ละข้าวน้ำซำมปลา ม่วนซื่นโฮแซว แม่นแล้วอีสาน ถึงดินกันดาร แห่งไทยโรยรา แต่ใจของคน บ่หม่นบ่หมอง ตุ่มอ้ายตุ่มน้อง พิลึกปีกหนา น้ำก่น้ำใจละแขกไปไทยมา ต้อนรับเหมือนว่าละเป็นพี่น้องซุ่มแซง พี่น้องละพี่น้องซุ่มแซง

(เพลงลำนำอีสาน, มนต์แคน แก่นคูน, ตามฮอยอีสานชุดที่ 1)

The lyrics above reflect love for the singer's homeland, along with underlying feelings of concern and desire to see certain things happen for their own hometown, even while living in a different place.

2.5 Finally, concerning offers of encouragement toward people from the same homeland, the lyrics showed that when Isan people experienced any problems or issues, they would encourage each other. For example,

siaŋ-lam-ka-bo:-nɛn-siaŋ-khe:n-ka-bo:-wa:n-lam-nam-ʔi:-sa:n-hɛŋ-ho:j-ro:j-rɛ:ŋ-faŋ-siaŋ-ple:ŋ-ni:-coŋ-ju:-di:-mi:-hɛ:ŋ-ctu:n-ba:n-thuk-hɛŋ-tɔ:t-phi:-nɔ:ŋ-mu:-haw

(lam-nam-ʔi:-sa:n, Monkan Kankoon, Tam Hoy Isan sets 1)

เสียงลำกะบ่แน่น เสียงแคนกะบ่หวาน ลำนำอีสานละแห่งไทยโรยแรง ฟังเสียงเพลงนี้ จงอยู่ดีมีแสงซิ่นบานทุกแห่งเกิดพี่น้องหมู่เฮา

(เพลงลำนำอีสาน, มนต์แคน แก่นคูน ตามฮอยอีสานชุดที่ 1)

### 3. Reflection of Local Isan Culture and Traditions

The reflection of local Isan culture and traditions included general cultural conventions for men and women, as well as practices of cultural traditions embedded in the unique identity of Isan people. For example,

Man:	chua-na:-ta:-pi:-ʔa:j-bo:-ni:-rɔk-ʔe:w-klom-ha:ŋ-na:n-khɔ:-chuu:n-khɔ:-chom-haj-ʔaj-phi-rom-si-daj-bo:-na:
Woman:	bo:-daj-dɔ:k-phi:-man-bo:-di:-mɛ:-nɔ:ŋ-si:-da:-haj-khɔj-thuuŋ-wan-wi-wa:-kɔ:n-phu:n-na:-khɔ:j-chuu:n-chom
Man:	khɔ:-hɔ:m-kɛ:m-sak-nit-khɔ:-ju:m-phit-khɔŋ-si-bo:-mɔ:ŋ-mon
Woman:	maj-ʔaw-nɔ:ŋ-ʔa:j-phu:-khon
Man:	khaj-khaw-ca-son-law-khon-di:
Woman:	ja:-fa:w-chiŋ-suk-kɔ:n-ha:m-nɔ:ŋ-khɔ:-ha:m-waj-kɔ:n-kun-phi:

(khɔ:-hɔ:m-kɔ:n-tɛŋ), Monkan Kankoon and Kowtip Thidahdin, Tam Hoy Isan sets 1)

ช: ช้วนตาปี อ้ายบ่หนีหรงกเอวกลม ห่างนานขอขึ้นขอชม ให้อ้ายภริมย์สิได้บ่หนา

ญ: บ่ได้ ดอกพี มั่นบตี แม่น้องสิต่า ให้คอยถึงวันวิวาท์ ก่อนพุ้นหนาคอยขึ้นชม

ช: ขอหอมแก้มสักนิด ขอจุมพิตคงสิบ่หมองหม่น

ญ: ไม่เอาน้องอายผู้คน

ช: ใครเขาจะสนเล่าคนดี

ญ: อย่าฟาวซิงสุกก่อนห้าม น้องขอห้ามไว้ก่อนคุณพี

(เพลงขอหอมก่อนแต่ง, มนต์แคน แก่นคูณ และข้าวทิพย์ ธิดาติน ตามฮอยอีसानชุดที่ 1)

The lyrics above depict an interaction between a male and female and reflect the general cultural conventions in Thai society. That is, the lyrics reflect an age-old Thai cultural convention that professes women must preserve their virginity and refrain from taking any chances of becoming pregnant before marriage.

The next set of lyrics exemplifies cultural traditions embedded in the unique identity of Isan people:

nɔ:n-dɔ:-phi:-ka-lap-ta:-dɔ:-phi:-nɔ:ŋ-mat-mi:-si-nuuŋ-pha:-maj-paj-tha:ŋ-daj-ja:-si-mɔ:ŋ-sa:w-ʔuu:n-haj-chom-chuu:n-taŋ-tɛ:-nɔ:ŋ-phu:-diaj

(phi:-ja:-lap-ta:-waj, Kowtip Thidahdin, Tam Hoy Isan sets 1)

These lyrics reflect the attire of a young Isan woman who wears a wraparound skirt (paatung) (ผ้าถุง) made of silk (sin mai) (จีนไหม). This clothing originates in the Isan identity and demonstrates the relationship between the local people and the silk cloth that makes up the regional dress.

## Summary and Discussion

The reflection of Isan people in the songs collected in the album series "Tam Hoy Isan," sets 1-4, reflect the Isan identity during the years 1977-1992 through a socioeconomic lens, making the current representation quite similar relative to the past. That is, Isan remains an agriculturally-based society, the production of which depends on annual weather conditions. Additionally, the songs reflect the struggle of Isan people in the face of arid land to the point they are forced to migrate to the capital for work to escape poverty and suffering. The following images of Isan culture continue to appear today:

(1) The reflection of Isan peoples' ways of life shows that even though a farming occupation does not lead to wealth, Isan people are content to help each other and lend each other their labor when farming.

(2) The reflection of romantic love is a timeless matter related to personal thoughts and feelings, because whatever one's ethnicity, there are always people who are secure in love and those who are not.

(3) The reflection of parental love toward their offspring shows parents' desire to support their children in getting an education so that they will be able to have a stable occupation, especially in government service, which is also regarded by society as a prestigious career.

(4) The reflection of love for the homeland shows an underlying love, concern, and desire to see good things happen with one's hometown and with people from the same region. There is also a show of encouragement toward people from the same region to prevent feelings of discouragement when some are facing life obstacles.

(5) The reflection of local Isan culture and traditions presents the Isan identity and Isan people's abilities in relation to local knowledge of clothing innovation, especially using natural, local materials.

(6) The reflection of young Isan women's values shows their desire for preserving their virginity and refraining from taking any chances of becoming pregnant before marriage. This value can be regarded as a refined cultural norm belonging to both Thai and Isan people.

In addition to the values mentioned above, the reflection of socioeconomic issues and the ways of life and culture of Isan people transfers in part through the songs' use of local dialects, which aptly assists the listener in experiencing the emotions and feelings of the song. Songs with lyrics sung in the local Thai Isan language create a clearer image of the Isan identity. If the lyrics were sung in a different dialects, the emotions relayed to listeners would be incomplete. Therefore, the use of local Thai Isan language can be considered a tool that helps to reflect the Isan identity more clearly. This is because the local language is a part of the local identity that speaks to authenticity.

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## Supervisor's Perception Of Employees' Competency In English Communication, Hospitality Industry, Lampang Province

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### Abstract

This study aimed to investigate the supervisor's perception of the employees' competency in English communication in hospitality industry of Lampang province regarding overall competency in English communication and in each of the four skills: listening, speaking, reading, and writing. The respondents in this study were thirty-four supervisors from four main types of Lampang hospitality industry: hotel, guest-house, home-stay and apartment in 2014. Data was collected by using a 5-point Likert scale questionnaire adapted and developed by the researchers, experienced teachers and experts in the field of hospitality and tourism industry. Based on the statistical data, the overall results revealed that most of the supervisors perceived that overall their employees had moderate competence in all four skills. Although, on average, supervisors perceived that overall their employees had moderate competence in all of the four skills, but slightly different in details in speaking and writing competence. In addition, the discussion and the conclusions of the study have been made as a reference for other researchers who are interested in carrying out research in this field.

**Keywords :** Hospitality industry, English communication skills, Communication skill competency, Supervisors working in the hospitality industry

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## Introduction

Tourism is currently a rapid growth industry at the beginning of the 21st century and is Thailand's most important income. According to the overall statistics of the year 2009-2013 in the 2013 annual tourist report of Thailand immigration bureau and department of tourism, there has been a rise in the number of foreigners every year. For example, more than 14 million of tourist foreigners visiting Thailand in 2009. The number increased to 19 million in 2012 and recently in 2013, the number of travelers rose up to 26 million which almost double up its number in 2009. From the above statistics, it can be seen that the tourism industry in Thailand is rapidly growing. By 2015, Thailand will become one of the ASEAN Community. The tourism industry is one of the twelve service sectors which are significant to the economic system. Compared to other ASEAN Community countries, Thailand's cost of living is in moderate and is well-prepared for the communication system and public utility. Therefore, Thailand, today can gain a large amount of benefit and income from the tourism and hospitality industry for more than 100 billion baht or 8% of Gross Domestic Product (GDP) of the country. Moreover, by 2020, there should be above 1,600 million tourists of all over the world, especially 400 million of the Asia Pacific region, are expected by World Tourism Organization: UNWTO. Consequently, the whole sectors of Thailand need to be prompt to facilitate the tourists such as the residences, food, transportation, and etc. to attract more visitors to travel to Thailand. As a result, many businesses related to the tourism, are unexpectedly emerging. One of the main businesses to promote tourism is the hospitality industry. Hence, the development of hospitality service quality is not only the essential factor fulfilling the tourists' needs of Thailand tourism industry but is also preparing to support many foreign visitors in later years.

Other ASEAN countries are also active and mark the importance of the hospitality service quality development of tourism industry. In consequences, it is to be prompt for ASEAN Economics Community and the free trade in various sectors including the hospitality and tourism industry. As the free trade arises, it will increase more competition and be likely to increase much more in the future. Thus, the potential progress in every aspect is greatly needed in the high state of competition and one of the potentials which supports the business competition in the hospitality industry is communication skills in foreign language. English is the center language for people in different nation and language to use for the most international communication or to be defined as 'international language' or 'global language'. Furthermore, English is also an essential language for economics; for example, the negotiation for international trade or communication in hospitality service for visitors. In the summary of the positive and negative attitude of foreign tourists for Thailand tourism in the executive 2013 annual report in the study of ASEAN tourist market page 1-15 reported one of the negative attitudes which affects the tourist were "language communication is not good enough". The summary was used for a consideration to establish strategies to attract visitors to decide for Thailand as their choice of destination. Therefore, in order to improve this bad image of Thailand, we should consider the level of English communication in the tourism and relevant industry.

For the tourism industry, Lampang is one of the provinces where a number of foreign visitors are increasingly interested in sightseeing each year. Lampang tourist attractions are dispersed all over but distinguished in their charm and beauty. Those are reflected in all kinds of traveling; cultural, adventurous and natural, and eco-tourism. The hospitality industry in

Lampang, therefore, is increasing in number. It can be divided into various types according to different traveling styles; hotel, apartment, hostel, guesthouse, or home-stay. For this reason, this study focuses on the level of English in communication skill competency as perceived by supervisors working in the hospitality industry, Lampang province. The findings of this study can be used to develop the test for the most lacking ability of employees perceived by supervisors to determine the needs of English courses and type of four skills which need improvement in the field of the hospitality industry. Developing the English course according to the needs can also improve the personal potential in the organization so that the employees will be prepared for giving the service to foreigners in order to compete with other increasing neighboring countries.

The data of this study were requested from supervisors in the hospitality industry because supervisors have adequate work experience to know how important each English communication skill is for the hospitality industry work. Furthermore, as a supervisor, he or she needs to evaluate their employee's performance through their observation and customers' comment. Although supervisors are not linguists who can rate employees' skill perfectly, the supervisors are qualified to be able to distinguish how bad and good their employees' communication could be as they are the one who recruited them. Clark & Delia (1979 cited in Burleson, 2006) stated that to be successful in communication needs to be expert in many various types of knowledge or competencies. Therefore, supervisors are suitable to rate their employees' competency in English communication as they are expert in their occupation. Moreover, competency skill in English are not only about linguistic competence, but also sociolinguistic and functional or rhetorical competence that is significant for successful communication (Hammer 1991 and Burleson 2006).

## Objectives

This study attempts to answer the following research question: How do the supervisors working in Lampang hospitality industry rate their employees' level competency of English communication skills overall and in each of the four skills: listening, speaking, reading, and writing?

This study focused on surveying the supervisor's perception in English communication competency: listening, speaking, reading, and writing to determine employees' competency in English communication which is needed in Lampang hospitality industry. The result of this study identified the competency of English communication skill as perceived by supervisors working in the hospitality industry, Lampang province. This information could be valuable after conducting the actual test of employees' competences. The after research will help improving and planning in the English hospitality courses to support the policy of Thai government about the development of tourism industry and that includes the improvement of the hospitality industry as well. Moreover, this could be beneficial for supervisors working in the hospitality industry to promote the employees to improve their English communication skill according to the perception in this research. Therefore, it could also help the supervisors to specify their needs of English communication skill for the qualifications of the applicants who will work in their hospitality industry in the future.

## Methods

Purposive sampling was utilized for this study. The subjects were 34 supervisors working in the hospitality industry in Lampang. Data was collected by using a 5-point Likert scale questionnaire adapted from Narisara Pasitwilaitham's work (2005) entitled "A study of importance and level of English communication skill competency as perceived by employers working in the Thai tourism industry" and developed by the researchers and experienced teachers and experts in the field of hospitality and tourism industry.

The data of this study were requested from supervisors in the hospitality industry for two reasons. The first is that supervisors have adequate work experience to know how important each English communication skill is for the hospitality industry work. The second reason is that supervisors can refer to their work experience, position, and relationship to briefly evaluate staff's competency level in English communication.

The questionnaire was produced to study the employees' competency level in English communication as perceived by supervisors working in the hospitality industry in Lampang. The questionnaire was written in Thai in order to decrease the problems of ambiguity and misconception (See Appendix A). It has three parts:

1. General information concerning subjects' gender, age, education, type of hospitality industry, position and work experience.
2. The level of English communication competency in each skill -- listening, speaking, reading, and writing
3. Supervisors' opinions and suggestions on using English in the hospitality industry.

The level of English communication skill competency overall and in each of the four skills: listening, speaking, reading, and writing was rated and interpreted by supervisors from the evaluation of employees working in the hospitality industry in Lampang in accordance with the following criteria: the level of 4.51 – 5.00 means the highest competence, the level of 3.51 – 4.50 means high competence, level of 2.51 – 3.50 means moderate competence, level of 1.51 – 2.50 means low competence, level of 1.00 – 1.50 means the lowest competence. The results of the English communication skill competency are shown in tables 1 to 5. These scales were based on the task achievement of the employees and their communication fluency and coherence.

Each item contains the following data:

### Listening skill

Item 1 asks the supervisors to rate their employees' competency in English communication for the listening skill. Eleven sub-items are given. Information in each sub-item relates to listening in various situations such as listening to telephone number, address, costs, expenses, fees, or currency exchanges, listening to praises and disapprovals, and listening to customers' complaints.



## Speaking skill

Item 2 asks the supervisors to rate their employees' competency in English communication for the speaking skill. Eighteen sub-items were provided. Information in each sub-item concerns the speaking skill in different settings – giving welcoming, giving the information about rooms, facilities, shops, or restaurants, giving the information about telephone number, address, costs, expenses, fees, or currency exchanges.

## Reading skill

Item 3 asks the supervisors to rate their employees' competency in English communication for the reading skill. Fifteen sub-items were listed. Information in each sub-item is relevant for reading in the tourism industry in varied situations such as reading documents e.g. brochures or handbills, reading English language maps, reading notes, signs, or advertisements.

## Writing skill

Item 4 asks the supervisors to rate their employees' competency in English communication for the writing skill. Fourteen sub-items are given. Information in each sub-item is correlated with the writing skill in the hospitality industry.

## Results

Overall English communication competency for the four skills was analyzed in table 1.

From table 1, it can be seen that the supervisors working in the hospitality industry in Lampang considered their employees' overall communication skills as moderate competence. However, there were slightly different in number which can be predicted that the supervisors were most confident in their employees' speaking skill (3.21) and listening skill (3.18), but less confident in their employees' reading skill (3.00) and writing skill (2.77).

The details of English communication competency in each of the four skills: listening, speaking, reading and writing are showed in table 2 to 5.

From Table 2, supervisors working in the hospitality industry in Lampang considered their employees' overall listening skill as moderate competence (3.18). When considering various listening activities, it was found that the supervisors, surprisingly, considered all of the eleven activities to be at a moderate level competence. Although listening to the accent of foreign customers (2.97), listening to technical English vocabulary (2.85), and listening to complex English sentences (2.65) were seen by supervisors as moderate competence, the mean score was not above 3.00. This may reflect how supervisors have less confidence in their employees' complicated listening skill because most of the listening activities were to listen for information in brief and simple English language. Curtis, Floyd & Winsor (1992. p.56) referred that the study of listening is to learn how to develop one's own relationship with others. Therefore, the ability to listen and interact to do business with other people is the main component of the successful business. In addition, Brownell (2009) also found several advantages of listening when communicating, especially in the field of service. Listening skills of employees promote two significant processes of organization: first, the exchange of correct details to achieve tasks

(task-related) and second, the encouragement of strong relationships which are both important to the effective service delivery (relationship-related). These results can improve the service environment and culture.

From Table 3, supervisors working in the hospitality industry in Lampang considered overall speaking skill of their employees as moderate competence (3.21). When considering various speaking activities, the supervisors considered one of the activities to be at a high-level competence: giving a welcoming to customers (3.62). From this result, it could be referred that supervisors considered 'giving a welcoming to customers' as a general basis competence for employees to be able to do and the remaining fifteen activities to be at a moderate level competence. Three speaking activities that scored equally: using correct vocabulary forms and pronunciation (2.85), speaking using complex English sentences (2.85), explaining rules, laws and regulations (2.85) were rated as moderate competence but the mean scores were lower than 3.00 as these activities were all concerned about correctness, forms, pronunciation, complex English sentences and complicated English explanation. These could reflect how supervisors think that employees may have less proficiency in speaking complex English sentences, explanation and correct vocabulary forms and pronunciation. In business, the transactional talk is the most utilized and useful functions. In accordance with Burns (1998, cited in Richards, 2009), he suggested two types of transactional function. The first type fundamentally focused on the achievement of the message or the spoken details that had been said (such as asking for directions) where accuracy is not important as long as spoken details have been communicated and understood successfully. The second type focused on receiving goods and services such as a hotel checking in or food ordering in a restaurant. In business, since speaking is considered to be a necessary skill to reflect on the image of the organization, huge numbers of organizations advise their employees to develop their speaking skill (Richards, 2009).

From Table 4, supervisors working in the hospitality industry in Lampang considered the overall reading skill of their employees as moderate competence (3.00). When considering various reading activities, the supervisors considered all of the fifteen activities to be at a moderate level competence. Six reading activities were scored less than 3.00: doing translations from Thai to English (2.97), reading forms (2.94), reading technical English vocabulary related to the work service (2.94), reading notes, signs, or advertisements (2.88), reading wires or faxes from foreign countries (2.71), reading complex English sentences (2.68). These could be considered that supervisors may not regard much of reading skills for the hospitality employees in Lampang to be able to read notes, signs, and forms, technical and complicated English sentences and translate Thai to English. In the world of business, reading is an important communication tool for those working in the hospitality industry to globally communicate in the world market. Moreover, people who read extensively tend to have various kinds of knowledge. Therefore, people who know how to select reading strategies depending on the contents of the material and the intention for reading will save a lot of time and their own benefits. The rapid reading rate is one type of reading strategies that business people use in business. Johns and Davies (Johns and Davies, 1983 cited in Dudley-Evans and St John, 1998) concluded the major principles for ESP learners that taking some information correctly and quickly is more important than focusing on language details; that comprehend the macrostructure comes before language learning and that the use of information in the text is far more important. Readers process the language first after connecting ideas to their background knowledge.

From Table 5, supervisors working in the hospitality industry in Lampang considered the overall writing skill of their employees as moderate competence (2.77). It was the only skill that overall rating had not been reached the mean scores of 3.00. The low scores of writing skill may be inferred to the least important skill for the hospitality industry perceived by supervisors working in the hospitality industry in Lampang. When considering various writing activities, the supervisors considered twelve of activities to be at a moderate level competence and the remaining two activities to be scored equally at a low-level competence: writing complex English sentences (2.41), and writing working reports (2.41).

Only two out of fourteen writing activities; filling forms (3.10), and writing simple English sentences (3.09) had the mean scores more than 3.00. Other nine writing activities were writing letters, emails, messages, technical vocabulary, documents and translation still regard as moderate competence. However, there were also two writing activities that supervisors considered to be at a low-level competence: writing complex English sentences (2.41), and writing working reports (2.41). These two activities may involve long and complicated English writing sentences; therefore, the supervisors working for the hospitality industry may not see them as important as other communication skills. According to Dudley-Evans & St John (1998), in business writing, the message should be effective and efficient since business people value their time and won't waste it uselessly. Anderson (1999, online) said that business writing varied from formal writing; memos and proposals, to casual email messages, to eye-catching Web pages and presentations. In writing for a business, brochures, newsletters, website content, product leaflets and professional profiles may be invented.

## Discussion and conclusions

Supervisors working in the hospitality industry in Lampang were asked to rate the competency level of English communication of the employees in each of the four skills: listening, speaking, reading, and writing. It was found that employees working in Lampang hospitality industry had moderate level competence. Among the four skills, employees were most competent in the speaking skill followed by listening, reading, and writing.

The speaking skill was regarded as the English communication skill for which employees had the highest competency. The supervisors rated giving a welcoming to be the highest level competence of all the speaking activities. One reason might be that the hospitality industry staff often used their speaking skill in their work. Moreover, giving a welcoming was the beginning activity greeting their customers. Besides, the results of the study from opinions and suggestions asked in item2 Part 3 of the questionnaire, the supervisors commented that the hospitality industry employees should have a good command of English oral communication skill. In addition, they suggested that Lampang hospitality industry employee should have good English skills and be able to communicate with foreign customers. They also proposed that training organizers should focus on conversation or speaking for persuading, making suggestions to foreign customers, listening to foreign tourists' accents, filling out forms, and translating forms. Finally, it is necessary that Lampang hospitality industry support, develop, and promote the employee's performance of English by providing extra English courses so that they can enhance their work skill efficiently.

From the findings, we can see that writing skill competency was received less score than the other three skills. It showed supervisors' viewpoint considering that most employees had less ability in writing. Two writing activities had low competence: writing complex English sentences and writing working reports. According to the study of Kostic & Grzinic (2011, p.15) supported that the tourist agency employees agreed that the most difficult component in English writing was the correct use of tenses. To communicate perfectly is the supply and demand of the tourism industry in order to ensure quality and needed performance standards. In the business of tourism, the verbal communication is a bit higher than written communication, but both categories are rated high. (Kay and Russette, 2000 cited in Kostic & Grzinic, 2011, p. 10). One cause of lower performance in written than in verbal communication could be a lack of using advanced writing skill in their main duties suggested by the occupational guide for immigrants to B.C. It proposed that the service of a front office position provides to hotel guests. Their main duties are much involved in speaking, listening, reading but less in writing. For example, it is the front office duty to ensure that guests have a positive and enjoyable experience while at the hotel and in the local area. Also, front office employees perform guest functions such as manage financial transactions, use technology, and oversee areas of guest security and safety. In some hotels, front desk employees also do the jobs of guest service attendant, switchboard operator, night auditor, concierge, and reservation sales agent: selling rooms, taking, modifying and cancelling reservations, processing guest arrivals and departures, handling guests' concerns, offering referral for services and handling information requests, handling and storing luggage, managing and maintaining cash floats. Moreover, for hotels, motels, guest houses, inns, resorts and other places mostly have at least one front desk employees. According to many recruitment agencies (national careers service in Great Britain and my gates in Ontario), referred most essential skills for many of the task which front office employees use can be categorized into three skills: oral communication, problem-solving, and computer use. These skills are not much involved in any of complicated writing skill; therefore, as the employees working in the hospitality industry in Lampang, their competency in writing may not be required at an advanced level.

However, the author (Zergollern-Miletić, 2007 cited in Kostic & Grzinic, 2011, p.14) stated that with more use of Internet increased, the English writing skill also needed. The number of the users of the Internet such as Facebook, Tagged, Msn and other content is increasing rapidly. For instance, Facebook numbers 250 million active users and 120 million users log on to Facebook at least once a day. This is a very important result because it showed the potential benefits of the computer in teaching English. Moreover, Dudley-Evans & St John (1998) also pointed out that writing was not that less important than speaking as the technology could help us write in the form of email, chat in Social Media. Currently, many business people need to write their own answer for an instant issue. They also supported that business people value their time and won't waste it uselessly, therefore, in business writing, the message should be effective and efficient. This may reflect through their English competency in writing skill as most front office employees hadn't spent much time to write a long and complicated essay or report.

In consequence, all four communication skills in English need to be developed in order to decrease the negative attitudes of unsatisfied level of English communication and to maximize all four skills to serve for every purpose of the customers.

## Recommendation

This present study was focused only on the perceptions of Lampang hospitality industry supervisors. Therefore, the real competences need to be conducted by using other instruments: a test or an interview to make the study more credible. Further study should be conducted using a similar population with other specific job positions in the hospitality business industry but employing other instruments such as an interview, observation, or a Delphi study. The findings of the study can be used to compare the findings of the present study. Moreover, the study can also focus on the perception of foreign customers to survey how they think of English communication skills of employees working in Lampang hospitality industry. The results will be very beneficial for employees in Lampang hospitality industry to develop English courses since the information collected directly from the customers.

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## Evaluation Of Social Service Volunteering Project In Accordance With Buddhist Concept

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### Abstract

This research aimed to evaluate a training curriculum for social service volunteering in accordance with Buddhist concept, and to study behavior of youth volunteers after completing the training. The study used methods of qualitative and quantitative, including documentary study and focus-group discussion with seven experts on social service volunteering. Obtained data was described by content analysis. The quantitative research data was gathered from survey method. The population was 180 youth volunteers who had participated in the program of volunteering in Muang District, Lamphun Province. Research tool was a set of questionnaires. Statistics used in the study was percentage, mean and standard deviation. The finding: The training curriculum for social service volunteers for teenagers in accordance with Buddhist concept was organized in three days two nights. The training was divided into three parts which were 1) Dialogue for increasing happiness for volunteers 2) Leadership training for volunteers and 3) Youth volunteers for social service. All three parts were designed to motivate the spirit of volunteering so they were ready to make a better change in society and to appreciate sharing and caring. The training was also aimed to instill ideal vision for volunteering works, and set a good example for others in the society. The behavior of youth volunteers after the training was, in general, at high level. The satisfaction of youth volunteers after the training was at high level. They were found to bring learned activities to use in their community. Parents and teachers observed that the youth volunteers had changed their behavior to volunteer more for social service. They showed compassion and gave help to others, in general, at high level ( $\bar{x} = 3.95$ ). When considered in each aspect, it was also noted at the high levels in all aspects and the aspect that ranked the most in terms of mean score was 1) Teamwork ( $\bar{x}=4.05$ ), 2) Harmony ( $\bar{x} = 4.03$ ), 3) Generosity ( $\bar{x} = 3.93$ ), 4) Sacrifice ( $\bar{x} = 3.89$ ) and 5) Responsibility ( $\bar{x}=3.81$ ).

**Keywords:** Evaluation, Motivation, Volunteering, Youth, Buddhist Concept

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## Introduction

Human capital is an important component of society because it can make the nation to be prosperous. If human capital is qualified, there will be the ability to compete with other countries in the world. But today, according to the National Economic and Social Development, it is mentioned in the strategy for development of social capital for sustainable development as most of Thai people lack of public consciousness in contributing to mutual benefits. They lack the spirit of volunteerism for society, especially among children and youth. In addition, there is the lack of a mechanism to support the work for society such the protection of a good citizen for society, lack of good role models. This limits valuable human capital to act as valuable social capital as they should be." Children are precious resources of society that should be preserved at our best by allowing them to create opportunity for intellectual development, as well as other social opportunities for children and youth. Due to learning is appropriate and complementary to the development of human structure and function of the body, mentality and intellectual integrity for effective learning. (Surattanawikul, 1990). Therefore, the creating of youth behavior by principles of Buddhism is necessary for them. Youth are regarded as the age of restraint lack. They lack of tolerance and being impatience to endure hardship and artifice that affect their body and mind.

"Volunteerism" is the practice of providing social assistance. It is set in the national agenda of Thailand as the better instilling approach to the minds of people in national care, environmental issues, and community cares. Volunteers tend to care about the suffering of the people around them understand people more. They tend to work together to create virtue and responsible for social cohesion (Choochom et al., 2006)

Youth are in the age of changes in many aspects. They change in their physical, mental and social aspects. Youth are curious and tend to experiment what they want for freedom. These aspects have considerable influences to their behavior. Without caring and palliation, the mind of the youth tends to be weak, lack of happiness and impatience. When they are in stressful situation without a solution, it may cause deviant behavior such as fighting, suicide, gambling, burglary, night ramble, alcoholic drinking, and so on. Psychological weakness of youth often causes them to susceptible to temptation easily. Because of they lack of life skills in proper styles, they tend to enjoy emotional detract. It might provoke more violence in thought such as tantrum, anger, hate, depression, irritable, tired, frustrated, confused and distracted.

Buddhist principles applied in promoting volunteer that promote learning, training and expressive character development from a volunteer. The principle is restraint the people, coordination with community harmony, beloved; please to the people, speak politely, sweetly, hospitality, considerate each other and to make social peace are Sanghahavathu , including Dāna, Piyavācā and Atthacariyā. The principles that promote volunteer as success or the tool of works are Iddhipāda, including Chanda, Viriya, Citta and Vimamsā. The principles of noble behavior are about controlling behavior in society by having love, compassion and performance together for benefits in the present are Mettā, Karunā, Muditā and upekkhā, Gharavāsa-dhamma are Sacca, Dama, khanit and Cāga, Diññhadhammikattha-samvattanika-dhamma, including Uññhānasampadā, Arakkhasampadā, Kalyānamittatā and Samajāvītā



The creating youth to volunteers there are importance to individuals, organizations, society and the nation. If we can cultivate and promote the principles that mentioned above. Youth will focus on the common interest rather than personal interest that will bring a strength of community and society.

Therefore, the researcher considered the importance of this project that it could give youth a creative and useful thing for the youth, the community and the public. Researcher interested in instilling of social volunteerism for young in Buddhism approach.

## Objective

To evaluate a training curriculum for social service volunteering in accordance with Buddhist concept, and study behavior of youth volunteers after completing the training.

## Methodology

1. This research is a mixed method research by studying the document and group discussion of specialist in service mind cultivation procedure for youth, totally 7 people. All of them are special and have experiences in local governing organizations performance; the number and qualification are as follows :

- |                                |           |
|--------------------------------|-----------|
| 1.1 Specialist in Buddhism     | 2 persons |
| 1.2 Specialist in service mind | 3 persons |
| 1.3 Specialist in psychology   | 2 persons |

2. The population is 60 youth in Lamphun province, Muang district who voluntary participate in the training program; 60 youth's parents and 60 youth's teachers totally 180 people.

3. The data collection was completed by the questionnaire which consisted of three parts as follows:

Part I: Personal information of the respondents consisted of the general background information.

Part II: the questionnaire concerning service mind behavior of youth before-after participating the program; 5 level rating scale

Part III: The suggestions

And focus-group discussion with seven experts on social service volunteering and the quantitative research by means of survey research.

4. Data Collection, the data were collected from two sources as: one was primary data from the focus-group discussion.

5. Data Analysis, the personal information of the respondents were analyzed by using frequencies and percentage. The behavior of youth volunteers after the training were Processed

by using descriptive, mean, and standard deviation. And the qualitative were analyzed by Content Analysis technique to confirm the matching of content from the questionnaire.

## Results

1. The training course for instilling volunteerism for society on youth by Buddhism approach was lasted for three days, two nights. The course will be divided into three parts as followings:

Activity 1 "Dialogue" for creating the happy volunteers. It was a voluntary activity to creative aesthetics of music, sports and arts. The activities for volunteerism in creative aesthetics included local music or folk wisdom from art for applications in everyday life.

Activity 2 "Training for social activists," It was the volunteerism activity to strengthen the leadership in event organizing. Youth could think assertively in the public mind to help others more.

Activity 3. "Youth Volunteerism for Social Development" This was a voluntary activity to create morality and Thai culture. Youth could be encouraged to learn from knowledge sources and local wisdom in their own community. Volunteer activities to raise awareness of environmental protection such as proper littering, garbage burning reduction for global warming, and trees planting for environment improvement. The volunteerism activities to promote democratic among youth for better understanding about democracy in school and community such as democracy forums for learning exchange, youth council activity, and democracy in community.

All three activities focused that the students could have learning process and for enriching volunteerism among youth. The activities were aimed to stimulate the needs of society changes, social development and sharing, ideological paradigm shift of volunteerism, and role modeling for society.

2. The result of study on youth's behavior after training was overall in high level. Their level of satisfaction participating was in high level. They adopted activities to apply in their community. Parents and teachers agreed that youth had changed after completing the training. They increased the level of behavior in volunteerism. They had compassion for others, turned selfless, and increased contribution to the public in high level ( $\bar{x} = 3.95$ ). When considered in each aspect, it was also noted at the high levels in all aspects and the aspect that ranked the most in terms of mean score was 1) Teamwork ( $\bar{x}=4.05$ ), 2) Harmony ( $\bar{x} = 4.03$ ), 3) Generosity ( $\bar{x}=3.93$ ), 4) Sacrifice ( $\bar{x} = 3.89$ ) and 5) Responsibility ( $\bar{x}=3.81$ ).

**Table ;** service mind behavior of youth before-after participating the program

issue	before		after		result
	mean	S.D.	mean	S.D.	
1. generosity	3.57	0.531	3.93	0.531	better
2. responsibility	3.57	0.558	3.81	0.561	better
3. sacrifice	3.58	0.628	3.89	0.611	better
4. harmony	3.81	0.579	4.03	0.579	better
5. teamwork	3.98	0.635	4.05	0.563	better
<b>total</b>	<b>3.70</b>	<b>0.589</b>	<b>3.95</b>	<b>0.503</b>	

## Discussion

1. The training course for instilling volunteerism for society on youth by Buddhism approach was lasted for three days, two nights. The course was divided into three parts as the followings: Activity 1 “Dialogue” for creating the happy volunteers. Activity 2 “Training for social activists,”. Activity 3. “Youth Volunteerism for Social Development”. This is consistent with the research of Nuchchart (2010) who studied the environment in schools that affected the behavior of the public mind of grade sixth students, in Samusakhon’s office of primary education service area. It found that the environmental factors on schools regarding to teacher behavior and school discipline were at high levels. It was also consistent with the research of Ong-arch (2011), who studied socialization that involved the volunteerism of DusitThani College’s students. In addition to knowledge transfer; cultivating and developing of virtue, ethics, and respecting of Thai traditions and culture were important to be emphasized together.

2. To study the volunteerism behavior of the youth was overall in high level. Youth who completed the training had satisfaction of participation in high level. They applied activities to their own community. Parents and teachers agreed that the youth had been changed. The behavior of volunteerism was increased. They had compassion for others to help each other and sacrifice for the public in high levels. This was consistent with the research of Chinnabutr (2010) who studied the development of the work to instill a spirit of volunteerism among students in Kantharalak School, Nam-om Sub-district, Kantharalak District, Srisaket Province. The school employed several strategies such as workshop, verbal lecture, social and public benefits activities, collaborative supervision, and contest of role models. From such activities, the students had raised their awareness to appreciate the importance of volunteerism for the public. They gain sacrificed mind for public interests. They collectively aware of maintaining public domain and public benefits. Specifically, they participated in various activities that were beneficial to society as being the members.

## Conclusion

Evaluation of social service volunteering project in accordance with Buddhist concept applied the principles to teach youth through different processes for the youth awareness of volunteer work, the success of the team is not caused by a member of organization alone but those occurred from the strength and quality of cooperation partnership, including the coordination

of all the people that conformed to Phra Brahmaganabhorn (P.A. Payutto) said that “volunteer” means an act of sacrifice for common interest “Volunteer”, that corresponds to the principles “Vaddhi” full name “Ariya Vaddhi” means the Noble principle that showed to the Buddhists have progress in practice and hope to reach the goal of Buddhism. The five prosperity principles are Saddhā, Sila, Suta, Cāga and Pañña.

## Suggestions

Volunteer activities for strengthening leadership should be recommended such as skills competition in academic writing, essay composition, and visual storytelling. So that youths would be more encouraged. Furthermore, the creative aesthetics of music, sports and the arts, these activities should be taught by expert speakers. Folk music is a suggested learning activities to meet the needs of learners. Community engagement in activities organizing is also required.

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## The Development Of School And The Quality Of The Teachers' Live Under Local Administrative Organization In Thailand

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### Abstract

The purpose of this research was to study and analyze factors affecting the development of schools and how this development is reflected in the Quality of the teachers' lives under municipalities in Thailand.

The sample consisted of 400 teachers from 16 schools located in district areas that were controlled and supported by municipalities in Thailand.

General data were analyzed with descriptive statistics in terms of percentage, mean, standard deviation, minimum score, and maximum score. Analytical statistics were used to analyze factors in order to study about the development of school and multiple regression analysis was used for testing relationship between each factor to the development of schools, and also in regard to how each factor is related to the Quality of the teachers' lives. Then, the qualitative data was used to supplement the quantitative data collected.

The research results were as follows:

1. The 'Job motivation' factor positively affected the development of school in the area of teaching and learning process.
2. The 'School Management' and 'Working according to the good governance' factors positively affected the development of school in the area of decentralization. The 'Commitment to the school' factor negatively affected the development of school in the area of decentralization.
3. The 'Commitment to the school' factor positively affected the development of school in the area of personnel.
4. The 'Expectation of suitable leadership for the school' positively affected the development of school in the area of activities.
5. Only one factor, the development of school in the area of teaching and learning process, had a statistically significant effect on the quality of the teachers' lives under municipalities in Thailand.

**Keywords:** Development of school, Quality of the teachers' lives, Municipalities.

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## Statement of the Problems

What type of organization nature which schools have. Directions focus on how to moving forward? How classrooms manage learning atmosphere. What instruction media and classroom layout will support children's thinking process. Teachers should be able to analyze learner's homework, manage continues learning, and improve learner. Learners must have the good thinking behavior following the philosophy of the Sufficiency Economy, improvement in thinking assessment, and be able to apply the thinking behavior in daily basic.

From the subject and problem, the office of the basic education has continues improvements. To solve a lack of thinking and analytical method of children's problem, the office of the basic education has arranged the workshop for brainstorming with experts from internal and external. Main target was schools, classrooms, teachers, and learners. The brainstorming was used to find a standard to solve the lack of thinking and analytical method of children's problem based on fundamental of sustainable development in Thai context following the Sufficiency Economy, and moral with knowledge in community normal life condition. Schools are the producer and chooser following community, so the schools need to be central of development in every side.

The municipalities are important government services which work to supervise and support basic education for both quantitative and qualitative. The main objective is the thorough and good quality of education service to people in basic education level in municipality area with free of charge according to the Thai constitutional provisions, and the Determining Plans and Process of Decentralization to Local Government Organization Act.

Thailand seriously focuses on quality of education and quality of life. From the tenth national economic and social development plan, the strategies and development guidelines lead to the balanced development, good quality, and sustainable by strength the economic and social foundation for the quality of life of most people in Thailand improvement. The school development concepts of people management in municipalities, teachers, parents, and societies need to be conducted with teacher's quality of life. There are 30,359 of municipality teachers in Thailand in 923 schools. Societies and Local Government Organization have purposes for teachers, who will be responsible to change the behavior of students, to enable school as the suitable place, and especially to develop knowledge, attitude and skills. These will be indicated in the positive behaviors.

## Objectives

1. To analyze the internal organization nature factors including motivation for working, relationship to the schools, expectation for appropriate school leadership, school management resources, and work follow the good government principle which have effects to develop the schools in municipalities.
2. To analyze the school developments which would have an influence on teachers in municipalities.

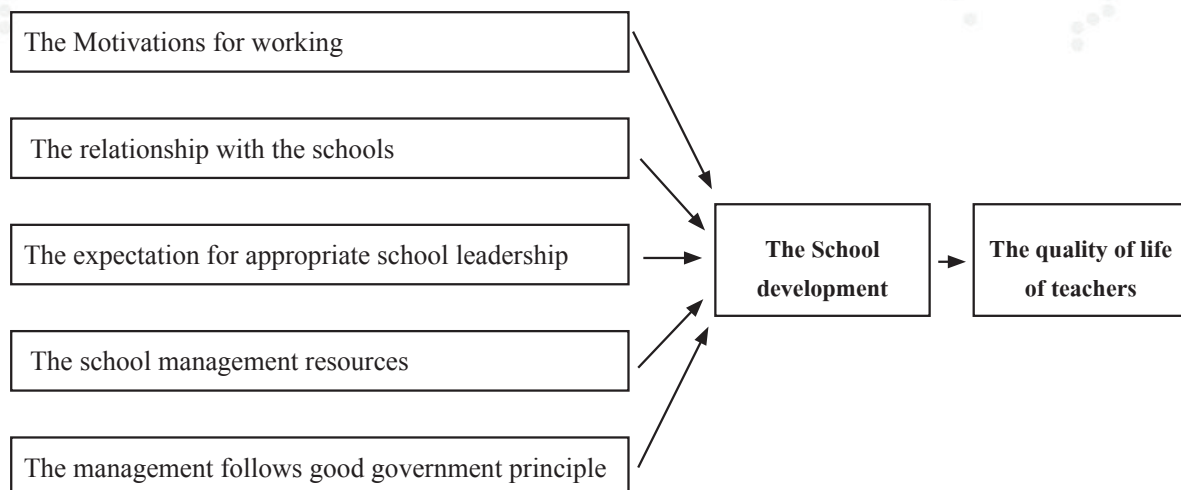
## Conceptual Framework

For this research "the development of schools and the quality of the teachers lives under municipalities in Thailand", the researchers occupied the concept of internal public organization nature (Pitaya Bawonwattana, 2007, p. 18) which concluded the nature of education place including:

- 1) The personal in education place must have motivation for working (Steer and Porter, 1983, p. 3), the relationship with education places (Dunham, Grube and Castaneda, 1994, pp. 86-87), the expectation for appropriate school leadership (William, 1970, p. 78)
- 2) The school management resources (Kawee Rakchon and team, 2006, p. 58).
- 3) The strategy of managers currently work follows the good government principle (Office of the Civil Service Commission, 2002, p. 19-22).

The 3 natures will effect to:

- 4) The direction of organization is the school development. For the quality of life of teachers, factors were studied include the satisfaction factor which effect to quality of life in term of personality, family, and social (Community Development Department, 2001, p. 20-22; Writener and McGranahan, 2003, pp. 240-251)



## Research Methodology

1. The populations used in the study were the municipality teachers, directly responsible or concerning with municipality schools persons.

2. The samples used in the study were 400 teachers from 16 schools under the municipalities control and support in Thailand, and directly responsible or concerning with municipality schools person were 7 of the directors of education.



3. The methods used in the study were a questionnaire and interview. The questionnaire had 3 parts. The 1<sup>st</sup> part was general information of teachers in multiple choices (Checklist), the 2<sup>nd</sup>-8<sup>th</sup> were organization natures, school developments, and quality of life of teachers in Ratio scales.

4. For the data analysis, researcher used qualitative researchers from interview to classification for structure studying and main idea of the result to be used for additional quantitative data for quantitative research analysis as follows.

4.1 The descriptive analysis was description to the detail of any factor to be used for analysis, any general information of the data, and general information of the population which were used for study by using percentage, mean, maximum, and minimum.

4.2 The inferential analysis has 2 choices to be used.

1) The Factor analysis was used to study school developments which are working process in the schools to be an effective organization both concrete and abstract following 38 factors.

2) The Multiple regression analysis was used to test relation of each factor which have an effect to the school development and relation of factor with the quality of life of teachers including ability about independent variation explanation effect to dependent variation.

## Result

1. Most of the teachers had an opinion that the school development was in very high level (50.3 percent), the following seem that it was in high level (44.6 percent).

2. The school developments have 38 sub variables which can be used for classification to the main variable factor. The analytical result was showed that there were 5 same variables as the school development in teaching and learning, decentralization, personal, activity, and optional education.

3. When the influence of the motivation for working variable increasing, the school development in teaching and learning will be increased also.

4. When the influence of the relationship to the schools variable increasing, the decentralization will be decreased. When the influence of the schools management resource and the management following good government principle variable increasing, the decentralization will be increased

5. When the influence of the relationship to the schools variable increasing, the school development in personal will be increased.

6. When the influence of the expectation for appropriate school leadership variable increasing, the school development in activity will be increased.

7. There are no variable which have a significant statistically influence to the school development in optional education.

8. When the influence of the school development in teaching and learning factor increasing, the quality of life of the teachers will be increased.

## Discussion

1. For the motivation for working, the analytical result showed when the influence of the motivation for working increased, the school development in teaching and learning will increased significant statistically. There are no other factors had the influence to the teaching and learning. It means that if we would like to develop the schools in teaching and learning concerning academic, and routine of teachers, we must support about the motivation for working only.

2. For the relationship to schools, the analytical result shows when the influence of the relationship to schools increased, the school development in decentralization will be decreased, but the school development in personal will be increased significant statistically.

When the influence of the relationship to schools increased, the school development in decentralization will be decreased. The result shows that because the development in the decentralization is the new experience for the teachers, and the schools current situation changing. About the high relationship and royalty to the schools, it is normally hard to accept the decentralization.

When the influence of the relationship to schools increased, the school development in personal will be increased. It means that the main organization relationship factors are the pleasure in the value of the job, the success of the job, and benefits which are the same result as the school development in personal.

3. For the expectation for appropriate school leadership, the analytical result shows when the influence of the expectation for appropriate school leadership increased, the school development in activity will be increased significant statistically. There are no other factors have the influence to the school development in activity. It means that if we would like to develop the new activities which need a lot of effort such a music band, a scout. It needs to have appropriate school leadership only.

4. For the school management, the analytical result shows when the influence of the school management increased, the school development in the decentralization will be increased significant statistically. It means that the school management has the influence to the decentralization, changing management, development management, and quality guaranty.

5. For the good government principle, the analytical result shows when the influence of the management follows the good government principle increased, the school development in the decentralization will be increased significant statistically. The management follows the good government principle has the influence to the school natures which have the management system based on the schools to be foundation of education management, the education development participation, and working follow direction from management team.

6. For the school developments, the analytical result shows when the influence of the teaching and learning system increased, the quality of life of the teachers will be increased

significant statistically. There are no other factors have the influence to the quality of life of the teachers. This result conforms to Buddhist norms. When we practice according to Buddhist principle such a five precepts, five dharma, and also intent to perseverance for career, the society will be smooth, and the practitioner will be happy.

## Suggestions

From the result of the research, researcher has suggestions about formats and developments method for schools and teachers.

### 1. The suggestion for practice

1.1 The municipalities and schools should arrange meeting or workshop to have a conclusion together about strange and weakness. Then, prioritize each school developments, and any support needed for the school efficiency improvement.

1.2 The schools should create the performing plan. The plan may be 1 year or 3 years plan about what kind of the school development will be applied.

1.3 According to the school development in teaching and learning is the main mission, the needed result for the schools, and also be the only one factor which has the influence to the quality of life of the teachers, it cause of the most efficiency in teaching and learning system. The municipalities, schools, and society should have the plan to increase the motivation for working of the teachers in every side.

1.4 The school development in decentralization is the new challenging mission to develop the schools to align with the world changing. About the decentralization, the schools should have some of the new generation of teachers, and also should have a support budgets for management resources reinforcement. To prepare the schools and municipalities, should have closely followed up and evaluation for the schools to working the good government principle.

1.5 To support the personal in every side such a qualification promotion, position promotion, or expansion the schools area. It will strength to the schools loyalty. The teachers will have a good relationship to the schools which solve the transferring and resigning problem.

1.6 In case of the school development in special activities such music bands, scouts, the school management teams must consider the appropriate school leadership in special case.

### 2. Suggestion for future research

2.1 Should study the knowledge and understanding about school developments of teachers in each school to find the working efficiency improvement direction.

2.2 Should study factors which have an effect to school management efficiency to find the school management efficiency improvement direction.

2.3 Should comparative study the primary school development and high school development, and also compare the influence to quality of life of primary school teachers and quality of life of high school teachers. It can be used to find the direction or option for efficiency improvement or support the schools in the future.

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## Cross-Cultural Communication Problems of People in the Special Economic Border Zone Chiang Rai Province<sup>11</sup>

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### Abstract

This research aimed to study the problems in cross cultural communication of Thai and Chinese people in the Special Economic Zones in Chiang Rai with special attention to Maesai, Chiang Saen and Chiang Khong Districts. The data collected were mainly of two sets: the core values and cross cultural communication problems. The first set of core value data, Thai core value, was collected from nine Thai lecturers teaching in Chiang Rai Rajabhat University who had overseas teaching experience in Chinese universities. The second set of data, Chinese core value, was collected from ten Chinese lecturers teaching in Chiang Rai Education Institutions. With regards to the cross cultural communication problems, a questionnaire based on the values were administered to the sample groups. The cross-cultural communication-problems questionnaire based on the Thai and Chinese values was administered to the Thai samples in all the three districts with 30 samples from each districts totaling 90 samples. The cross-cultural-communication-problems questionnaire based on the Chinese values was administered to the Chinese samples travelling to the three districts with 20 samples in each districts totaling 60 samples.

With regards to the core values, the results revealed that the ten Thai core values and the ten Chinese core values were significantly different. The cross-cultural communication problems that occurred resulted from the differences in those values of both parties, the Thai and the Chinese samples. The cross-cultural communication problems of the Thai samples towards the Chinese are in respective order as follows: problems in following rules and regulations, traffic rules; problems in personal and community hygiene; problems in language use and culture; problems in dress code and mannerisms with regards to space and time; problems in differences of attitudes, perspectives and thoughts, customs including life styles such as study and work; problems in personal rights, attending to personal and others' rights, and gender rights, and punctuality; other problems; problems in social status, social positions, family values and problems in the understanding of religion and the royal institution.

The cross-cultural communication problems of the Chinese samples towards the Thai are in respective order as follows: Other problems (which mainly resulted from tourism related inconveniences and problems), problems from different kind of relations; ethics related problems; face and integrity related problems; solidarity related problems; helpfulness, conflicts, forgiving, and acceptance; family honoring and gratefulness; custom and tradition related problems; respect and compassion related problem; and success related problem.

**Keywords:** Cross-Cultural Communication Problems, Global Competence, Core Values

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## Introduction

The jumpstart of today's communication technology, transportation and logistics in the world and consequently in the nation, has also pushed Chiang Rai to fast-paced herself in the development. This, coupled with the national economic and social development plans which emphasized the Special Economic Zones (SEZ) and the ASEAN integration became a catalyst, thus, puts Chiang Rai in the situation to change.

The economic change, undoubtedly, brings about social changes. The communities too have to adapt in this fast-paced economic changes. The new economic and the ASEAN integration brings about the changes in different social contexts such as it brings about the changes in the workforce. An unprecedented scale of work forces migration, both skilled and unskilled labors, from the neighboring countries brings together their customs and cultures. Chiang Rai, a place formerly with its unique cultural identity are now housing people from diverse cultural backgrounds with differing thoughts, ideas, and cultural values. Chiang Rai has been receiving labors, businessmen and other professions from Laos, Myanmar and China. In this kind of convergence area, the interrelationships and mutual understanding of the people from diverse cultures and customs are of significant importance. It is one of the key indicating factor that Chiang Rai has moved into a so called ASEAN community. In order to harmoniously live in a diversified cultural area, mutual understanding and good intercultural communication skill are highly needed. Thus, intercultural communication skill is one of the three main capabilities designating the cross-cultural competence. Intercultural communication skills should occur in the Special Economic Border Zone in the three main border zone districts of Chiang Rai which are Maesai, Chiang Saen, and Chiang Khong.

Cross-Cultural Communication competence should be considered in terms of the relationship between our own cultures and many diverse cultures. We cannot deny the importance of cross-cultural communication competence when it comes to ASEAN integration or globalization in the 21<sup>st</sup> century. The competence will assist the communities and their members in adapting to the changing social environment and to the different ways people communicate in their cultures. This will result in people from different cultures having more interactions with more understanding in each other's cultures and values. Cross-cultural competence shall help people from different cultures adapt in the changing world which is a result from the development or globalization. The importance of cross-cultural communication competence is mentioned by Taylor (2013) and Bennett (2010) as follows:

Ross Taylor (Taylor, 2013, p. 2) states the importance of communities having the cross-cultural communication competence, that:-

"Community groups need to have intercultural communication competence in order to understand their own cultures, how they are developing, changing and how they influence the way they interact with individuals from foreign community groups." (Taylor, 2013, หน้า 2)

Taylor (Taylor, 2013) also regards much importance to the intercultural communication competence due to reason that each community will have a diverse culture which will be its local and national identity. Thus, people from different cultures communicates, they each will have their own “frame of reference” or the foundation of their thoughts and belief systems which differs in different cultures; and this “frame of reference” will also be used in communicating with others outside of their own culture with people from other cultures.

Bennett (2010), an expert in cross-cultural communication competence, mentions that cross-cultural communication competence will succeed if the interlocutors from the sociocultural communities understand and develop their own ‘sieves’ or “informed reference framework filter”. This, shall help raise the awareness of interlocutors from different cultural backgrounds as to be aware of their own cultures and their interlocutor’s cultures. Moreover, the cross-cultural should understand the communication norms as recognized internationally and in ASEAN countries. In other words, cross-cultural communication competence can help Chiang Rai people from different cultural background to efficiently communicate and successfully integrates to the world community. Thus, cross-cultural communication competence is an important criteria in determining individual and community competence in the adaptation to the changes in the 21<sup>st</sup> century and beyond.

With the above mentioned reasons in mind, the researchers had an initial field work survey in the three strategic districts for economic and social development that has their borders adjoined the neighbouring countries, they are Maesai, Chiang Saen and Chiang Khong. It was found that the communities in the three districts were interested in developing cross-cultural communication competence in order to prepare their communities for a harmonious living. This, together with the mission of the faculty of Humanities, Chiang Rai Rajabhat University, to cater for the needs of the locality, the research project was initiated. This research aimed to develop the “informed reference framework filter” of the people in the communities with the purpose that communities can effectively adapt and interact with people from diverse cultures. The researchers believes that the “informed reference framework filter” shall become the guiding principles in the prevention of miscommunication. It also helps in enhancing patience, understanding, and acknowledgement of similarities and differences. Moreover, it will bring about sound relationship among diverse cultures through self-growth which will move from monocultural frame of thought to multiculturalism frame of thought (Bennette, 1993a; 1993b; 1998)

To come up with the “informed reference framework filter” of the people in the communities, the researchers have adopted Schwartz’s (Schwartz, 2012) idea on “Basic Values” to form our own “informed reference framework filter”. Schwartz (ibid) mentions that every culture has core values or “basic values” which is of importance to their cultures. There happens to be 10 important core values. These core values reflects the motivation of human beings and they can be used to explain human behaviours, attitudes and beliefs of people from within or outside the cultures. If individuals or communities can identify these 10 core cultural values during the cross-cultural communication then only we can explain the behaviours, attitudes and beliefs of our interlocutors. This shall be highly beneficial for the promoting cross-cultural communication awareness of self and others.

The researchers are interested in finding out the “informed reference framework filter” of the people in the three districts of Maesai, Chiang Saen, and Chiang Khong with special attention to the “informed reference framework filters” of the Thai and Chinese cultures.

## Research Objectives

1. To study the core values of the Thai and Chinese people in the three districts of Maesai, Chiang Saen, and Chiang Khong.
2. To study cross-cultural communication problems between Thai and Chinese in the three districts of Maesai, Chiang Saen, and Chiang Khong.

## Methodology and Data Collection

Data collection for this research are of two types: data on the core cultural values of the Chinese and Thais; secondly, data on cross-cultural communication problems of Chinese and Thais living in the three districts of Maesai, Chiang Saen and Chiang Khong.

### Data on core cultural value

Data on the core cultural value were collected from the following population.

1. The Thai core cultural value data are collected from nine Thai lecturers from Chiang Rai Rajabhat University who had experienced teaching Thai as a foreign language in China and has interactions with Chinese nationals using focus group discussion.
2. The Chinese core cultural value data are collected from ten Chinese language lecturers and teachers working in Chiang Rai using focus group discussion.

### Data on Cross-Cultural Communication Problems

1. Data on cross-cultural communication problems were collected using the questionnaire developed by the researchers. The questionnaire uses the Chinese and Thai “core cultural values” to form 2 sets of questionnaires for Chinese and Thai participants.
2. The Thai questionnaire were administered to the 30 Thai sample group, 10 subjects from each of the three districts, totaling 90 subjects.
3. The Chinese questionnaire were administered to Chinese sample group, who were purposive -random sampled, from tourists or businesspersons in the three districts. Twenty subjects were purposive sampled from each districts, thus, totaling 60 subjects from the three districts.



## Research Results

The research result is discussed in accordance to the objectives.

**Objective 1:** To study the core values of the Thai and Chinese people in the three districts of Maesai, Chiang Saen, and Chiang Khong.

### The Core-Cultural Value

The cross-cultural communication problem lies in the differences of core-cultural values between the Thai and the Chinese people. It was found that the Thai and the Chinese have different 10 core-cultural values as follows.

**Table 1** The differences between Thai and Chinese Core-Cultural Values

The differences between Thai and Chinese Core-Cultural Values in the 3 districts	
The 10 Thai Core-Cultural Values	The 10 Chinese Core-Cultural Values
1. The understanding of religion and the royal institute	1. Ethics and Morality
2. Abiding to rules and regulations, law and traffic rules	2. Unity, conflicts, forgiving and accepting
3. Health and Hygiene	3. face and integrity
4. language and use such as communicating with people from different levels, social manners	4. Group members
5. Dress code in accordance to time and place	5. Relationship: relationship between people and friendship
6. Customs and traditions	6. Customs and traditions
7. Attitude, perception, idea, lifestyle, community practices, Studies and work life	7. Respect, family and gratefulness
8. Personal rights, maintaining personal and other's rights, gender diversity, punctuality, integrity	8. Love, compassion, and kind hearted
9. Friendly, generous and kindness	9. The middle path
10. social status, social positions, family values	10. Success

**Objective 2:** To study the cross-cultural communication problems between Thai and Chinese cultures in the three districts of Maesai, Chiang Saen, and Chiang Khong.

The differences in the core-cultural values between the Thais and the Chinese cause cross-cultural communication problems as can be seen from the core-cultural values listed above. The Thai's problems can be seen via the Thai cultural value lens while the Chinese's problems can be seen via the Chinese cultural value lens as follows.

Cross Cultural communication problems of the Thai looking through the lens of The Thai core-cultural values in the three districts arranged in descend order are:

**Table 2** Cross-Cultural Communication Problems of Thais through the lens of the Thai values.

Order	Cross Cultural communication problems of the Thais looking through the lens of The Thai core-cultural values
1.	<b>Abiding to rules and regulations, law and traffic rules.</b> The behaviors found are driving in the wrong lane, speeding, overtaking in a sudden manner, drive through a red light, do not use zebra crossing to cross the roads, driving carelessly, park in the no parking area, does not respect the places, rules and regulations of the Thais, no punctuality at the immigration, park in the middle of the road to take photos which created traffic jam.
2.	<b>Health and Hygiene.</b> The behaviors found are personal hygiene such as do not keep the toilet clean, tissues are thrown all over the toilet space, do not flush, step on the toilet head, break the queues, do not close toilet doors, wash their feet in the basin meant for hand wash, spitting, throwing cigarette butts all over, thrown food crumbs under the table, and smoking in the restaurant.
3.	<b>Language and use such as communicating with people from different levels, and social manners.</b> The behaviors found are making loud noises in the public, jumping queues, does not comprehend the concept of appropriate time and space, lack of table manners, does not pay for restroom fees, difficult to understand, heavy bargain, smoking in prohibited spaces, spitting, littering, smoking in restaurants, dragging supermarket baskets with their feet, want to have everything their own way.
4.	<b>Dress code in accordance to time and place.</b> The behavior found were impolite, wearing inappropriate shorts or mini-skirts, wearing see through blouses, showing body parts, inappropriate dress code at official premises.
5. Found at the same level	<b>Attitude, perception, idea, lifestyle, community practices, Studies and work life.</b> The behavior found were : with the quick walking style they bang into others without apology and thus creates misunderstanding, does not pay according to bargained price, make faces, no holidays given to employees, jump queues to buy tickets and at cashiers, making loud noises, do not take their shoes off in the temple, inappropriate dress code, spitting, smoking, self-centered.
	<b>Personal rights, maintaining personal and other's rights, gender diversity, punctuality, integrity.</b> The behaviors found were jumping appointments, queue jumping, nagging cashiers and impatient, cannot be wrong, speaks only Chinese and not any other languages, quarrel at immigration, ill-mannered, harassed the masseur at massage parlour, lost their own child and began creating problems, self-centred, peeping in while filling forms.
	<b>Other Problems.</b> The behaviors that created problems found while interacting with Chinese tourists and businessmen or students in Thailand found were: miscommunication at various places, uncooperative in many aspects which later causes more problems, ate at a restaurant and commented that the food was bad and wants a reduced price, the use of Chinese only at the employer's workplace thus causes various miscommunication
8.	<b>Social status, social positions, family values.</b> The behaviors found were: looking down on others, lack of respect for human beings, no holiday for Thai workers in a Chinese run firm, does not move their vehicle which is blocking the way to refill gasoline at the gas station.
9	<b>The understanding of religion and the royal institute.</b> The behaviors found were: does not stand in respect to the national anthem, does not understand religious rituals, inappropriate dress code and point the Buddha image with their feet.

Table 2 Illustrates cross-cultural problems faced by the Thais when looking through the lens of the Thai values. The three highest problems faced were: abiding to traffic rules and regulations, health and hygiene, language and language use problems respectively. The problems found at same level or at medium level were: Attitude, perception, idea, lifestyle, community practices, Studies and work life; Personal rights, maintaining personal and other's rights, gender diversity, punctuality, integrity; and other problems. The least found problems were: Social status, social positions, family values; and the understanding of religion and the royal institute.

The Chinese tourist and business person's cross-cultural problems can be seen via the Chinese cultural value lens in the three main districts as follows. The problems are arranged from the most problematic to the least problematic.

**Table 3** Cross-Cultural Communication Problems of the Chinese through the lens of the Chinese value

Order	Cross Cultural communication problems of the Chinese tourists and Business persons looking through the lens of the Chinese core-cultural values
1.	<b>Other Problems category.</b> This category problem were not in the 10 main core cultural values, however, the problematic behaviors were: the Thais like to trick foreigners into buying things, Thais are slow and sluggish at whatever they do, Thai are not on time, there are a lot of crimes in the media and thus gives the scary impression to the country, food is not delicious sometimes it is too sweet and sometimes it is too hot; passport are lost and cannot communicate during Thailand tour, asking for directions, buying food in the market; trust problems between Thais and Chinese business partners; Thais are not friendly towards Chinese tourists.
2.	<b>Relationship problem.</b> The problematic behavior found were: inappropriate behavior such as scolding, cursing the Chinese vendors, been looked down and threatened; the public transport driver's communication was rude.
3. Found at the same level	<b>Ethics and Morality Problem.</b> The problematic behavior were: overpriced goods sold at the grocery stores and markets; inability to offload freight from ship port; biased against customers at restaurant; tour guides instructed the clients to jump queues.
	<b>Face and dignity.</b> The problematic behavior were: make fun while using Thai with mistakes, laughed at; biased towards Chinese tourists; sales assistant always follow while shopping
	<b>Groups Members:</b> The behaviors found were: teenagers ganged up and create havoc like hitting each other in front of market and schools; vendors quarrel; men do not give seats to women and seniors or pregnant women on public transport; The Thai people's personality is cold and in that sense the tourist don't know who is true or not.
4.	<b>Unity, conflicts, forgiving and accepting.</b> The behaviors found were: The Thai overlooks small mistakes; The Thais make fun at non-native Thai language speakers; Thai political conflict; lack of sincerity at the local public transport station; conflict with Thai workers due to communication problems.
	<b>Respect, family and gratefulness.</b> The behavior found were: youngsters have no manners, does not respect parents as witnessed the offspring shouting at mother while shopping in the market, lack gratefulness to their parents; respect other people than their own parents.
5. Found at the same level	<b>Customs and traditions.</b> The behaviors found were: addicted to things sacred and having special powers, lottery; youngsters do not respect elders in restaurant; do not understand why a change of shoes in toilets is done.
	<b>Love, compassion, and kind hearted.</b> The behaviors found were: Thai customers make faces; Thai bully animals (saw someone kicking a dog); likes to quarrel and lacks compassion and generosity
	<b>Success.</b> The behaviors found were: was tricked in business; ordered goods from the internet and did not get the goods; gambling; wanting to be rich using a short cut; corruption.
6.	<b>The middle path.</b> No behaviors found.

Table 3 Illustrates cross-cultural problems faced by the Chinese when looking through the lens of the Chinese values. The three highest problems faced were: Other problems, Relationship problem, Ethics and Morality Problem (face and dignity and group member problems respectively). The problems found at medium level were: Unity, conflicts, forgiving and accepting and respect, family and gratefulness. The least found problems were: Customs and traditions, Love, compassion, and kind hearted, and success.

In conclusion, if looking from the core cultural value of a single culture, communication problems may arise. Thus, understanding the core cultural values of one's interlocutors or those we met, shall help us understand, accept and communicate the problems or points that we did not understand and expand on the confused concept. The only thing that interlocutors from different cultural systems have to realize is to be opened for communication without biases so as to bring harmony and unity.

## Results Discussion

The researchers found a few interesting points worth discussing as follows:

1. The 10 core values of both the Thais and the Chinese are different. These differences will affect how we human beings understand each other. When communication problem arises, both the parties may or may not have the opportunity to explain or talk about what went wrong. Both parties refer to language as the main problem being confronted in the areas of study: The Thais do not understand Chinese and cannot use English while the Chinese do not use English and do not know Thai. This was also found in Metta Wiwattanakul (1993) study, she mentioned that "thoughts and ways of communication differs in different cultures. Even the differences in values could cause communication problems and conflict between Thais and foreigners. The main communication problem found between Thais and Foreigners are both parties have limited English communication skills, differences in values, and differences in interpretation of the values".

2. From the study on values of Thai and Chinese tourists and businessmen, it was found that the values can be used to solve problems constructively when comparing the problems faced by both parties. For example, a Thai subject mentioned that Chinese tourist said Thai food is not delicious and bargained the price of the food. At the same time, in the survey of the Chinese tourist, Thai food is mentioned as too sweet or too hot to eat and is not the taste preferred by the Chinese. This kind of problem found can be solved to prevent further occurrence of the same known problem. Solving this kind of problem is to instill in the people the concept of communicative competence and the global competence. Global competence is what is highly needed in the changing world. The world needs people who can see the values of cultures and can communicate cross-cultures also look at oneself if one is communicating under only from their own value or not. This goes in line with Bennete and Shalom's ideas that one communicate from his own informed frame of reference filter and what will happen if we can look at things from different frame of reference filters.

3. This study cannot be generalized to a larger scale due to the area of study is only limited to three sub-districts in Chiang Rai province and using only 90 Thai subjects and 60

Chinese subjects in each districts. The Chinese subjects were simple randomed and found to be consisting of only tourists and businessmen. Thus, the results revealed were from limited group of people. However, with this limited results, communication problems specifically of the area can be seen and this can be used for further development.

## Recommendation and Suggestions

1. The result of the research suggests a number of projects to be done in Chiang Rai for example the need to give knowledge to restaurants regarding food taste and the concept of eating which is different in Chinese and Thai scheme of things.

2. Booklets on how to communicate in Basic Chinese for special purposes such as for sales, restaurants, immigration office, tourist places and other places should be given to shops, stores, offices and restaurants.

## Conclusion

This research studies the cross-cultural communication problems of Thai and Chinese in the three special economic border zones of Chiang Rai namely: Masai, Chiang Saen and Chiang Khong. It is found cultural values and differing cultural values of the Thai and Chinese were the bases of the communication problems found in Chiang Rai.

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## Creation And Analysis Of Academic Corpora In Language Studies: A Brief Review

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### Abstract

The objective of this study is to summarize the creation and the analysis of the academic corpus. The creation of the corpus is the promotion of analyzing the data in the corpus. With the good creation of the corpus, it is imperative that researchers should consider the aspects concerning the purposes of each study, size, representativeness and balance, variety, and chronology. Moreover, for the analysis of the corpus, a research tool is important. AntConc, which is a tool used for the corpus-based study, is exemplified to review how to use. The procedures for analyzing the corpus with AntConc are also demonstrated in this paper.

**Keywords** corpus creation, corpus analysis, AntConc

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## Introduction

A corpus is defined as a collection of examples of language in a set of written texts or a transcription of recorded speech based on a set of well-designed criteria to conduct a linguistic study varying from words to discourse (McEnery & Wilson, 2001; Hunston, 2002; Sinclair, 2005; Cheng, 2012). Empirical linguistic studies may also be conducted by using written or spoken texts (Cheng, 2012) such as the stylistic analysis of a poem or novel or the conversation analysis of a television talk show (McEnery & Wilson, 2001; Hunston, 2002). Such data analysis is carried out by using the corpus-based approach. As a result, the good and suitable creation of the corpus facilitates the analysis of the corpus.

Several corpus-based studies were used the different concordance software to analyze the linguistic data. For example, investigating the academic word list in the academic text, Coxhead (2000) used the RANGE program to count and sort the words in the Academic Corpus. Yang (2015), studying the nursing academic words frequently used in nursing research articles, also conducted her study by using the computer software RANGE for the lexical analysis and profiling. Moreover, the study of frequency, coverage, and distribution of the words from the Academic Word List in agriculture research articles by Martı´nez, Beck, and Panza (2009) was conducted by using Wordsmith Tools (WST). Finally, the investigation of academic words families occurring in the corpus of laboratory animal research articles (Soranastaporn & Tampanich, 2015) was carried out by using AntConc Version 3.4.3 (Anthony, 2014) to count and sort the words in the corpus. In short, a variety of studies of word lists in difference academic fields need to use the concordance software to count and sort for the frequency or range of the word list. It is clear that the concordance software is needed for the corpus-based analysis of the word lists. This article aimed to briefly review the creation and the analysis of the academic corpus.

## Creation of Corpus

Corpus studies have been carried out for more than 10 years (Hunston, 2002). They have been conducted both by hands and by computer programs. Therefore, the creation of the corpus is extremely important. The corpus has to be well designed to collect all the data required for a study for benefits from the advantages of corpus. Moreover, when the larger corpus is used to make conclusive statements about language, the issues of the approach of the corpus design have been more important. It is clear that the good and appropriate creation of the corpus considers the aspects of corpus design. The aspects which should be taken into consideration to design a corpus consist of the objectives of each study, size, representativeness and balance, variety, and chronology (Tribble & Jones, 1990; Sinclair, 2005; McEnery & Wilson, 2001, Hunston, 2002).

Firstly, the main aspect in designing a corpus which needs to be considered is *the purposes of each study*. Corpus designers have to know what exactly the aims of each study are, and who will benefit from each corpus-based study. It is likely to be either a general corpus or a specialized corpus with specified purposes.



The next aspect is *the corpus size*. The possible size of corpus is not limited so much by the capacity of a computer to store it, as by the speed and efficiency of the software (Hunston, 2002). Likewise, Coxhead (2000) claims that a reasonable number of words should be gathered to provide a better chance for the occurrence of particular items and to examine more lexical items in depth. However, there is no justification for establishing a limit on corpus size since it depends on research objectives (Hunston, 2002).

Furthermore, *representativeness and balance* are other significant matters in corpus design. A corpus is intended to be representative of a particular sort of language. Representativeness is defined as the extent to which a sample includes the full range of variability in a population (McEnery & Wilson, 2001; Hunston, 2002). A corpus is representative of the whole when the object of the study is academic prose, casual conversation, the language of newspapers, or American English. In addition, a balanced corpus consists of equal numbers of words in each category. Nevertheless, the problem is that "representativeness" inevitably involves knowing what the character of the "whole" is. The difficulties with representativeness and balance become more complicated when the corpus is expected to represent a regional variety of English with all its complexity of internal variation.

An additional aspect for designing a corpus is *the variety of the texts*. In linguistics, a whole variety of a language is more interesting than an individual text or author (McEnery & Wilson, 2001). Thus, the corpus should be taken from a variety of sources (Clany, 2010). Furthermore, different registers of the language have to be included to offer a better chance of finding language from different sources in the corpus analysis (Clany, 2010). It is important to include language samples from a variety of authors, topics, registers, and sources (Sinclair, 2005).

Finally, *chronology* is another important aspect in corpus design. Texts or journals have been published in ten years, preceding the date of collection. The corpus compiler should follow innovations in the field and consider these current changes collecting texts.

All in all, the creation of corpus influences on linguistic exploration because the corpus is used as a tool to collect linguistic data varying from words to discourse for teaching and learning. Moreover, to obtain a larger and more diverse corpus and make definitive statements about language, the design of the corpus is a significant issue. As a result, the purposes of each study, size, representativeness and balance, variety, and chronology have to be considered in corpus design.

## Analysis of Corpus

The analysis of corpus can be done by producing concordance lines and investigating corpora going beyond the concordance lines. The first method is the most basic one of processing corpus information (Hunston, 2002; Sinclair, 2005; Cheng, 2012). Also, most users of corpus count greatly on concordances and their interpretation (Hunston, 2002; Cheng, 2012). The latter one is useful for collection of information about the frequency of words or the expression of the future time (Hunston, 2002). Both methods of the corpus analysis use the computer programs to collect and analysis the data of corpus. In this section, we review a research tool of corpus, AntConc, and procedures for analyzing the corpus, which is one part of our studies (Soranastaporn & Tampanich, 2015; Tampanich & Soranastaporn, 2016)

## Research Tools of Corpus

Research tools are an important factor in the process of gathering information for the corpus-based studies. One of the current instruments is concordance software. The concordance software is widely used to help analyze the linguistic features of text (Fukshima, Watanabe, Kinjo, Yoshihara & Suzuki, 2012; Watt, 2015) such as generating a word list from an authentic text corpus (Lamy & Klarskov Mortensen, 2012). Some concordance software can, however, produce a full concordance including various linguistic elements of the corpus with all words (Lamy & Klarskov Mortensen, 2012). In this paper, we choose to review the concordance software, AntConc, which is useful for the analysis of the word-based corpus.

*AntConc* has quickly become popular among researchers, teachers, and language learners due to easy-to-use interface, its rich set of features, multiplatform support, and the fact that it is freeware (Anthony, 2013). Tribble (2012) reviewed the concordance software for use in analyzing corpora, as seen in Figure 1 (as cited in Anthony, 2013). AntConc is as frequently used to analyze the corpora as is WordSmith Tools. Both programs offer access to raw data to create corpora. However, WordSmith Tools comes with a limited commercial license that the users have to pay for. AntConc, on the other hand, is accessible online; it is fast and easy to use (Anthony, 2013). Moreover, many corpus linguists have a great deal of confidence in AntConc for their work (Anthony, 2013).

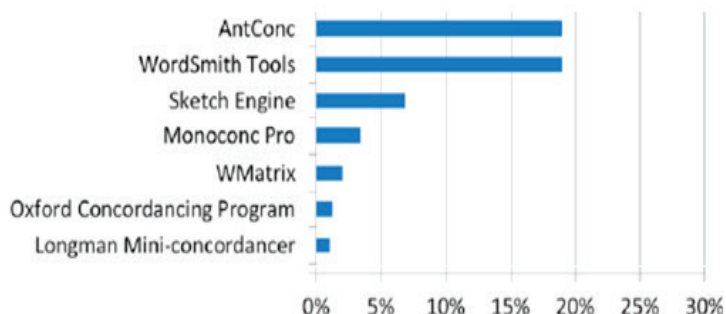


Figure 1 Concordance software used for analyzing corpora  
(cited in Anthony, 2013)

Furthermore, AntConc is freeware; it is a multi-platform tool for carrying out corpus linguistics research and data-driven learning, developed by Anthony (2013). In 2002, AntConc was first released for use in a new technical writing course with over 700 graduate school engineering students at Osaka University in the west of Japan (Anthony, 2006). The main objective of the course was to produce mini-corpora of target texts. The latest version is AntConc 3.4.4., which was released in September 2014. This program can operate in conjunction with many computer programs such as Microsoft Windows, Macintosh OS X, and Linux.

Moreover, AntConc 3.4.4 contains seven text analysis tools accessed either by clicking on their tabs in the tool window or using the function keys F1 to F7 (Anthony, 2014); they include *Concordance Tool*, *Concordance Plot Tool*, *File View Tool*, *Clusters/N-Grams*, *Collocates*, *Word List*, *Keyword List* (See Figure 1). Each tool performs various functions such as determining the frequency of all words, finding collocates for a search term, and finding concordance lines for the target words.

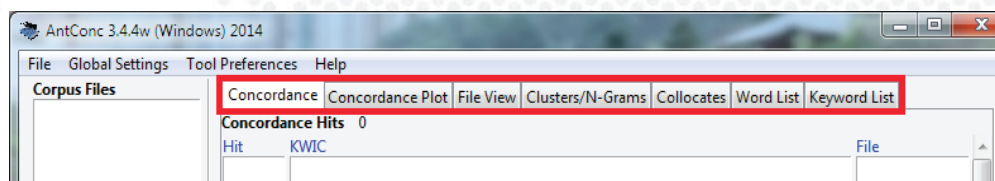


Figure 2 Seven text analysis tools in AntConc 3.4.4

Anthony (2014) also explained each tool as follows. The first tool is *Concordance Tool*. This tool demonstrates how words and phrases are commonly used in a corpus of texts. Secondly, *Concordance Plot Tool* is the search results for plotting in a barcode format, which is the position of the search results in the target texts. Next, *File View Tool* is a tool which confirms the text of individual files. This investigates the results generated in other tools of AntConc in more detail. *Clusters/N-Grams* is a tool which explains clusters hinged on the search condition. It sums up the results made in the *Concordance Tool* or *Concordance Plot Tool*. Next, *N-Grams Tool* scans the entire corpus for 'N' (e.g. 1 word, 2 words, ...) length clusters, which expresses the common appearances in a corpus. *Collocates* finds the collocations for a search term; it investigates non-sequential patterns in language. *Word List* is the tool counting for all the words in the corpus and showing them in an ordered list. This tool quickly finds which words are the most frequent in a corpus. This tool is used to analyze the frequency of words in the corpus being investigated. The last tool is *Keyword List* which determines which words are infrequent in the corpus in comparison with a reference corpus. Such words are identified in the corpus; for example, as part of a genre or ESP study.

In brief, the concordance software, AntConc, can be used to create the corpus about word frequency lists and to determine key words in context. AntConc is an easy-to-use, fast, and free tool. It was designed for use in a course of scientific and technical writing at the Osaka University Graduate School of Engineering in 2002 to process raw corpus data of a variety of kinds. The latest version is AntConc 3.4.4, released in September, 2014, comprising seven tools. It includes numerous tools and features, as summarized in Table 1.

**Table 1** Summary of Tools and Features in AntConc 3.4.4

<b>Tool and Features</b>
Freeware License
Small memory requirement (2 MB of disk space)
Multiplatform
- Windows (3.4.4)
- Macintosh OS X 10.7-10.10 (3.4.3)
- Macintosh OS X 10.6 (3.4.1)
- Linux (3.4.3)
Extensive set of text analysis tools
- Concordance Tool
- Concordance Plot Tool
- File View Tool
- Clusters/N-Grams
- Collocates
- Word List
- Keyword List
Powerful Search Features
- Regular Expressions (REGEX)
- Extensive Wildcards
Multiple-Level Sorting
HTML/XML Tag Handling
Unicode Support
Easy-to-use, intuitive GUI

(Anthony, 2014)

### Procedures for Analyzing the Corpus with AntConc

In this paper, we exemplify the analysis of the word-based corpus regarding a word list, which is our studies, “*A Corpus-Based Study on Frequency of Academic Word List in Laboratory Animal Research Articles*” (Soranastaporn & Tampanich, 2015) and “*High-Frequency Words of Laboratory Animal Review Articles*” (Tampanich & Soranastaporn, 2016). The corpus analysis phase identified words that met the criteria for inclusion in the word lists in the corpus. Wordlist is a tool that counts all the words in a corpus and presents them in an ordered list. This tool allows a researcher to find quickly which words are the most frequent in a corpus (Anthony, 2014). In order to create the word list for the corpus, the following steps were performed.

1. The researcher clicks on the “Open File(s)” option in the “File” menu and add files for processing as shown in Figure 3.

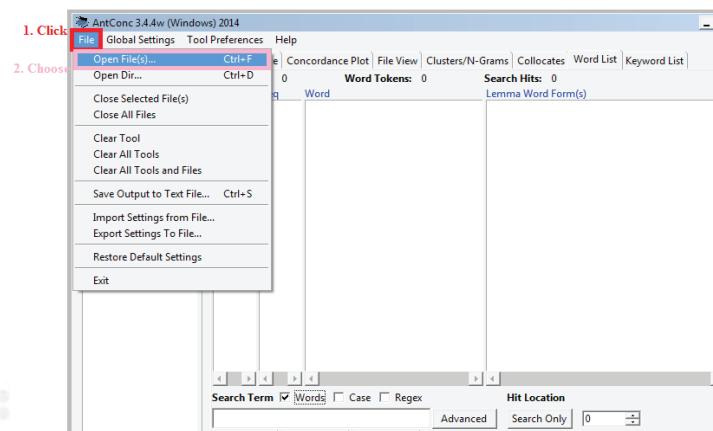


Figure 3 Example of adding files for processing

2. The researcher clicks on the “Tool Preferences” menu. Then he chooses “Word list” as the “Category”. He clicks to choose the “Treat all data as lowercase” option as shown in Figure 4. Using the “Treat all data as lowercase” option causes all words to be transformed to lower-case, which it is useful in getting an accurate count of words in certain cases (Anthony, 2014). That is, there is no difference in the count caused by the use of capital letters in some cases. For example, the word “The” at the beginning of a sentence and “the” in the middle of a sentence would be the same. The aim of this study is to focus on lexical units, not syntactic analysis.

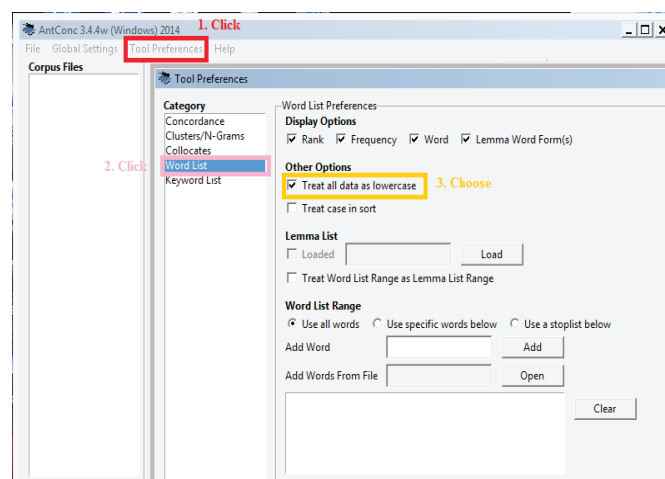


Figure 4 Example for clicking on the “Treat all data as lower case” option

3. The researcher presses the “start” button, then the word list is sorted by frequency or alphabetical ranking depending on the selection made by the researcher, as shown in Figure 5.

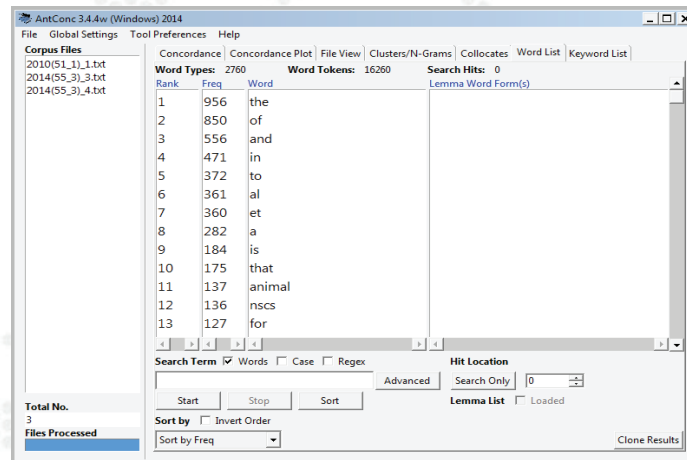


Figure 5 Example of word list sorted by frequency

4. He clicks on the “Clone Results” button to create a copy of the results so that different sets of results can be compared.

In short, the procedure of analyzing the word-based corpus can use AntConc 3.4.4. It is used to determine the number of tokens in the raw data and to determine word families. The program also counts the frequency of words (*frequency*).

## Conclusion

To conclude, the good creation and design of the corpus are a very important issue. If the researchers want to apply the benefits from the corpus, the corpus needs to be well and suitably designed. Therefore, to design the corpus, the researchers have to consider the aspects concerning the purposes of each study, size, representativeness and balance, variety, and chronology. Moreover, the good corpus design causes the corpus analysis to be ease and effective. The concordance software, AntConc, is a research tool to be used for analyzing the word-based and category-based corpus. AntConc is also used to determine the number of tokens in the raw data and to determine word families. This program also counts the frequency of words (*frequency*) and analyzes the *range* of words in the corpus.

## Implications of the study

This review article is very beneficial for the researchers who are interested in the corpus-based studies, especially the study of the word lists (academic word list, high frequency word list, or technical word list). Most importantly, the studies in terms of the word lists or vocabulary are useful for the teachers of English for Specific Purposes or English for Academic Purposes to take the words or vocabulary in their field to develop their teaching materials.

## Recommendation for the future study

In the future study, the researchers can compare and contrast between AntConc and other concordance software for the advantages for the linguistic researchers to choose the concordance software to be suit to their study.

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## Personnel Development Of Small Hotels Business In Special Economic Zone, Chiangrai Province

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### Abstract

Human resources development is a process that encourages personnel to increase knowledge and skills to have proper working behavior with responsibility to be able to work efficiently. Although the organization requires the qualified personnel, they must provide more knowledge and skills due to changes in the environment and other subsystems of organization.

Human resource development in the tourism industry, according to tourism services development plan for supporting free flow of services 2016-2017, it was indicated that tourism personnel, whether in public or private, there are problem issues for the development of tourism, especially lack of knowledge and skills in areas such as management, marketing, innovation, technology, language and creative thinking. In addition, the findings of Assoc. Prof. Dr. Yongyuth-Chalamwong, and TDRI team presented to the Ministry of tourism and sports showed that Thai labor do not have outstanding professional performance, especially problem-solving skills, computer skills, teamwork, technical performance and the weakness of this professional personnel of Thailand is foreign languages, especially English and the ability of management. Especially hotels, restaurants, food shops, restaurants and Thailand's performance did not meet the expectations of most entrepreneurs.

This article is intended to present the importance of human resource development, problems of personnel in various fields of tourism, problems of personnel operating in the Special Economic Zone, Chiang Rai and knowledge and skills needed to develop in small hotels in Chiang Rai. The article includes the importance of human resource development, the importance of human resources development towards the tourism industry, the most common problems caused by personnel in the field of tourism, problems of personnel's performance in the Special Economic Zone in Chiang Rai Province, and knowledge and skills needed in the development of personnel in small hotels business in the Special Economic Zone in Chiang Rai Province.

**Keyword:** Human resources development, small hotels business, Special Economic Zone

## Introduction

Human Resource Development is a process that encourages staff to increase knowledge and skills, and behavior that is appropriate to the job responsibilities to work efficiently (PrachataTansaenee, Online). Whether the organization supplies well qualified staff and equipped for any reason, in fact, the organization also needs to have more knowledge and skills due to the changes in environmental and other sub systems of the organization. With regard to the importance of human resource development, in the developed countries, they have much concern on the importance of the human resources development process because they believe that if human resources have quality, it will pose a potential human capital and have opportunity for success. When the organization operates any business, they need to have investment. It is required to "purchase" or "supply" of resources to continue the production of the goods or services that are used in their business starting from places whether purchased or rented by an organization, with the building, improved or decorated in the condition that can engage in business purposes in all aspects such as marketing objective and production objective. Then the enterprise also needs to invest or supply other resources to invest in the operation, such as machine tools, furniture and so on, including "human". Therefore, organizations need to formulate guidelines to develop their needed knowledge, skills and attitudes to change the things that are associated with their needs, the most important is the knowledge of these can lead to real practice; it will make changes to fruition.

## Necessity of Human Resource Development

From the study of the causes of the necessity of human resource development, it showed the main causes include:

1. Backwardness of employees: the employees' knowledge and ability is not qualified.
2. Technology progress: staff training is necessary to increase the evaluation because it needs the development of human resources in the future.
3. The resignation of employees: to arrange a program for the development of human resources to develop and train the staff for the performance for employees who resigned.
4. Competitive hiring employees, both domestic and abroad: The use of female workers, a large number of alternative male employees due to low wage compensation. Therefore, training and development programs should be provided in female employees working instead of male employees. (TermpongSuntarotok, 2004). In addition to the Human resource development in the tourism industry, according to tourism services development plan to support the opening free travel service from 2016-2017, it showed that that tourism personnel, whether in government or the private sector, there are problems of tourism development in Thailand, specifically, the lack of knowledge and skills in areas such as management, marketing, innovation, technology, language and creative ideas. In addition, the findings of Assoc. Prof. Dr. YongyuthotChaelomwong and his team from the TDRI study for the Ministry of tourism and sports, it indicated that Thai labor, do not have much outstanding professional performance, especially problem-solving skills, computer skills, working together as a team, technical and operational skills and other weakness is foreign languages, particularly English, and management ability such as the per-

sonnel in hotels, restaurant and food shop. Thai people’s performances do not meet the expectations of most entrepreneurs. (YongyuthotChaelomwong and TDRI team, 2016)

## **The Importance of Human Resources Development towards Tourism Industry**

The tourism industry is an important industry for economic, social and politics and international cooperation. It increases the major amount of income each year by the value of gross domestic product (GDP Direct Tourism: TDGDP). In the year 2016 of the total 3 quarter, the value is at 545,561 million baht (Office of the Permanent Secretary of the Ministry of tourism and sports, 2015). This causes the employment and generates revenue and distributes local development. The government has used the tourism as a tool to manage appropriately in the development of tourism; they do not only focus on the development of tourist destinations and but they also develop tourism personnel in term of their quality in service. If the personnel of the tourism industry have good quality in service, it will lead the delegation to tourism services that can create happiness and impressions to the tourists.

However, when considering on tourism industry, it should not only focus on benefits, it should be supported and promoted to be have more growth and progress, particularly in tourism management and human resources development. Their potential is needed to develop to enhance skills and knowledge to be able to compete in the global market (Strategy Thailand Tourism, 2015 –2017). Overall, tourism personnel of Thailand, they have the ability to compete in local or domestic, but they are lack of the ability to compete internationally. This is due to many reasons, such as restrictions on the recognition, the entrepreneur of business services are lack of information, coordination from the government sector in case of travel liberalization, knowledge and skills in business management due to most business comes from the family business so they are lack of knowledge in management or task management system or they cannot do aggressive marketing, as a result. In addition, they do not have languages skill, technological knowledge and skills, infrastructure such as internet networks, especially, resources and funds. Nowadays, although the government has established agencies to support entrepreneurs interms of loan and guarantee, but the procedure is quite complex and it takes time, and lots of condition. Moreover, the current small and medium-sized tourism business services network are still not able to compete with large foreign companies, etc.

## **Most of the Problems Caused by Tourism Personnel**

Unlike the personnel in other fields, the tourism industry has used the human resources or personnel in various levels and types to provide services ranging from unskilled personnel until the executives, especially the operating level personnel. They need specific knowledge and skills to the particular characteristics of work. The followings are the examples of the problems founded in the tourism personnel’s service problems. For instance, the study of SupalakSuriya, she studied on “Guidelines for service quality development of hotel’s front office department to support Asian Tourists: a study of Boutique Hotels in Bangkok”, the result indicated that providing reassurance to customers; the delivery services of reception is not good enough for the service because of the gap between the expectations and perceptions of Asian tourists at the most level towards the quality features of the other service quality (SupalakSuriya, 2013). Be-

sides, the study of JedsaridSangkapan, he studied on "Tourist Satisfaction towards KlongHae Floating Market, Hat YaiDistrict, Songkhla Province", the result showed that the tourists were satisfied with the service and safety lower than other aspects. Therefore, MuangKlongHae Municipality should give priority to the service and safety, especially reception and arranging guards for tourists (JedsaridSangkapan, 2016). Regarding to the problem on the staff's skill on language, it was found in the study of NamfonChannual. She studied on "Factors Influencing the Decision Making of Chinese Tourists Travelling in Thailand". The samples of the study were Chinese who travel in Thailand based on the survey data from the service of Thai AirAsia. The survey was conducted from the flights to Guangzhou, Shenzhen, Chongqing and Xi'an to Donmuang Airport. Data collection was supported by Miss JariyaSongthit; the flight attendant. The study revealed that there were some problems on the marketing mix in terms of personnel. They were not able to communicate in Chinese or the people who know Chinese are very little. Besides, service places and other places werealso not convenient to Chinese tourists. (NamfonChannual, 2012). On the contrary, the study of ChontineeYookong (2012) on "Customer satisfactions from domestic tourists of hotel in Ranong Province", it showed that service users were satisfied with the employees in terms of their knowledge and the abilities the most. The samples used in the study were 400. The hotel which has the highest proportion of the guests wasTinedeeRanong Hotel, Ranong province (197 guests). The service users were satisfied with the staff in terms of their knowledge and abilities the most because the hotel had conducted the staff training regularly. In addition to service quality, KomkritBunbodhi studied on "The Satisfaction of Foreign Tourists at Hotels in Bangkok District, Bangkok". Theobjectives were to study the personal factors and services quality of hotel servicessatisfaction of hotel services and analysis of relationship between service qualitysatisfactions with hotel service. The population was foreign tourists in Bangkok.The findings showed that:1) As for the satisfaction with the hotel service, most of the respondents ratedthe service at a high level. When analyzing each aspect, it is found that thesatisfaction with public relation got the highest mean and the satisfaction withservice inside tourist places got the lowest mean. (2) For the service quality of hotelservices, the respondents rated their opinions at a high level. When analyzing eachaspect, it is found that the service systems were average at the highest level and the facilities were at the lowest level (KomkritBunbodhi, 2015). Undoubtedly, these two studies indicated that the personnel service's service influenced the tourists' satisfaction. Therefore, the development of personnel is needed in the hotel or in the tourism industry.

## **The Problems of the Hotel Staffs in a Small Hotels in the Special Economic Zone in Chiang Rai province**

Chiang Rai is the province which is developed as a special economic zone in phase 2. Its three districts are going to be developed as a special economic zone, for example, Mae Sai, Chiang Saen and Chiang Khong district. Each district has its own outstanding. Mae Sai stands out in international trade connection between Thailand-Myanmar borders. While Chiang Saen district has its outstanding in terms of tourist attractions such as the golden triangle and cargo ships that have been imported and exported to the People's Republic of China, and Chiang Khong district is unique in being a gateway to the ASEAN at the newly-built bridge across the Mekong River. Thailand-Laos road is also connected to R3A and the People's Republic of China and the Lao People's Democratic Republic (ASEAN InformationCenter, online). In 2014,

the number of tourist arrivals in Chiang Rai is 2,007,591 in total classified as 1,576,189 for Thai people and 431,402 for foreigners. The duration of stay in Chiang Rai province is 2.63 days. The average length of stay for Thai people is 2.50 days and the average length of stay for Thai people is 3.10 days respectively (National Statistical Office, online). From the survey of 350 cases of tourists across the country, it revealed that 51% of Thai tourists planned to travel in Thailand in the next three months. This ratio was close to the numbers of tourists in 2012-2013. The most popular destination in Q4/2014 includes Northern (24 percent), North East (21 percent) and Central (29 percent). The popular provinces are Chiang Mai, Chiang Rai, Mae Hong Son, etc. (Project Reports and Forecasts of Tourist Behavior and the Confidence of Entrepreneurs in the Tourism Industry of Thailand in 2014, P.4.).

Accommodation business or hotel business is a core business related with tourism industry and the need of travelling makes hotel necessary for tourists and travelers. Visitors or tourists will spend money in order to get good services, comfort and satisfaction (Sommart Vana Wutthichote, 2005: P.3). Therefore, providing accommodation for tourists has a wide variety of hotel styles to meet the needs of different tourists. As a matter of fact, Chiang Rai is the most popular province in the North of Thailand. There are many attractions both natural attractions and shopping centers for tourists, such as Mae Sai border checkpoint, Historic city of Chiang Saen; the golden triangle in Chiang Saen district, and tasting food from the Mekong River; Mekong giant catfish and crossing to Ban Houayxai, Laos at Chiang Khong district. Each year, lots of Thai tourists and foreigners travel to Chiang Rai both in high season and low season so there are more accommodation businesses or hotel business in Chiang Rai province, as a result. Moreover, the hotel business competition has also increased in Chiang Rai province (Wittaya Wutthiponghipat, 2004: p.1). Nowadays, the entrepreneurs of large hotel chain likely aim at expanding the business into the three stars hotels. When comparing the hotels, the large hotel entrepreneurs are ready in both their reputation and experience, including their personnel and fund. The expansion is significantly impact towards the entrepreneurs of small-and medium-sized business.

That is to say, the small-and medium-sized hotel businesses in those areas are needed to offer value added for the tourists by upgrading their quality of service to be equivalent to the large hotels. While their room rates are still lower than the large hotels and they also have to be prepared to cope with price cuts between three-star hotels for business owners to attract tourists with medium purchasing power. Another problem of small hotels, Thailand still has difficulty with problems of the inconsistency between labor productivity and labor requirements because the students choose to study in higher education rather than vocational level. While the positions in the hotel industry needs workers who graduated in vocational higher education rather than higher education (Thansettakij Online, online). This means that there is a shortage of personnel problem in the hotel business except for the 4 – 5 stars because most of 4-5 stars hotel are likely to be administered by the international hotel chains. Besides, they have regular revenue as well as international marketing and professional management. Moreover, their hotel employees are the students who have just graduated but they want to work in these hotel classes. Furthermore, the 4-5 stars hotels have more opportunity to recruit and select the employees. All their new employees are assigned to attend the training to develop skills and abilities to do their job better. The hotel has the department for improving the quality of the employees directly; the

hotel have good hotel staff with high skills and abilities with the availability of the standards in other areas, as a result the business income is also high and the employees receive high services charge even though the salary is not much different than the hotel in other levels.

In contrast the Single or Sole Proprietorship hotel, they have short-staffed problem because most of the new employees are the students who have just graduated, and some hotel staffs are from the international hotel chains. They rarely have knowledge and skills to work. However, the hotels need to employ them otherwise they do not have any staff. In addition to the personnel training policy, all new employees have not been trained seriously and they just learn from the supervisors. However, the supervisors are not able to teach or they do not really know the hotel knowledge and skills. Of course, hotel job is very hard because there are not many staff and their salary and service charge is low and is not enough for their expenses. The revenue of the small hotels is less than the international hotel chains. According to the hotel personnel, they are not well supported and developed in the field of learning. Most qualified hotel personnel have learned by themselves. If they have opportunity to apply for the jobs with higher income or they are purchased to the higher position, they will resign and work in another hotel. If the small hotel entrepreneurs do not give precedence to the mentioned situations, the shortage and the qualification problems of the employees will affect to the hotel personnel service and business operation.

According to the primary survey of hotel personnel in the Special Economy Zone, Sabai At Chiangsaen Hotel in Chiangsaen district has the problem in the turnover rate of the employees because they retired to work in the other hotels or companies. Most of employees do not graduate in tourism and hotel fields (Parichat Noppakhun, interviewee, 3 November, 2014). Besides, Mr. Sanguan Sornklinsakul; Deputy of Chamber of Commerce in Chiang Khong District (Sanguan Sornklinsakul, interviewee, 19 September, 2014) suggested that most hotel employees are from Laos due to the local people are not patient in working in the hospitality industry. They like working in downtown and other provinces. In case of the turnover rate problem in Maesai District, Mr. Sawetyon Srisamut (Sawetyon Srisamut, interviewee, 11 September, 2014) also commented that the local people are not patient in working in the hospitality industry or it may be from the habit of north people. He also suggested that the hotel is ready to employ the people from Myanmar and China.

A part from the shortage of personnel, from the survey of the area, it was found the important problem affecting on hotel business directly is the service of the staff. The general manager of Mekong Delta Boutique Maesai Hotel and the Committee of the Chamber of Commerce in Maesai District; Mr. Thanunchai Krueawit (Thanunchai Krueawit, interviewee, 25 September, 2014) said that the personnel of the hotel have the problem on foreign language, especially Chinese and Myanmar language. The selection of the personnel working at hotel, the manager will recruit and select the personnel with the ability to use English and Myanmar. If local people do not have these abilities, the hotel will hire the employee from Myanmar. While Mr. Tanawat Hadee; the consultant of Siam Triangle Chiangsaen Hotel (Tanawat Hadee, interviewee, 28 September, 2014), recommended on the selection of the hotel personnel that if Thailand entered into ASEAN countries "in the future, finding the people who work in the hospitality would be very hard. Therefore, it is necessary to hire foreign personnel to come to work surely. It must have an organization to monitor and evaluate the performance of Thai and

foreign employees. In addition to the attitude in providing services and basic knowledge of the cultures of the foreigners, the employees in the Special Economic area are also lack of knowledge in these matters, too. Particularly, ASEAN's culture, employees or service providers should get teaching or training in order to be able to understand the customer's needs or service from such issues. Although those hotels suffer various problems in different areas, the most important factors in drawing customers to stay in hotels everlastingly are good service and return customers as well as recommending other customers to use the service. Therefore, the hotel personnel must have knowledge, ability and passion in service. If the hotel personnel development of each hotel provides knowledge and capabilities for their hotel personnel, they will inevitably have high effective in working and the hotel can survive and grow everlastingly.

### **The Necessary Knowledge and Skills in the Personnel Development in the Small hotels in the Special Economic Zone in Chiang Rai province**

Human resource development for various organizations focuses on increasing both the quality and efficiency of human resources. It can be considered a worthwhile investment to develop the organization's stability in the future because the competition is not only, the quality of the product, price, service after the sale, methods of distribution and sales promotion, but they also have to compete in terms of quality and value of people in the organization that will be able to create such a thriving business. In a large organization, many organizations will set up the human resource development and training exclusively in both government and private sector. This department will be responsible for analyzing and finding the training needs of the organization in order to use it as a guideline in determining the project plan as well as creating training courses in accordance with the policy and requirements of the organization. However, the particular characteristics of human resources development and training in the tourism and hotel business organization are as follows: (Ranee Isichaikun, 2004: p. 107)

1. The tourism and hotel industry have budget allocation or investment in training relatively less than other industries.
2. The majority of business organization is small business or they are sole proprietorship so they are lack of funds allocated to training.
3. The employment is temporary or seasonal based on tourism; as a result, the training of these employees is difficult.
4. Because of serving customers throughout the day, the business organization is difficult to schedule training for all employees at the same time.
5. The organization has organized training for employees to have skills for working but they don't focus on staff development in the long term.
6. Organization of tourism and large hotel business realize the importance on employee development activities as part of the strategy of human resources management.

In human resource development in small hotels in the Special Economic Zone in Chiang Rai province, the author would like to use the criteria of hotel classification according to size based on the National Statistics Office, The Ministry of information and communication tech-

nology (2005), which were divided into three groups according to the number of hotel rooms as follows:

Small size hotel refers to the hotel with less than 60 rooms

Medium size hotel refers to hotel between 60-149 rooms

Large size hotel refers to the hotel with 150 rooms up

Structuring organizations for small hotels with less than 100 rooms will divide the department into Room Department, Housekeeping Department and Maintenance Department (Tourism authority of Thailand, 2002: P. 22). In this study, it will mention about the employee's knowledge and skills required in small hotels of the Room Department. In the small hotels or economy size hotels, there are not lots of staff. Perhaps, there is only one hotel staff working in the front office. In the large hotels, there are a number of rooms that provide more services. In this case, the numbers of employees are more. When the guests need to stay in a hotel, or wish to communicate with the hotel or contact with people who are staying in the hotel, the guests will contact prior to the reception. Therefore, the hotel reception is vital for the operation and service of the hotel. It is considered to be as the center of news and information in the hotel. To get services from the hotel staff, all of the guests can do by informing at the hotel. In addition, the front part of the hotel is the first and most important part of the reception in the hotel since the guest arrival. The front hotel staff needs to impress the guests from the moment guests arrive in front of the hotel and the need to build good relationships with the guests, including personality, posture, manners, using language to communicate with the guests and to meet the needs of the guests.

From the interview of the entrepreneur of small business and the documents with the research related, basically, it was found that the knowledge and skills required in the personnel development in the small hotels in the Special Economic Zone in Chiang Rai province were as follows: 1) a good command of foreign languages, 2) computer program ability, 3) professional knowledge such as reservation, welcoming customer, customer service for check-in and check-out, problem-solving, communication with customers, knowledge about the tourist attractions and the nearby environment and 4) personality development such as providing fast service; service that matches customers' needs, cognition in human relationships, willing to give service, understanding different cultures, reliability and trust, personality and appropriate expression, dressing, manners, and using words.

## Summary and Suggestions

Most small hotel businesses in the Special Economic Zone in Chiang Rai Province are Sole Proprietorship so they have funding problems for training. In addition, most employees do not graduate in tourism and hotel industry field. Therefore, the author has been doing the curriculum concerning specific hotel knowledge and skills for hotel personnel in the small hotels, especially the reception position. However, it will not be achieved if it does not have the cooperation of the hotel entrepreneurs and the needs of self-development of employees.



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## English Lexical Causative Verbs: Big Challenges for Thai Students

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### Abstract

In learning English as a foreign or second language, Thai students have to encounter a large group of verbs collectively called “causative verbs.” Typologically speaking, English belongs to the family of languages which encode two major semantic components “CAUSE” and “CHANGE OF STATE” in a single lexical unit (i.e. a single word) whereas other languages (one of which is Thai) prefer to express these semantic components separately via multiple separate lexical units (i.e. at least two words). To illustrate, while an English speaker would say “*The tiger frightens the child*”, a Thai speaker would say “*เสือทำให้เด็กกลัว*” (literally translated as “*The tiger makes the child frightened*”). To elaborate, the single English causative verb “*frighten*” is equivalent to the Thai pair of verbs “*ทำให้ + กลัว*” (i.e. “*make + frightened*”). Despite these observable differences in terms of lexical patterns, there seem to be some similarities with regard to a certain class of verbs in Thai and English. For example, there is a Thai verb such as “*เปิด*” which, to most Thai-English speakers, corresponds to the English verb “*open*.” In this paper, it is, however, argued with theoretical and empirical evidence that 1.) Thai causative verbs (e.g. “*เปิด*”) are not semantically equivalent to the English counterparts (e.g. “*open*”), 2.) the subtle differences regarding lexical patterns contribute to learning problems of a large number of Thai EFL students and 3.) positive evidence alone does not seem to be enough to help the students fully acquire English lexical causatives.

**Keywords:** lexical causative verbs, second language acquisition, language transfer

## Introduction:

While the speaker of each language tries to convey his conceptual intentions with words, natural languages can be drastically different from one another in the ways that they put a concept into a word or, in other words, how they lexicalize a concept. A word in one language, therefore, can be morphologically simple while the same concept in another language requires comparatively complex forms, incorporating more than a single semantic component and more than one morpheme.

This observation has recently been articulated into a number of theories (for example, Talmy, 1985; Pinker, 1989) that explain and predict how different languages follow distinctive lexicalization patterns which are, nevertheless, framed within some natural linguistic constraints. Some of these (Juffs, 1996) are thought to belong to a system known as Universal Grammar, a human linguistic endowment whose content was previously elaborated as consisting of primarily syntactic principles and syntactic parameters (Chomsky, 1993).

The relatively novel concept of lexical parameterization proposed by Juffs (1996), has been applied to English and Chinese and has manifested itself as a valid theoretical-linguistic proposal because of the empirical support it receives from language acquisition research. Based on this "lexical parameter" theory, different languages can actually follow different word-formation patterns that affect both the morphological and the subcategorization properties of the words in the language.

In this paper, it will be shown that the lexical parameter operating in a language has a far-reaching effect on how its speakers generate syntactic constructions. Furthermore, when these speakers learn a second language, their mother tongue's lexical parameter can be transferred to the second language system and can also affect how the second language learners understand and produce certain syntactic constructions in the target language. In some cases learners are disadvantaged rather than aided by the lexical parameter that they transfer from their native language.

In order to illustrate the above case, a certain class of verbs namely "causative verbs" in the Thai language are pitted against those in the English language, and it will be proved that the lexical parameter that operates in each of the two languages is indeed different. Then, some empirical evidence gained from previous second language acquisition research studies will be presented to show how Thai students learning English as a foreign language have considerable difficulty in acquiring this group of verbs. Finally, it will be suggested how the traditional teaching methodology can be improved to facilitate the acquisition of English lexical causatives by Thai EFL learners.

## What are causative verbs?

Following the definition given by Shibatani (1976) the terms 'causatives' or 'lexical causatives' or 'causative verbs' refers to any verbs that denote in their meanings an eventuality encompassing a causing action and the resulting change of state. In terms of formal lexical semantic components, a causative verb or lexical causative is usually composed of two major semantic components: CAUSE, representing the action which the agent performs on a theme or a patient and CHANGE OF STATE, representing the result or the effect on the theme or the

patient brought about by the action of the agent. For example, in the verb “open” as in “John opened the door”, the CAUSE component in the meaning of the verb is “to turn a certain thing into a certain state” while the CHANGE OF STATE component is “to be in a state of being uncovered.”

Syntactically, causatives are usually transitive or dyadic (i.e. taking two arguments) and hence appear to be transitive on the surface. For instance, the verb “open” is transitive or dyadic in such a structure as “John opened the door” with two arguments including “John” and “the door.” In appropriate contextual and pragmatic conditions, some of these causatives may appear in an intransitive frame and appear to be taking only one argument (i.e. monadic). For example, the verb “open” in such a sentence as “the door opened” with only one argument which is “the door” is intransitive or monadic. These verbs are said to be ‘alternating’ between two different syntactic frames (i.e. transitive and intransitive) and thus called “alternating verbs.”

With the above definition, a large number of verbs in English can be considered “causative verbs.” Traditionally, studies of causative verbs usually include these 3 sub-classes.

1. Causative/Unaccusative verbs which refer to verbs involving certain causation and the resulting state such as “melt”, “grow”, “change”, “turn”, “open”, “close”, etc.

Importantly, many causative verbs in this sub-class can alternate between transitive and intransitive frames. In an intransitive structure, they are called “unaccusative or ergative verbs”. For example, the causative “melt” in “The sun melts the ice” and the unaccusative or ergative “melt” in “The ice melts.”

2. Psychological or Psych verbs which can be divided into Causer-Subject and Causer-Object psych verbs. An example of Causer-Subject psych verbs is “frighten” as in “The tiger frightens the child”, and an example of Causer-Object psych verb is “fear” as in “The child fears the tiger”. Notice that only Causer-Subject ones are considered “causative verbs.”
3. Locative verbs which refer to verbs denoting relationship between entities (namely, “content” and “container”) in an act of relocation. These verbs can be divided into three sub-classes: alternating locative verbs such as “spread” as in “She spread the bread with butter” or “He spread butter onto the bread”, non-alternating ‘content’ verbs such as “pour” as in “He poured water into the glass” and non-alternating ‘container’ verbs such as “pave” as in “He paved the floor with bricks.”

## Semantic Representations of Causative Verbs in The Lexical Parameter Theory

In 1996, Alan Juffs, a theoretical and applied linguist, has proposed a more constrained lexical-semantic framework which is still based on the assumption that verb meaning may be analyzed into smaller components. The important premise made in this system is, however, that the system should reflect well-established syntactic principles such as Noun Incorporation, Head-to-Head Movement, ‘Merge’ and ‘Move’ (Chomsky, 1993) as well as the morphological realizations of the proposed semantic categories across languages. In the system, Juffs has constrained the number of semantic components that are relevant to syntactic positions or gram-

mathematical functions and that have morphological reflexes in natural languages. As opposed to what is proposed in Pinker's (1989) lexical semantic theory, in Juffs' theory the importance is given to larger and broader meaning components such as ACT, GO, PATH, STATE, in contrast to the narrower ones found in Pinker's system (e.g. nonspecific manner, continuous force, temporal coextension).

The important pieces of evidence to support these semantic categories are found in the form of overt morphological reflexes in some languages, such as Chinese and Thai (Thepsura, 1998). For example, the major semantic category "CAUSE" correspond to word "ทำให้" in Thai and to "shi" in Chinese. As for how these semantic components are combined, Juffs proposed that they are hierarchically arranged according to well-established syntactic principles such as those proposed by Hale & Keyser (1993). As in other theories such as Pinker's (1989), the other crucial component of Juffs' lexical semantic theory consists of the linking or mapping rules which link semantic arguments in the semantic structure (e.g. Agent, Theme) to syntactic arguments (e.g. Subject, Object). Generally, for instance, the role of Agent is mapped onto subject position while Theme is mapped onto object position. To exemplify, with the causative verb "open" as in "John opened the door", "John" plays the role "Agent" at the semantic level and the role "Subject" at the syntactic level. Meanwhile, "the door" plays the role "Theme" or "Patient" semantically and the role "Object" syntactically.

With this representational system, Juffs has analyzed verbs of various classes in various languages, investigated their meaning components and found systematic differences with respect to the way natural languages encode two crucial meaning components in a word, namely CAUSE and CHANGE OF STATE. Different languages differ according to whether this encoding process of CAUSE and CHANGE OF STATE can happen at the root level or not. This finding leads to his proposal of a lexical parameter setting which operates in every natural language.

As opposed to the view of Chomsky (1993) which states that parameterization only applies to functional categories (e.g. Strong/Weak INFL), Juffs claims that certain aspects of the lexicon, such as these lexical-semantic combinatorial possibilities, are also subject to parameterization in Universal Grammar. Having shown that these combinatorial possibilities are constrained by Universal Grammar with evidence from various languages, Juffs proposes a lexical parameter [ACT(+effect)[GO[STATE]]]. Semantically speaking, languages that have the plus value of this lexical parameter allow a monomorphemic verb to conflate both CAUSE (or ACT(+effect)) and CHANGE OF STATE (or [GO[STATE]]) in its meaning. Meanwhile, languages that have a minus value of the parameter will not allow this lexical-semantic combination in a root morpheme. They will express CAUSE and CHANGE OF STATE over separate independent morphemes. To give an example, while an English speaker would say "*The tiger frightens the child*", a Thai speaker would say "เสือทำให้เด็กกลัว" (literally translated as "*The tiger makes the child frightened*"). What the example shows is that the single English causative verb "frighten" is equivalent to a pair of verbs "ทำให้ + กลัว" (i.e. "make + frightened") in Thai. Languages with the plus value for this lexical parameter include English, and French. Some languages with a minus value are Chinese, Japanese and Tagalog (Juffs, 1996).

The two major components of a lexical parameter are ACT(+effect) (i.e. CAUSE) and CHANGE OF STATE. Whether a given language selects the plus or minus value of the param-

eter will correlate with the ability of the verbal morphemes in the language to encode the two semantic elements into their meaning. In English, certain classes of verbs, including Causer-subject psych verbs (e.g. *interest*, *surprise*), non-alternating container verbs (e.g. *fill*, *cover*), and causative/unaccusatives (e.g. *open*, *melt*), have been analyzed (Juffs, 1996) as containing [ACT(+effect)[GO[STATE]]] as their core semantic components. Thus English seems to adopt the plus value of the lexical parameter.

## Are there such things as causative verbs in the Thai language?

The majority of intransitive verbs in Thai do not causativize without the addition of extra morphological marking. Thai is an isolating language, which means that any semantically complex expressions must be realized through a series or a string of independent morphemes. Most argument structure alternations in Thai are therefore mediated morphologically or, in other words, marked phonetically. Consequently, most Thai unaccusatives such as “แห้ง” ‘dry’ shown in (1) cannot be directly causativized as in (1b) and hence must be morphologically realized as shown in (1c) or (1d) below:

(1)

a. ผ้า แห้ง

clothes dry

‘The clothes have dried.’ or ‘The clothes are dry.’

b. \*เขา แห้ง ผ้า

he dry clothes

‘He dried the clothes.’

c. เขา ทำให้ ผ้า แห้ง

he make clothes dry

‘He caused the clothes to dry.’ or ‘He dried the clothes.’

d. เขา ตากผ้า ให้ แห้ง

he expose-to-the-sun clothes cause dry

‘He caused the clothes to dry by exposing them to the sun.’

Notice that the CHANGE OF STATE intransitive, “แห้ง” which is equivalent in meaning to the unaccusative ‘dry’ in English, may not appear in a transitive frame as in (1b). This shows that the verb does not causativize directly. Any expression of causativity relevant to the verb must be overtly marked with an extra verb such as the light verb “ทำให้แห้ง” ‘make’ or a verb that denotes a specific MANNER such as “ตาก”, ‘expose to the sun’. This phenomenon is also referred to as the ‘periphrastic causative’ or as ‘indirect causation’.

As shown by the above example, in most cases, Thai unaccusative verbs cannot causativize the same way as their English counterparts (i.e. CAUSE and CHANGE OF STATE cannot be encoded in the same root morpheme). In other words, CAUSE and CHANGE OF STATE are usually represented in two separate morphemes in the Thai language. Due to this morphological pattern in the language one must want to conclude that Thai has a minus value for the lexical parameter [ACT(+effect)][GO[STATE]]].

However, in contrast to the preponderant pattern of the class of unaccusative verbs in Thai, there are a number of Thai unaccusatives that seem to alternate without extra morphology. On the surface, these alternating unaccusatives in Thai seem to be very similar to the corresponding verbs in English. Consider (2a)-(2b) as shown below:

(2)

a. ประตู เปิด

door open

'The door opened.'

b. เขา เปิด ประตู

he open door

'He opened the door.'

The number of Thai alternating unaccusatives in this extra class of verbs is in fact considerable. Pedagogically speaking, these alternating verbs correspond to the English verbs that may be considered as the more basic verbs of the language (e.g. open, close, move, change). On the surface, it seems difficult to resist the conclusion that these alternating verbs in Thai are equal in meaning to their English counterparts, since they display the same alternation behaviors as their English counterparts (i.e. transitive → intransitive without additional morphology).

However, with a detailed lexical semantic analysis, it will be found that the transitive variants of these verbs are quite different in meaning from the corresponding English verbs. Specifically, what distinguishes the Thai alternating transitive from the English alternating transitive is that the former does not encode CHANGE OF STATE. To support this claim, consider the following four observations:

**1. Telicity Test.** A Thai alternating causative does not seem to be inherently telic or temporally bounded. It is only bounded when it is affixed with an extra morphological marking denoting CHANGE OF STATE. This can be tested by using certain temporal phrases that are sensitive to or compatible with delimited eventuality. The test of temporal boundedness or unboundedness of a predicate with the temporal phrases '*for* \_\_\_' and '*within/in* \_\_\_' has been employed by Jackendoff (1990) and Brinkman (1995) among others. According to Brinkman, '*within* \_\_\_' is only compatible with a verb denoting an event that has an end point or temporally bounded such as the verb '*open*' in the sentence '*the man opened the door*' in (3) below while '*for* \_\_\_' phrases can go along with verbs denoting unbounded processes such as '*eat*' as in '*John*



ate for 5 minutes’. Adding the ‘for \_\_\_’ phrase to an event that results in a change of state such as ‘open’ in (4) below results in the oddity of the sentence.

(3) He opened the door in 3 minutes.

(4) \*He opened the door for 3 minutes.

In contrast, the equivalent Thai sentence containing the verb ‘open’ can be modified by either the durational adverbial “เป็นเวลา” ‘for \_\_\_’ or the “ภายในเวลา” ‘within \_\_\_’ phrases denoting a time boundary in an appropriate discourse shows that the verb is not temporally bounded. Only when the Thai verb is affixed with morphology denoting CHANGE OF STATE such as “ออก” ‘out’ or “ออกไป” ‘out go’ as in (7) and (8), is the durational adverbial (i.e. ‘for \_\_\_’) prohibited.

(5) “เขา เปิด ประตู อยู่ สามนาที แล้ว”

he open door stay 3 minute already

‘He has tried to open the door for 3 minutes.’ (But it won’t open.)

(6) “เขา เปิด ประตู ภายใน สามนาที”

he open door within 3 minute

‘He opened the door (successfully) in 3 minutes.’ (\*influenced by the discourse)

(7) \*เขา เปิด ประตู ออก อยู่ สามนาที แล้ว

he open door out stay 3 minute already

‘He has opened the door (successfully)for 3 minutes.’

(8) \*เขา เปิด ประตู ออก ไป อยู่ สามนาที

he open door out go stay 3 minute

‘He opened the door (successfully) for 3 minutes.’

**2. Animacy Test.** It is observed that the alternating transitives in Thai permit a narrower range of subjects than their counterparts in English and that most of these allowable subjects are animate. This observation is ‘compatible with what Master (1991) has noticed in his investigation of verb classes in English and some Asian languages. Master noticed that transitive verbs in most Asian languages such as Chinese, Japanese and Thai do not allow inanimate objects (and that EFL/ESL students even transferred this L1 preferences to the target language by rejecting active sentences with inanimate subjects). Indeed, the subjects that are permitted to co-occur with these Thai verbs seem, mostly, to be human or animate subjects; natural force subjects (like that formed in English such as *the wind, the sun, the heat*) are almost entirely

excluded. In this respect, a Thai transitive behaves like a non-alternating transitive in that the subject or the nature of the agent has already been specified in the semantic structure of the verb, making it impossible for the verbs to appear in an intransitive frame (Levin and Rappaport, 1995; Montrul, 2000).

Example (9) shows that the Thai verb does not allow a non-human subject. A non-human subject is possible only when the verb “เปิด” ‘open’ is used as an intransitive here, modifying a main verb “พัด” ‘blow’ where the subject is “ลม” ‘wind’.

(9) The wind opened the door.

(10) ? ลม            เปิด            ประตู  
wind open door  
‘The wind opened the door.’

(11) ลม            พัด            ประตู            เปิด  
wind blow door open  
‘The wind blew the door open.’

Montrul (2000) stated that the difference between alternating causatives (e.g. melt) and non-causative transitive verbs (e.g. build) is that the former accepts a wider range of subject (e.g. instruments, natural forces, inanimate agents) while the latter can only accept animate agents. What the above examples show is that the Thai verb such as “เปิด” ‘open’, by allowing a limited range of subjects, behaves more like a transitive verb rather than an alternating causative. In this respect it is different from its English counterpart ‘open’ which permits wider range of subjects and can thus be considered a genuine alternating causative.

### 3. Redundancy Test. There is evidence showing that the

nature of the Thai verb’s CHANGE OF STATE as apparently denoted by the verb morphology is incomplete or weak. The evidence can be obtained when modifying a sentence that includes an alternating transitive as the main verb with a subordinate clause containing exactly the same verb as shown in (13). The result is that the sentence does sound somewhat redundant but it is acceptable in the Thai language. Meanwhile as seen in (12) the English version of the same modified sentence is not acceptable at all. What this suggests is that the Thai verb does not seem to encode CHANGE OF STATE in its meaning like the English counterpart. Had the Thai verb encoded CHANGE OF STATE in its meaning as the English counterpart, it would have sounded unacceptable. This can be further proven by suffixing the verb with “ขึ้น” ‘up’, a morphological marking denoting CHANGE OF STATE as in (14). As can be noted, when the verb is suffixed, the redundant phrase is not acceptable at all. It confirms that if the Thai verbs as in (13) encodes CHANGE OF STATE in its meaning at all it must be weak or only implied by the immediate discourse.

(12) ??? Could you warm the milk a little warmer? (cf. Could you make the milk a little warmer?)

(13) อุ่น นม ให้ อุ่น กว่านี้ หน่อย ได้ มั้ย

warm milk until warm more a little ABLE QUES

‘Could you make the milk a little warmer?’

(14) ???? อุ่น นม ขึ้น ให้ อุ่น กว่านี้ หน่อย ได้ มั้ย

warm milk up until warm more a little ABLE QUES

‘Could you make the milk a little warmer?’

**4. Contradictory Negation Test.** The acceptability of a Thai sentence containing a causative transitive and being modified by a paradoxically negative clause is common in the Thai language as also pointed out by Thepkanjana (1997). Assuming that a causative unaccusative in English encodes CHANGE OF STATE in its meaning, it must be odd to negate a sentence containing the causative unaccusative as a main predicate by adding subsequently that the change of state denoted by the verb has not been achieved. And this is the case in English as shown in the English literal translation of (15) (\*He closed the door but the door is not completely closed.’). On the contrary, a subsequent negation that contradicts the seemingly inherent meaning of the verb is acceptable with the Thai verbs, as shown in (15). What this suggests is that the eventuality denoted by the Thai verb (even in the past tense form) does not necessarily reach the point of culmination, and thus leaves open the possibility that the change of state of the object has never been achieved.

(15) เขา ปิด ประตู ไม่ เข้า

he close door not in

‘\*He closed the door but the door is not completely closed.’

The situation is different when the verb is suffixed with an extra morphological marking denoting CHANGE OF STATE such as “เข้า” ‘inward, to the completion’ as in (16). What consequently happens is that the redundant clause is not acceptable any longer as shown in (16). It also seems that the object argument of the Thai verb is not wholly affected by the action of the subject. This suggests the partial or incomplete nature of the change of state denoted by the Thai causative verbs.

(16) \*เขาปิดประตูเข้ามา แต่ ยัง ปิด ประตู ไม่ เข้า

he closeddoor in but yet close door not in

‘He closed the door in but the door is not (completely) closed.’

These four surface environments present themselves as some diagnostics distinguishing causative transitives in English from causative transitives in Thai. The difference between the same verbs in the two languages lies in the fact that the Thai monomorphemic alternating transitives do not seem to encode CHANGE OF STATE in their meaning while the English alternating transitives do. Specifically, the independent morpheme denoting CHANGE OF STATE is needed for a Thai alternating transitive to be equivalent in meaning to its English counterpart. According to the above analysis, it can be concluded that the monomorphemic Thai verbs that seem to alternate with an intransitive frame do not encode CHANGE OF STATE in their meaning.

The Thai alternating transitives can be easily mistaken as causatives, since on the surface they resemble the affixation of morphologically-zero CAUSE to the intransitives that usually denote CHANGE OF STATE (e.g. “open”, “close”, “melt”). As has been proven with the lexical semantic analysis above, these verbs do not really have the properties of lexical causatives, they will, therefore, henceforth be referred to in this study as ‘pseudo causatives’. It can be noticed from each instance above that for a Thai pseudo causative to be semantically equivalent to its English counterpart the suffixation of an extra morphology denoting CHANGE OF STATE is always required. On one hand, this shows that the Thai pseudo causatives do not encode CHANGE OF STATE in their meanings. On the other hand, this shows that the Thai transitives are in fact semantically less complex than their English counterparts. In this respect, it might also be said that they are semantically exclusive rather than inclusive.

In sum, the analysis of English and Thai alternating transitive verbs above suggests that similar-looking argument structure alternation might not always entail the same semantic processes, and that verbal morphology has an effect on the argument structure of the verb (Williams, 1981). The above lexical semantic analysis has also suggested that Thai is another language that does not favor the complex conflation pattern manifested in English. The set of exceptions (i.e. Thai alternating causatives) appear to be false exceptions or, specifically referred to as, ‘pseudo causatives’ due to the lack of important meaning component namely CHANGE OF STATE.

It may also be concluded in terms of the lexical parameter that English has the plus value, since the parameter is more inclusive by encoding some morphologically covert semantic components such as CHANGE OF STATE into a root morpheme. Meanwhile the Thai language is categorized as a minus lexical causative language with the lexical parameter being exclusive in that a root morpheme in the language may conflate only one crucial semantic component and no other abstract syntactically-relevant semantic elements may be encoded.

### **Implications and Hypotheses for Second Language Acquisition:**

The analysis given above leads one to question whether the transitive verbs that the Thai students have learned at the early stages encode CHANGE OF STATE in their meanings or not. In other words, due to the similarity in form to the causative/unaccusative alternation process, these pseudo alternating causatives in Thai can pose considerable problems to the Thai learners of English because they are most likely to be susceptible to L1 transfer of the lexical semantic pattern of the native verb, which does not really match that of the target verb. If this is the case, this L1 transfer may not only have a negative effect on the resetting of the lexical parameter (i.e. failure to fully acquire an English causative verb such as “melt” as in “The sun melts the

ice”, but may also effect the acquisition of a related structure, namely the corresponding intransitive/unaccusative verbs (such as “melt” as in “The ice melts).

## Empirical evidence supporting the hypotheses

The following three studies conducted on three different occasions on three different population groups of Thai students learning English as a foreign language aimed to investigate the extent to which these Thai students successfully acquired the target English causative verbs or failed to do so within the period of time they studied at a university level. They are briefly presented here for the sake of supporting the aforementioned arguments.

### The 1<sup>st</sup> study (Thepsura, 2005): L2 Acquisition of English Lexical Causative Verbs

In this cross-sectional study, six groups of Thai EFL students including the first-year, second-year, third-year, fourth-year undergraduate students and graduate students studying for an M.A. at a north-eastern university in Thailand and a group of graduate students pursuing their studies in the United States were asked to complete two sets of tests including Written Production Test (WPT) and Grammaticality Judgment Test (GJT). An extra group of native speakers was also asked to complete the tests as a control group. Both sets of the tests were designed to investigate how completely the students in each group acquired the lexical causative verbs in English which in the study included the following sub-classes of verbs: (Note: There was a separate test which confirmed that all these participants knew the meanings of all these verbs)

- English locative verbs divided into “alternating locative verbs” (e.g. spread, stack, splash, pile), “non-alternating content verbs” (e.g. drip, pour) and “non-alternating container verbs” (e.g. cover, pave)
- English psych verbs divided into “Causer-subject verbs” (e.g. frighten, interest, bore) and “Causer-object ones” (e.g. fear, like)
- English causative/unaccusative verbs (such as ‘melt’, ‘turn’, ‘increase’, ‘move’)

The study was based on the Lexical Parameter Theory by Juffs (1996) which stated that in acquiring certain grammatical structures including “lexicalization patterns” (aka ‘lexical parameter’) human beings are aided by Universal Grammar (UG) that is hard-wired in their brains and need no linguistic instructions or guidance from parents or teachers. It was, therefore, hypothesized that the exposure to sufficient positive evidence or “primary linguistic data” (PLD) containing samples of various classes of causative verbs in English would ‘trigger’ the re-setting of the lexical parameter in the Thai students. To put it in simple terms, if the Thai EFL learners read or listen to English-speaking native speakers or materials long enough, they would figure out by themselves that the English verbs are different from the Thai counterparts in that their meanings are more inclusive (i.e. English verbs can encode CAUSE and CHANGE OF STATE in a single word which is not the case with Thai verbs.)

The results from the two tests (WPT & GJT) did support the hypothesis that the Thai students would be able to re-set the lexical parameter based on positive evidence alone. As evidence, they produced and accepted the various sub-classes of English lexical causative verbs (e.g. locative, psych and causative/unaccusative verbs) more and more correctly as they moved to a higher level of tertiary studies. However, it was concluded in this study that, despite the incremental development, even the Thai EFL students at the highest level of education in Thailand had not reached a certain level of performance in the test which is considered an indicator of 'complete acquisition' or 'complete re-setting of the lexical parameter.' Specifically speaking, even the master's students in Thailand were found to incorrectly produce and accept the non-alternating locative verbs in a wrong structure such as "\*He paved bricks onto the floor" or "\*She covered a blanket on her bed." Based on the results of Analysis of Variance (ANOVA) at a significant level of  $p < 0.01$ , they were different from the graduate students in USA and the native speakers of English.

To elaborate, the group of graduate students who were studying in USA at that time performed significantly better and were as good as the group of native speakers in terms of differentiating between "alternating" and "non-alternating" locative verbs (with no significant difference between the means of these two groups or  $p > 0.05$ ) although, according to the interview, they had never received any special instructions in classes or elsewhere about these verbs. The Thai graduate students in USA reported that they often heard or observed how the verbs were used in daily life and developed some 'unexplainable' language instinct as for what structure is possible and not possible for a particular verb. They also reported that they were surrounded by English-speaking people every day.

What was shown in this study was that English lexical causative verbs were indeed difficult and posed many challenges to Thai EFL students. It was implied that the environment in which 'primary linguistic data' or 'linguistic input' is received seems to play an important role in facilitating the acquisition of English lexical causative verbs. To elaborate, the students who were exposed to the target language or structures in a more natural environment on a more regular basis seemed to fare better than those who were not. Also, certain factors like attitudes, aptitude, motivation and attention to linguistic 'forms' (besides 'meanings') seemed to be lurking behind the more complete success of the Thai graduate students in USA in acquiring English lexical causative verbs than those in Thailand.

*The 2<sup>nd</sup> study (Thepsura & Sriboonyong, 2006): L2 Acquisition of English Psych Verbs*

In this experimental study, two groups of second-year students who were taking an English course for Humanities and Social Sciences Students were asked to complete a sentence-translation test and a grammaticality judgment test. The two tests consisted of sentences containing two classes of English psych verbs:

- English 'Causer-subject' psych verbs (e.g. 'frighten' as in "The tiger frightens the child")
- English 'Causer-object' psych verbs (e.g. 'fear' as in "The child fears the tiger")

The hypotheses raised at the beginning of the tests were that the students would have considerable difficulty understanding and producing 'Causer-subject' psych verbs (e.g. frighten) and would mistake them for 'Causer-object' psych verbs (e.g. fear) partly because they were likely to transfer the Thai lexical parameter in which CAUSE and CHANGE OF STATE are not encoded in a single word. They would, therefore, incorrectly equate the English psych verb 'frighten' with the Thai verb 'กลัว' and would translate or produce these verbs erroneously.

The results of paired t-Test (with  $p < 0.01$ ) confirmed the above hypotheses. Specifically, the results showed significant difference between their performance with 'Causer-subject' psych verbs (e.g. frighten) and that with 'Causer-object' counterparts (e.g. fear), with their understanding and production of the latter being significantly better than the former. This could be due to the fact that the English 'Causer-object' psych verb (e.g. fear) correspond to the Thai psych verb 'กลัว' in terms of semantic structure while the 'Causer-subject' psych verbs do not exist in Thai. On one hand, the results of the tests showed that the Thai students at that particular stage of acquisition have not reset their causative lexical parameter, so they probably considered it unlikely for a single lexical item to conflate both CAUSE and CHANGE OF STATE in its meaning.

In fact, the results of this experimental study would correspond to the observations of any English teacher who teaches 'Causer-subject' psych verbs (e.g. interest, bore, frighten) to Thai students and find that they are real challenges for Thai students since even Thai students in advanced English classes confuse English Causer-subject psych verbs (e.g. frighten, interest) with Causer-object counterparts (e.g. fear, like).

### The 3<sup>rd</sup> study (Thepsura, 2009): L2 Acquisition of English Unaccusative Verbs

In this cross-sectional study, four groups of students majoring in English ranging from the first-year students to those in the fourth year were asked to sit for two kinds of tests: Fill-in-the-blanks and Grammaticality Judgment Tests.

In the former kind of test, they were given a written dialogue which mentioned various situations where certain actions or events took place. There were 30 blanks in the dialogue which must be filled with certain forms of verbs given in parentheses. All of these given verbs could be categorized as 'Causative/Unaccusative Verbs' (e.g. melt, break, shatter, cook). In a transitive structure, they are referred to 'causative verbs' (e.g. 'melt' in 'The sun melts the ice') while they are called 'unaccusative or ergative verbs' in an intransitive syntactic frame (e.g. melt in 'The ice melts'). There were also 'Non-alternating Unaccusative Verbs' (e.g. happen, go, fall) which appear only in an intransitive structure (e.g. Accidents happen vs. \*Careless people happen accidents vs. \*Accidents are happened by careless people).

In the latter kind of test, the students were asked to judge the acceptability of a written dialogue mentioning events or actions represented by either 'Causative' or 'Unaccusative' verbs. There were 30 underlined uses of verbs whose acceptability the students had to judge on a 4-point scale (ranging from '-2 = absolutely incorrect', '-1 = possibly incorrect', '1 = possibly correct' and '2 = absolutely correct').

In addition to the Lexical Parameter Theory by Juffs (1996), this study also utilized the insights from the "U-Shaped Development" theory by Kellerman (1985) which stated that at the beginning L2 learners are likely to adhere to what they have heard or read in their language production or interpretation and appear to be proficient with the correct language use. At later stages, however, the same learners would generate novel linguistic forms which deviate from the target structures. Somehow, at the very advanced stage, they would drop the overgeneralizations (i.e. the linguistic errors) and revert to the correct forms again.

The result analysis showed that the U-Shaped Development theory was valid as it turned out that the students of the beginning years of studies did perform better than those at a higher level. Most noticeably, while most beginning students would reject the incorrect use of 'Non-Alternating Unaccusative' verbs (e.g. 'happen' in "What was happened here?"), many of the more advanced students would find them acceptable.

To explain in terms of the Lexical Semantic Structure by Juffs (1996), it might be said that as the students progress to a higher level with more exposure to English linguistic input, they start to reset their lexical parameter. In other words, these more advanced students saw the possibility that a single verb in English could encode CAUSE and CHANGE OF STATE in its meaning, so they could possibly mistake a non-alternating intransitive verb like 'happen' for a causative verb which can be used in a passive form. As a result, the more advanced students found it acceptable to insert 'verb-to-be' in front of 'happen' as it can be done with any passive structure.

The major concern of this study was that at the highest level of the undergraduate English for Communication program, many students seemed to be stuck at the bottom (i.e. at the lowest point of the "U-shaped" graph). According to Juffs' Lexical Parameter Theory, L2 learners will be able to drop overgeneralizations (i.e. stop producing causative-verb-related errors) and complete the acquisition process only when they fully re-set the lexical parameter. For Thai students, this means realizing that a lexical item can encode both CAUSE and CHANGE OF STATE and perceiving 'subtle' semantic elements that distinguish 'alternating' from 'non-alternating' verbs. To achieve this, an innovative teaching method is required.

## **Conclusion: A Call for Innovative Grammar Teaching Methods**

As evidenced by research studies above, English lexical causatives seem to present more than a fair share of difficulty compared to other groups of verbs to Thai students learning English as a foreign or second language. There are, however, encouraging cases of Thai EFL students who could successfully acquire English lexical causative verbs such as those studying in an input-rich environment which was a country of the native speakers of English (Thepsura, 2005). A number of insights into how English verbs should be learned were gained from these high-achieving English learners. These include exceptional level of motivation to integrate themselves into the target culture or community, regular exposure to standard English-medium materials (e.g. magazines, websites and television), and avoidance of overuse of the mother tongue which is the source of negative transfer (i.e. transfer of knowledge from L1 that cause L2 production or interpretation to be deviant or erroneous).



With a large number of EFL students nowadays, these successful students seem to form a small exceptional group of high achievers who could discover the right way to learn a foreign language all by themselves (Thepsura, 1998). Based on personal communication, these successful EFL learners often emphasized the considerable and regularly-supplied input or “primary linguistic data” in their daily lives. What about the rest of EFL Thai students, especially the poorly-motivated ones in an input-impoverished environment in Thailand who are struggling with English lexical causative verbs of various classes? The traditional teaching methods which emphasize verbal explanation (in students’ mother tongue), translation and sentence construction practices do not seem to be either sufficient or effective any longer, considering the results from the studies presented above.

Perhaps what is lacking in the pedagogical practice in teaching English lexical causative verbs in the Thai contexts nowadays is consideration of insights from second language acquisition researchers who, at least, hint at how subtle aspects of grammar such as lexical causative verbs might be or should be taught. Here are some conclusions from language acquisition researchers that might lead to development of teaching innovations.

The Lexical Parameter Theory (1996) based on the Theory of Universal Grammar (UG) (Chomsky, 1993) suggests that certain grammatical structures can be acquired without any instructions because human beings with normally functioning brains are pre-programmed to naturally acquire them provided that they are exposed to the relevant input (aka ‘primary linguistic data’) or positive evidence which trigger the setting or re-setting of parameters, the dropping of overgeneralizations and subsequently the shaping of the grammar of a particular language. This means that English teachers might have to pay more attention to the quantity and quality of the relevant input that they give to their students. The environment in which the linguistic input is naturally and regularly supplied is also important (Thepsura, 2005).

It must be kept in mind, nevertheless, while the natural and effortless UG-aided acquisition of grammar in first language acquisition is unanimously confirmed by researchers (Bowerman, 1988; Pinker, 1989; Gleitman, 1993 among others), there is still controversy as to the accessibility of UG in second language acquisition (Bley-vroman, 1989). This means extra efforts are needed on the part of the teacher to make UG more accessible. This certainly requires extensive research and experiments as for the cognitive nature of L2 learners.

As an example of such an effort, Thepsura & Sriboonyong (2006a,b), after having verified with results from production and grammaticality judgment pre-tests that a sub-class of English causative verbs, namely “Causer-subject” psych verbs (e.g. interest, frighten) posed considerable learning challenges to Thai EFL students, have experimented on an innovative pedagogical method which integrated the use of the right hemisphere of the brain with significantly encouraging results which must be built upon in the future.

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## Social Awakening Concepts of Thai Rap Songs : Case Study of Fukking Hero's Lyrics

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### Abstract

This article focuses on the concept of social awakening in Thai rap songs in case study of Fukking Hero's lyrics. The results indicated that the lyrics reflect 9 social issues such as 1.to promote unity or to stop conflict, 2.to encourage the appreciation and preservation the independence of nation, 3.to describe lifestyle and problems of teenagers, 4.to describe problems from materialism or consumerism, 5.to explain expectations and values towards women, 6.to describe conflicts in human minds caused by the society, 7.to give hope or to give advice how to live in the society, 8.to stimulate appreciation of Thai culture, and 9.other issues. These issues reflect the concepts of social awakening as follows: 1. The concept of nation status, sovereignty, and nationhood that people split in groups and Thailand is full of hatred while people still ignores and be unmindful to the value of sovereignty and nationhood, so the lyrics call for unity from all groups, 2. The concept of expectations toward social groups such as women and teenagers group should improve their behaviors, third sex group should be understood their actual roles so that they call for social equality, 3. The concept of social conflicts that find both human-human conflict and human-system or state of society conflict, and 4. The concept of social problem's solutions and hope stimulation that divides to 3 levels. 1. cooperation between the public sector and social movement to call for the change. 2. Self-attitude adjustment and coping with problems by themselves. 3. The admission of the problem or going with the flow. The lyrics do not reflect the request for government or upper class to help to solve problems because they are considered as the opponents of people. The research result show that there are still some contrary viewpoints as follows: 1. to offer unity to all groups, but get to stimulate fighting among classes, 2. to call for social to actually understand role of social groups, but get some negative viewpoints toward female adolescent. 3. to focus on upper class always corrupt and stimulate people to fight against even if there are many social groups with important roles that should be aware such as businessmen, scholars, presses, etc.

**Keywords :** social concept, social awakening, rap song

## Introduction

Rap song is song that is spoken or chanted rhyming lyrics with mixed sound. If the content and music rhythm are nonaggressive, sometimes it is called Hip Hop song. Rap songs have originated from African-American tradition's life that is evolved from Jazz song that told about black people's suffering. Rap song started from the east coast of the United States of America. At first it had no politic content and sang along public places or their homes. During the period of beginning and evolving, Rap song got influence from politic more to become important pattern that black and Latin American teenagers took to communicate and show themselves. Each group mixed their own rap song to others and improved to their group's need until sex, violent, criticism, and social movement were took to mix (Guillermo Rebollo-Gil and Amanda Moras, 2012 : 120)

Presumably, rap songs is introduced to Thailand about 1985 by some titles such as หมูแข่งทอง by มิสเตอร์แดงโม and เป็คนบ่น by ชเนศ วรากุลนุเคราะห์<sup>1</sup>, but it didn't get popular in the early because the style is too new. Even in the present that Thai audiences open their minds increasingly, concept of song such as violent language and social criticism still go against Thai culture. Violent rap songs still are underground songs that are listened just only in their group while the others decrease violence and become mainstream song. Among many Thai rappers, Fukking Hero or ณัฐวุฒิ ศรีหมอก is one of the famous rappers in Thailand that started in his career by being duo rappers who has background from Northern local culture with another one who came from Southern. They were called 'สิงห์เหนือเสือใต้' (Northern lion and Southern tiger) after that they separated to do their own product that happened the name 'ฟักกิ้งฮีโร่ (Fukking Hero)' which in Thai language means a rolling squash while his duo changed his alias to BC.

In 2009, Fukking Hero was famous by the song 'ราตรีสวัสดิ์ (Good Night)' which describes about the sacrifice of soldiers in the mission to protect Southern Thailand. With creative issue and content and with the media attention, the song made the phenomenon to Thailand. All country has seen the importance of courage and sacrifice of military checkpoints along the Southern border which was not in the interest of Thai as it should be before.

Later, during the political conflict in Thailand, people are divided into groups and erupt into violent conflicts. The case led to the bombing at Ratchaprasong intersection in Bangkok. Inspired by loss and death, Fukking Hero produced 'ไม่ว่าใครชนะ เราแพ้ (no matter who wins, we lose)' in order to aware society about the consequences of losing. This song caused impact to society by its powerful meaning in content.

2015, Fukking Hero launched 'ชูใจ (encourage)' which is inspired by the love for his newborn daughter. However, the content has continued to reflect society as well. The content is about the love of parents towards their child unconditionally. Although a child will grow in any directions, parents will give courage to him or her to face the reality of life and overcome many social obstacles such as gender bias, corruption, bullying, etc. And let the child know their bond of love that never fade, even parents passed on. The song was popular as well.

<sup>1</sup>Checking references found that the mentioned songs were published in the same year and they are Thai rap songs that oldest in this study.

These are some examples of the rap songs’ creative power toward society from only one artist. Additionally, in July 2016, a group of rappers in Thailand who have been known as ‘Rap is now’ had launched ‘Minus – (ติดลบ) project’ which use rap songs to criticize society by bringing 5 rappers, representatives of 5 social groups, commonly judged by bias from the first moment, such as transsexuals, prostitutes, policemen, taxi drivers and racing gang members. These representatives rap to explain the bias that occurs and explain true identity of them. After the project had launched, there were many internet users come to comment, both support and criticized extensively.



(Rapisnow, 2016)

Although songs are made out to the public in addition to the enjoyment, it still has commitment to make understanding between parts of society and include awakening them. Even in a foreign country, rap songs also have that duty. In 2016 a group of members of the Communist Youth League of China has posted the music video ‘This is China’ which were rapping in English into social network. Its music video was blended between Chinese melody and English rapping with aim to bring a good image of China back after had been destroyed by foreign media. Besides that, they try to explain the reason of many causes of misunderstanding toward China by the chorus explaining that Chinese people love their country and quality of the country are increasing gradually. News agency reports that this song has the response in a good way from Chinese people. (กรุงเทพธุรกิจออนไลน์, 2559). This indicated the power of rap song to society as well.

The interesting of the rap songs on issues that would affect more than just entertainment is consistent with the study belongs to อมรรรัตน์ ทิพย์เลิศ (2545: 413-419) who found that songs play an important role in media and in everyday life. TV series, commercials, movies, news, music, etc., all regularly have music or songs as component. These songs also have significant experiences hidden for example, when listening to folk songs, the audiences experience the lives of fellow human beings in the same society but different in class or the reason why pop songs of the middle class have contents only about disappointing misunderstanding love while the song for life talk about politics, exploitation, poverty, etc. That means if someone wants to understand songs’ or media’s roles, should not realize that entertainment media has only entertainment, nothing more. (กาญจนา แก้วเทพ, 2545: 24)

The role of songs in society reflection, the consideration that songs have more than entertainment, and the social phenomena that Fukking Hero had created, all contributes to this research.

## Objectives

To study social awakening concepts in Thai rap songs.

## Methodology

1. The population in this research was the lyrics of Thai rap songs which are sung or composed by rap artist name Fukking Hero since 2013 to August 2016, totally 128 songs. The songs are selected by conditions that 1.Fukking Hero has to get involved in singing, 2.able to search for lyrics from the media or take the lyrics from songs conveniently, 3.those songs must reflect the society or social activity clearly enough. The sample of the research is 41 rap songs.
2. Analyze social awakening concepts which are composed of social issues and social awareness concepts then record.

## Findings

1. Issues of songs
  - 1.1 to promote unity, stop conflict 4 songs
  - 1.2 to encourage the appreciation and preservation the independence of nation 3 songs
  - 1.3 to describe lifestyle and problems of teenagers 4 songs
  - 1.4 to describe problems from materialism or consumerism 2 songs
  - 1.5 to explain expectations and values towards women 5 songs
  - 1.6 to describe conflicts in human minds caused by the society 3 songs
  - 1.7 to give hope or to give advice how to live in the society 14 songs
  - 1.8 to stimulate appreciation of Thai culture 2 songs
  - 1.9 other issues 4 songs, such as to advocate of using water, to claim pet protection laws, to encourage singers and composers about power of music toward society, and to advice how to use the online media
2. Social awakening Concepts
  - 2.1 Concept of nation status, sovereignty, and nationhood

Fukking Hero's song, during the period of data collecting, reflect the image of nation that overwhelm with problems in examples people divided in groups and fought against each other caused by politics, teenage gangster, misbehavior women, materialism or consumerism society, and terrorism. The country is filled with violence, battle, and hatred while people in nation neglects and abandon value of national independence and Thainess, as examples below.

เราต่างดับไฟด้วยการใช้ค้อนฟัน  
เอาหมึกพิมพ์สีดำสาดใส่ฟักกลางคืน  
เอาวันมะรืนที่ยังมองไม่เห็น  
แล้วเอาเมื่อวานขึ้นที่ลำบากทุกข์เข็ญ  
เกิดความแตกต่างคนละสีเสื้อเดียวกัน  
ทั้งสี่ธงชาติและสี่สถาบัน  
แค่หนึ่งชีวิตก็มากเกินกว่าจะสูญเสียไปให้เดือนพฤษภา  
สีลม ราชประสงค์  
สงครามที่รบกันระหว่างพี่น้องแท้ๆ

...แต่แล้ววันหนึ่งปรากฏว่าค้อนกระทบกรรไกร  
กระดาษเริ่มโมโห ห่อค้อนทันใด  
ค้อนเริ่มประกาศว่าข้าคือแรงข้าคือพลัง  
กรรไกรได้ฟังบอกให้เงียบปากพวกข้าต่างหากที่คือพลัง  
กระดาษบอกแบงค์พันบาทยังเป็นกระดาษ  
ละสมความเกลียดชัง  
ทุบ ตัด ห่อ จากค่าจันเข้า

ในคืนที่ผมกินเหล้าอยู่ห้องนั่งเล่น  
คืนที่ได้กมัยมนั่งท่องตำราเอนท์จุฬาฯ  
คืนที่คุณนอนหลับอยู่บนเตียง  
ของทหารต่อต้าน ข.จ.ก.  
และยังไม่มีตอนจบของนิทาน  
เพราะในทุกเช้าที่เราตื่นมาเมาซี้ตา  
เขาตายเพื่อคนในชาติจนหลับสบาย  
ในราตรีที่ด้ามขวานลูกเป็นไฟ

เราพลักคนล้มด้วยคำว่าจุดยืน  
แล้วยิ่งเสียงปืนให้ดังกว่าเพื่อที่จะกลบเสียงปืน  
ตัดสินว่าพຽງนี้ว่ากำลังจะเนาหมื่น  
มารวมกับเมื่อวานนี้ตัดสินวันนี้ว่าคนละความคิดเห็น  
ทั้งๆที่สีเสื้อเหมือนกัน  
สงครามที่ฆ่าเผ่าพันธุ์เดียวกัน  
ซากเซินทรัลเวิลด์หรือการไม่ยุบสภา  
หรือเลือดที่โชกพระประธาน  
จึงเป็นสงครามที่ไม่ว่าใครชนะ เราแพ้  
(A part of lyrics from 'ไม่ว่าใครชนะ เราแพ้')

กรรไกรเลยเซไปเอาคมตัวเองไปฉีกกระดาษ  
เกิดเป็นเรื่องเป็นราว ขัดแย้ง และสับสนประมาท  
ไม่มีพวกข้าก็คงต้องพัง  
เพราะข้าใช้คมตัดปัญหาต่างๆอย่างชาญฉลาด  
ข้าลิ่วพลัง  
กรรไกรเริ่มบ่น กระดาษเริ่มเว่า จนนค้อนเริ่มบวบ  
ยะอะยันยิงเยา ปักกะเป่ายิงฉุบ  
A part of lyrics from 'ค้อน กรรไกร กระดาษ')

ในคืนที่ป่าข้างห้องยังตั้งวงป๊อกแดง  
คืนที่ใครหลายคนลืมนชื่อคนเดือนตุลา  
ทั้งหมดคือคืนเดียวกันกับเสียงปืนที่ดังเปรี้ยง  
ผู้ไม่ยอมให้ใครมาเผาโรงเรียน เผาตำรา ส.ป.ช.  
มีเพียงแต่ตอนรุ่งสางไม่เป็นศพก็พิการ  
มันคือเช้าแห่งการสูญเสียที่ 5 องศา 37 ลิปดา  
เขาจะยืนหยัดปกป้องแผ่นดินแม้ชีพมลาย  
ประเทศไทยเจ้าเอ๊ย มีคนฝากเพลงนี้มาให้  
(A part of lyrics from 'ราตรีสวัสดี')

However, the solution of the problem is indicated that all groups need to be unity, like once it was, attend their roles and responsibilities for best, as examples below.



ก๊อ ก๊อ ก๊อ เอ๊ะ ใครมาเคาะประตู  
ถ้าค้อนไม่ทุบกรรไกร แล้วกลับไปตอกตะปู  
ถ้ากรรไกรไม่ตัดกระดาษ แล้วกลับไปตัดไหม  
กระดาษไปพิมพ์หนังสือ ความรู้คือเทียนไข  
แล้วฉันเอาความสามารถมาเป็นเกมเด็กเล่น  
ฉีกกระดาษออกมาราวีเลียนทกวีอีกทีเล่ม  
จากเป็นเพื่อนขี่เล่น เราละเป็นเล่นขี่  
จะทะเลาะอะไรกันหนังก่อนอยู่ทุกวันวี

อ้อ เรื่องสมมุติมา ลองสมมุติกันดู  
เปลี่ยนไปทุบทำลายอาวุธไปหักทิ้งหอกลูกดอกธนู  
ช่วยหอมฝ่าตัดคนไข้ แล้วมันจะดีไหม  
แทนที่จะห่อค้อนโลกนี้ก็คงสว่างไสว  
หมดค้อนตีๆไปก็อัน เลี้ยกรรไกรคมไปที่เล่ม  
มันเหมือนคนบ้าไม่มีสติได้ *Ducati* ไปขี่เล่น  
คิดถึงวันที่เคยแบ่งเลย์ วันเคยแบ่งปอกกี  
เล็กเป่ายิงฉุบกันเถอะน้องพี่ แยกย้ายไปทำหน้าที่ ไป!  
(A part of lyrics from ‘ค้อน กรรไกร กระดาษ’)

กาลครั้งหนึ่งพระเจ้าอาทิตย์ครุฑยึดแคว้นวัชซี  
วัสสการพราหมณ์จึงเข้าไปให้ทะเลาะกัน  
ภรรยาทะเลาะสามี พ่อทะเลาะกับแม่  
ถ้ารักของฉันและเธอมันคือครกหนักหลายพันปอนด์

แต่ยึดไม่สำเร็จเพราะเมืองนี้เขาสามัคี  
เมื่อความกลมเกลียวถูกกัดเซาะปล้นเมืองก็โดนยึดในสามปี  
แล้วบ้านจะอยู่อย่างไรถ้ามีหอกปักอยู่ข้างแคร่  
จะให้เขินขำสิงขรตอนทะเลาะกันตัวฉันว่ามันคงแยะ  
(A part of lyrics from ‘เขินครกขำภูเขา’)

The lyrics reflected the issue of Thai culture a little. Mainly purpose is to introduce the image of local people from northern Thailand which can support the artist’s selling point, different from other rappers. However, it emphasis the importance of local culture that new generation should be aware, as an example below.

...อนาถชีวิตตัวเก่า  
ก่อนผมมันเป็นคนหลัก  
ก็ผมเป็นคนเจียงฮาย  
ตีอื่นบ่ค่อยได้ไป  
ถิ่นอำเภอกุมิลำเนาผมติดพม่า  
แม่อุ้ยผมเป็นคนขี้จ่ม  
ปี้ดโทะ ธัมโม ลังโซ  
อุ้ยหนะกายวัยรุ่นสมัยใหม่  
เข็ดใจ กั่มวากี้ กั่มวาชี้ด  
อยากเ็นวัยรุ่นล้านนาสมัยนี้

ฮาปอไค่หุยเป็นเตื่อเตื่อ  
ไผอุ้อะหยังก่อหะเจื่อ  
บ้านผมอยู่ตีแม่สาย  
กั่มวามะกาย  
แต่อยู่แหมหลาย  
ฟังเมื่อใดก็จี้ดก่าย  
ลิโพ กระทิงแดง มัสแดง แแรงเยอร์  
ลิมกำบ้านเฮาเหี้ยหมดใส อุ้อะหยังก่อเวื่อเวอร์  
อุ้ยว่ามันจี้ดสลิด ก้อตีก็มว่าแปร๊ดเซอร์  
ฮ้อมันเป็นเด็กตี ไปรีบกลับบ้านเฮากันเนื่อ  
(A part of lyrics from ‘แร็ปเปอร์ล้านนา’)

## 2.2 Concept of expectation in social groups, especially female, teenager, and homosexual.

### 2.2.1 Expectation towards the female.

Fukking Hero’s songs look at the roles of women, which are in the pair of 2 terms. The first is about era, between former and current and the second is about status, teenage role and the role of wife or mother. In terms of the era, the lyrics reflect that the current Thai women attached to objects, money and eroticism as examples below.

พบได้มากตามเซนต์เตอร์พอยต์	ล้งเกดกันคูง่าย ๆ แต่งตัวสไตล์ แบบโบ-จ๊อย
เปิดสะดือ ปล่อยเอวลอย	ใส่สายเดี่ยว ยีนคอย
คุยมือถือ หน้าตาลลิด	ให้พวกโรครจิต... คุณจงถอย
ถ้าเงินคุณมีไม่มาก	อีนี่ไม่สนพวกเงินน้อย
ถ้ารถคุณไม่มีขับ	ไปส่งมันกลับด้วยโรลส์รอยซ์
ถ้าไม่ใช่ลูกนายกเหมือนไอ้...	ถ้าคุณไม่หล่อ พ่อคุณไม่รวย คุณได้แต่ยืนมองมันยืนอ้อย
ตาละห้อย ตาละห้อยแบบจ๊อย ๆ	หนอยแหนะ แคนี่ยังไม่เท่าตอนยามราตรี
พวกนี้ไม่หลับไม่นอน	มันลึงมันตามซอยสี่
RCA ก็มากมี	อยู่ในผับมันอัฟฟี
อีพวกสายเดี่ยวของจีนเริ่มแปลงร่างเป็นชะนี ร้องหาสามี รอผู้ชายมา....	

(A part of lyrics from ‘แต่...แรด’)

เธอใช้เงินพีล็กนิต ถลุงเงินพีล็กนิต ผลาญเงินได้ใหม่เธอ  
ก็อยากจะขอแค่เพียง  
เธอ ใช้เงินพีล็กนิต ถลุงเงินพีล็กนิต ผลาญเงินได้มัยเธอ  
ก็อยากจะขอแค่เพียง

เธอจะเอาอะไรเหล่า จะเอาอะไรเหล่า  
นาฬิกา ต่างหู กระเป่า กระป๋อง จะเอาอะไรเหล่า  
อยากได้อะไรบอกเพ่ นกอีมู ฟาร์มจระเข้  
เธอบอกว่า อยากขับพิกซ์เกียร์ พี่ให้ พิกซ์เกียร์ ยี่ห้อปอร์เซ่  
จ๊กกะตุ๊ก จ๊กกะต๊ก สักกะนุกสักกะนิต ลิทเติลบง ลิทเติลบิท จีบ ๆ นำ  
พี่ไม่มูบ พี่ไม่มิม ใครกระชุป กระชิบ ไปทัวร์อังกฤษทุกอาทิตย์นำ

(A part of lyrics from ‘คนมันรวย’)

จูงไม้จูงมือไอน้องชายไปสวนลัต์ว์พักผ่อน  
คอนเสิร์ตก็ไม่มีร้อง  
เลยเห็นฟ้องว่าอยากดูหมี  
ก็ดี...พอคิดถึงสวนลัต์ว์ ไอน้เรากี่ซื่อสัตย์  
เลยดูไม่ค่อยถนัดนี่  
เลยหาทางวิธีช่วย  
ผมคว่าเอากล้วยหอม งอมเป็นเครื่องๆ  
หมีมันสะกิดเพื่อน  
เยื้องย่างสามขุมมาสองสามตัว

วันนี้อากาศมันร้อน  
ไม่รู้จะไปไหน  
ชอบตัวใหญ่ๆ ขนเยอะๆ คำปี  
คนเบียดดูหมีกันแน่นชนิด  
น้องสายตาไม่ดีด้วย  
ด้วยการล่อลึงเข้ามาใกล้ๆ  
แกวงกล้วยไปมาแป็บเดียวชักได้เรื่อง  
ทำท่าเหมือนติดเครื่อง  
ท่าทางเหมือนอยากกินกล้วยเราเอาเรื่อง  
(A part of lyrics from ‘คนเห็นหมี’)

The results indicates that women are present in Thai rap songs with 3 tones. First is from blaming, condemnation, and even threat by sex abuses. Next is explaining improper habits and behavior. And the last is to warn or instruct for improvement. And when analyzed in terms of the status, the lyrics show that women who behave inappropriately are female adolescents but when they change status to wife and mother, their image reflected from the lyrics are changed to be praised in sacrifice, patience, and dedication to her child and husband, as examples below.

ฉันมองมือเธอผ่านแสงนีออนทอดมา  
คือมือที่คอยตบยุงทุกตัวไม่ให้รูดหูรูดตา  
คือมือที่ป้อนยายามฉันเจ็บป่วย  
ฉันมองมือเธอที่บอบบาง  
จากนี้จะไม่ปล่อยมือให้เธอเดียวดายแล้วทิ้งเธอไว้ระหว่างทาง เพราะมือของนางที่ปิด ที่กวาด ที่ล้าง  
ที่เช็ดที่ผัด ที่หั่น ที่ทำกับข้าวให้กิน  
ที่เปื้อน ที่เจ็บ ที่เคล็ด  
เพชรนิลจินดาหรือมรกตล้านแสน  
สองมือที่คอยอุ้มลูก  
ขอบคุณมือแสนอ่อนนุ่มที่เทที่ท่วม

ยังเห็นริ้วรอยจากหยดน้ำมันที่เธอโดนตอนทอดปลา  
ไปกัดไปกล้ำไปกรายไปเกาะลูกน้อยที่เธอคลอดมา  
คือมือที่ปลอบประโลมทุกคราที่ฉันมันห่วย  
ก่อนแทรกนิ้วไปประหว่างกลาง  
คอยเกาะที่เปลือกที่เม็ดคือมือผู้หญิงรักสวยรักงาม  
แต่ไม่ริ้วรอยจะเซ็ดกันลูกจนเกลี้ยงตอนลูกชี้แต่กชี้เลือด  
นิ้วเธอนั้นช่างมีค่ากว่าสิ่งประดับหัวแหวน  
สองมือที่เหงื่อชุ่มโชก  
สองมือที่โอบอุ้มโลก  
(A part of lyrics from ‘Hands’)

ดินอาจจะเป็นเพียงดิน ทรายอาจจะเป็นเพียงทราย แล้วบ้านหลังนั้นก็พลันเกิดขึ้นเมื่อตอนมีเธอเคียงกาย  
ไม่มีระย้าระยิบระยับระโยงระยางเรียงราย แต่เธอทำให้เพดานบ้านเป็นฟ้าจังหวัดเชียงราย  
ตอนเอียงอายแก้มเธอแดงเหมือนลิ้นจี่ เธอมอบรอยยิ้มเหมือนตอนเขี่ยการ์ดโอเดงย่าเมื่อตอนป.4  
สังคมทารุณที่เอาแต่คอยกตจี แต่ฉันเจอเธอก็เหมือนกลับบ้านเพื่อเจอกับรอยยิ้มปรี  
มีความสว่างจากหัวใจเธอไว้ต่างไฟนีออน มีอ้อมกอดไว้ต่างผ้าห่มมีตักของเธอไว้ต่างที่นอน  
หน้าต่างประตูกระจกฝาบ้านลูกบิดแก้วและกลอน ถูกเนรมิตจากรักของเราคุ้มแดดคุ้มฝนเมืองฟ้าอมร  
ทรายอาจจะเป็นเพียงทราย ดินอาจจะเป็นเพียงดิน อยู่อาจจะเป็นเพียงอยู่ และกินอาจจะเป็นเพียงกิน  
แต่เธอเสกดินและทรายให้กลายเป็นวิมานดิน จึงเป็นความหมายของคู่ชีวิตที่เราทั้งคู่จะร่วมอยู่กิน  
ตราบลิ้นใจเพื่อกันตลอดไป

(A part of lyrics from 'เหมือนหัวใจได้กลับบ้าน')

## 2.2.2 Expectations towards the teenage.

Next social group that is focused is teenagers. Also by the negative aspect, that their misconduct, both the level of gangster and the level of trouble-making student in class. The songs reflect that causes of misconduct are from young age, lack of restraint, lack of life experience. And the most is influenced by the environment, both from deteriorative society and the pressure by expectations of surrounded people, as examples below.

จุดไฟแช็คขึ้นกลางสายฝน	ฉันยังไม่เคยเห็นสักเปลวไฟที่จะไม่มอด
ที่รอดไปจุดบุหรี่ยี่สายฝน	กงกรรมกงเกวียนมันยังคงหมุนตามเหตุและผล
ตอนจบที่คุยกตะราง	ไม่ก็เลือดตกยางอยู่กลางถนน
แต่สนใครที่ไหนล่ะ	ได้ดีอยู่ในสภาก็นักเลงทั้งนั้นแหละ
อิทธิพลทั้งนั้นแหละ (แม่ ไอตอล)	เพราะฉะนั้นกูยุดะ
พ่อแม่จะนอนไม่หลับ	รอกกลับบ้านกันตาฉะ
ทั้งคืนต้องคอยนอนนับแกะ	ไม่สนพอง ไม่สนแม่
กูมีแต่เพื่อนพ้องพี่น้องที่รวมกันเป็นแก๊งค์	มือจุดบ้อง แล้วบิดมอเตอร์ไซค์แว้น
ไม่ค่อย ๆ ตายไปที่ละราย	ก็รอตารวจมาทลายแก๊งค์

(A part of lyrics from 'อาณาจักรนักเลง')

ตอนอายุรู้จักเพลงJoey boy  
อายุ14 มองเห็นดอกฝิ่นที่เก็บมาจากดอย  
คบหาเพื่อนฝูงที่เป็นนักเลงอยู่ในตลาดพลอย  
ท่านบอกว่าวัยรุ่นเรงไม่ใช่ทางตรงเหมือนปากซอย  
คือกระดาษลอยกระจัดกระจายแค่สายลมเพียงวูบโดน  
การทำผิดของวัยรุ่นเรงเหมือนลิวที่ปู่โปน  
เด็กคงไม่เป็นโจรถ้าไม่เพราะหิวหรืออยากยา  
สังคมยังมีตัวไลน์คอยดูแลลดกระดากตา

ตอนอายุ13หัดดูคูปูรีเพราะว่าเท่อมอย  
พออายุ15รู้จักไพลอยและกระดาษฟอยล์  
ไม่ฟังคำสอนครูบาอาจารย์ว่าอย่าประมาท boy  
คือทางลาดยางมะตอยที่มีคนคอยฟันคอมิ่งขาดลอย  
คือน้ำมันดิบที่พร้อมติดไฟและลุกโชน  
ไม่เป็นเพราะสกปรกจริงจังมันก็เป็นไปเพราะฮอโรมน  
จึงร้องตะโกนว่าใครผิดให้ถอดหน้ากากมา  
เมื่อผมถือไมโครโฟนแต่คุณใช้มือถือสากมา  
(A part of lyrics from 'วัยรุ่นเรง')

ผู้ใหญ่ตายทั้งตัว  
เริ่มที่ซาเซียวูนิฟ  
บริโภคนิยมทำสื่อให้เลิกใช้หัวคิด  
น้ำเปล่าไม่แตก  
หน้าตาต้องแต่งออกบ้านเอาให้สุด  
ตำรวจขวางแมงอย่าหยุด  
มองเด็กนักเรียนชายตัวให้คุณครู  
สังคมไม่เข้าใจหนู  
เด็กสมัยนี้ไม่ไหวยังโตยิ่งเสื่อม  
แล้วก็ยิ้มหน้าเจื่อนๆ

เอาธนบัตรปิดก้มิด  
แตกแขนงไปถึงโออิชิกรีนที  
กระแสจูงจุมูก  
ซาเซียวูจะดูค  
มอเตอร์ไซค์แข่งถอดท่อปิดให้สุด  
ด้านตรวจเอาไม่อยู่  
อยากได้กระเป่าหุ  
ผู้ใหญ่ส่ายหน้าพากันบอกว่าอดสู  
ยอมให้สิ่งชั่วร้ายมาล้าเหลี่ยม  
ตอนนั่งนับตังค์ในบัญชีที่คุณได้มาจากเราเด็กเสื่อมๆ  
(A part of lyrics from 'สัตว์เลี้ยวลูกด้วยเงิน')

### 2.2.3 Expectations towards the homosexual.

In addition, Fukking Hero's rap songs also reflect the thoughts, feelings of the third sex. Not come out in the form of clear or direct communication like 2 groups above. The lyrics can be implied that the homosexual needs acceptance in their identity from people in 2 ways. First is to recognize their true gender role, not pressured or forced to change to be others. Another is not to think they are strange or different from others in the society but request for equality and reaction as toward ordinary people, as examples below.

คุณเห็นผมเป็นแค่หมากรุกบนกระดาน  
จับผมขังในคุกแล้วตัดสวมชุดแทนคุณตาราง  
ให้สวมสูทผูกไทป์ จับคทา  
สร้อยแหวนเงินทอง  
ทั้งที่ผมอย่างอัจฉรา<sup>๒</sup>  
ประกอบอาชีพการกรม

คุณเห็นผมเป็นแค่รถบรรทุกเอาไว้บรรทุกเรื่องอุปทาน  
ตะคอกว่าผมไม่ใช่ตุ๊ดแล้วจับแต่งชุดให้ตุ๊ดตา  
หัวต้องสวมด้วยฉัตรชฎา  
เอาค่านิยมระดับประดดา  
แต่คุณให้ผมเป็นคนธรรมดา  
ต้นเหตุทั้งหมดคุณเป็นคนทำ

(A part of lyrics from ‘แต่งตัวให้ตุ๊ดตา’)

ย้อนกลับไปเมื่อสมัยฉันเป็นเด็ก  
แม่เคยเล่านิทานก่อนนอนให้ฉันฟัง  
เมื่อนิทานเรื่องนั้นอวสาน  
จึงออกเดินเล่นหัวเราะร่าเริงไปในสนาม  
ฉันชักชวนเขามาเล่นเจ้าชายเจ้าหญิง  
สมมุติมีชุดสวยงามจากดอกกระถิน  
แต่ทันใดนั้น เมื่อเขาพบว่าฉันมีสิ่งแปลก  
ศรัทธาที่เคยเชื่อว่าโลกสวยงามจึงตกแตก  
ช่วยบอกฉันที ฉันผิดตรงไหน  
ความจริงที่โลกมี นั้นอยู่ตรงไหน

ไม่รู้จักดีพอในเรื่องจริงเรื่องเท็จ  
มีเจ้าชาย เจ้าหญิง มีราชรถ มีวัง  
ฉันจึงเกิดศรัทธาว่าโลกนี้สวยงาม  
พบเด็กอีกคนไม่เคยเห็นหน้าค่านาม  
แล้วเราก็จับมือกันวิ่งไปกลางทุ่งนกกกผืน  
สร้างปราสาทด้วยทราย สร้างมั่งกรร่ายจากโชดหิน  
เขาผลักฉันล้มก่อนจะถ่มน้ำลายรด  
เมื่อเขาบอกว่าพวกตัวประหลาดมีสิทธิ์เป็นได้แค่แม่เมด  
ก็รู้ดี ก็รู้อยู่แก่ใจ  
ไม่เข้าใจ อยากรหนีไป

(A part of lyrics from ‘นิทานหลอกเด็ก’)

### 2.3 Concept of social conflicts.

This concept appears in almost every songs, both main concept and intervene with another concept. Fukking Hero expressed that society in this era is covered by social problems. Deterioration is caused by the corruption of officials or politicians which is a conflict between people and government, as examples below.

บทกวีของลูกปืนมีสองชนิดซัวร์ๆ  
ยิงรัวหรือจะเซมมือไต่  
ฮีโร่หรือว่าฆาตกร

ไม่เพราะป้องกันตัวก็เพราะเห็นแก่ตัว  
ลูกตะกั่วนอนรอสังหารในแม่ีกกาชินและลูกโม้  
อยู่ที่คนยังเป็นรัฐบาลหรือเป็นแค่ราษฎร

(A part of lyrics from ‘บทกวีกระสุนปืน’)

พ่อขุนรามจารึกบนหลักศิลา  
ตั้งแต่สมัยประเทศกบฏครองระบอบศักดินา  
ที่น้ำและฟ้าเป็นของนายทุน  
ตาอินตานาที่โดนตาอยู่เขาแย่งแต่ปลาที่พุ่ง  
และชนชั้นกรรมกรไทยจะจับมือกับชนชั้นกลาง

ในน้ำมีปลา  
ต้องกลายเป็นประเทศกำลังพัฒนา  
บทกวีที่ตาจึงบอกขาวนาให้ลูกเถิดอรชุน  
มีอยู่แต่เมืองกรุงฟ้าอมร  
และชุนีวกกลางให้ฐานันดรไทย  
(A part of lyrics from “ไท”)

สหयर่วมชาติ  
หรือรัฐธรรมนูญที่ท่านเทิดทูน  
ชาวไร่ ขาวนา ถูกสูบเลือดด้วยตัวปลิง  
รัฐวิสาหกิจถูกขายทอดตลาด  
-กินแบ่งรัฐบาลเพื่อเอาไปพัฒนาชาติบ้านเมืองให้รุ่งเรือง  
ไม่มีแม่แต่น้ำประปาจะแตก  
แปลกมัย  
ภาษีอากรของท่านถูกจ่ายให้ใครเขมือบ  
คนเพียงหยิบมือที่เอาเปรียบท่านอยู่ในทำเนียบ

ท่านเชื่อหรือไม่ว่าท่านมีระบอบประชาธิปไตยที่แท้จริง  
มันมีอยู่แค่แท่นปูน เป็นอนุสาวรีย์อยู่หนึ่งไม่ไหวติง  
ยืนยันความเป็นประชากรด้วยหมายเลขในซิมการ์ด  
ภาษีอากรเราถูกลิตรอนจากกองสลาก  
แต่สุดท้ายท่านยังขุดน้ำบาดาล  
รัฐธรรมนูญที่ท่านทวงแหวนเลยยื่นตราอยู่กลางแดด  
กับสิทธิ์กับเสียงที่ท่านใช้เลือก  
ทุกพรรคคือปาร์ตี้มันล้วนมีคาราเมลเคลือบ  
ถึงเวลาหรือยังที่จะกำจัดไรรั้นเหลือบ  
(A part of lyrics from ‘สหयर่วมชาติ’)

In addition, living habits by consumerism and materialism are corroding social in every moments. Besides, they also cultivate a new generation, raised with distorted values. The generation will grow into adults who do not have the quality who originate defective descendants as well, making this issue becoming the endless problem.

Problems-filled society has consequences of hard-living. Although people desire to live smoothly, this cannot be done because of many limitations. So it becomes another conflict formed in people's mind in order to find out solutions for social problems.

The conclusion in terms of social conflict related to the society can be grouped in pairs as follows.

2.3.1 The conflict between social classes which is the conflict between the ruling class and the lower class, including the corruptive administrative government officer or politicians caused commoners and peasants suffered.

2.3.2 The conflict between the human and the materialism or consumerism society is the conflict between the people, caused by the social change, from coexists in the sentimental, help each other, to the greed of money. People are divided and disunity and turns to have competitive scramble, immoral behavior which affect the daily life.

2.3.3 The conflict between groups is a conflict among the parties in society due to the political conflict.

2.3.4 The conflict between genders is the attitude conflict caused by conservative and expectation of male toward current female roles.

2.3.5 The conflict between ages is the attitude conflict between adults and teenagers. Adults consider that modern teenagers have misbehavior, while adolescents have the view that adults do not understand their own way and often frame or dictate their lives.

2.3.6 The internal conflict is a conflict within human's mind to find out the way to struggle for living.

In conclusion, these conflicts can be grouped in 2 major conflicts which are the conflict between human and human, described by the relationship, interest, and value, and the conflict between human and social system, described by the social structure and interest (วินชัย วัฒนศัพท์, 2547 : 14-15).

2.4 Concept of awareness about social problems solutions and stimulate hope. The lyrics indicate the solutions of social problems in 3 levels. The first level is the cooperation between the public sector and social movement to claim the change, as examples below.

สหายร่วมชาติ รัฐบาลชั่วมันก็เหมือนกันกับวีชพีซ  
ถอนไปวันนี้  
ทางแก้ต้องปลูกความสัตย์ซื่อไว้ให้ยืนต้น  
หมั่นรดน้ำให้ชุ่มด้วยหยาดเหงื่อกรรมาชน  
เมื่อออกเป็นต้นกล้าก็ปลูกในใจของผู้ที่เยาว์วัย  
เมื่อมันเติบโตใหญ่ ร่มเงาของมันจะแผ่ไป

ไม่อาจทำให้ตายด้วยการเอาตีนเหยียบตีนกระที่บ  
วันหน้ามันก็ขึ้นกันให้พริบ  
ใส่ความดีแทนปุ๋ย ความรักชาติกันแมลงพ่น  
แล้วปล่อยให้มันสังเคราะห์แสงจากการศึกษาของปัญญาชน  
ขอให้ความใฝ่รู้เร่งบำรุงดอกบำรุงใบ  
ตามรากที่แทงทะลุหน้าดินใหม่

(A part of lyrics from 'สหายร่วมชาติ')

กฎจากวัตถุเปลี่ยนเป็นพลังงาน  
แล้วเราจะหาพื้นที่วงกลม  
แต่ความสนุกทำให้ค่าเป็นอนันต์  
แค่เรามาเปิดเพลงนี้ดังๆ  
มือสองข้างนั้นเรามีไว้ให้จับกัน  
หนึ่ง เป็นสอง เป็นสาม ยี่สิบล้าน

ตามอีเท่ากับเอ็มซีกำลังสอง  
ได้จากสมการไพอาร์กำลังสอง  
ด้วยเธอกับฉันจำนวนเต็มกำลังสอง  
คนที่มาเดินรำ ฉันลิเป็นเจ้าของ  
หัวใจเรามีไว้ให้แบ่งปัน  
ร่วมกันเปิดสมการแบ่งความรัก

(A part of lyrics from 'สองยกกำลังยี่สิบ')

The next level is to adjust self-attitude, inspired by Buddhism or King Bhumibhol Adulyadej's way of life, to fight against problems, as examples below.



คืนราตรีที่แสนมีมิติดนตรีการ  
แม้ใจยังเต้นแต่กลับรู้สึกว้าเหวกลาญ  
แต่ในเวลาไม่นาน  
พระอาทิตย์ยังขึ้นเหมือนเดิมเปล่งแสง  
รถของพระอาทิตย์ที่เอาคุณธรรมเจ็ดข้อมาแทนแรงม้า  
เมื่อฉันเห็นแดดจ้า ฉันคิดถึงพระบารมี  
พ่ออยู่บนฟ้าแต่พ่อก็รักเราอยู่ที่  
ก้มกราบส่งเสด็จสู่สวรรคาลัย  
จะเอาคำสอนพ่อเป็นดังแสงนำไป

แม้มีแสงจันทร์แต่น้ำกลับตาจนไม่เห็นทาง  
แม้ฟ้าก็ยังเดินแต่เหมือนความทุกข์ทรมานอยู่ตลอดเวลา  
เมื่อถึงเวลา ณ ที่ตรงขอบฟ้า  
ไม่มีสักวันที่จะมาทำงานซ้ำ  
ยังวิ่งทำงานยังเร่งทะยานอย่างไม่เคยคิดเหนี่ยวล้า  
ที่ล่องนำทางชาวไทยมาตลอดเจ็ดสิบปี  
เหมือนแสงแดดเข้านี้ที่ยังอบอุ่นอยู่ทุกนาที  
ก่อนจะตั้งปณิธานด้วยความรักอาลัย  
ให้ใจพ้นผ่านความมีมิติในคำคืนยาวไกล  
(A part of lyrics from ‘พลังแสงอาทิตย์’)

ศีลธรรมกับจรรยาที่เริ่มจะจางหาย  
ปัญหาเศรษฐกิจยิ่งคิดยิ่งบานปลาย  
แล้วคุณจะทำยังไงถ้ามันเหนื่อย  
มองไปรอบรอบตัวก็มีแต่ปัญหา  
เก็บกดทางแก้มันไม่ยากนัก  
เก็บปัญหาที่มีเรื่องเรียนหรือว่ารัก

ปัญหาบ้านเมืองที่ยังไม่เคยคลี่คลาย  
ยาบ้า วัว..อันตราย  
แล้วคุณจะทำอย่างไรถ้ามันล้า  
สิ่งทีกระทำได้ยากลำบากแต่ยังไม่ได้มา  
เครียดมาจากไหนผมรู้คุณอยากจะพัก  
ชุนี้วักกลางขึ้นมาตะโกนเลยว่า...  
(A part of lyrics from ‘ฟักกิ่งอีโร่’)

มันก็แค่เข็นครกแล้วมาเจอภูเขา  
โชคชะตาบางทีก็เลือกแต่บางทีเขาก็เหมา  
ร้องไห้วันเสาร์ยังมีวันอาทิตย์  
แปลว่ายังมีชีวิต(อยู่)  
ยังมีฉันเดินอยู่ข้างๆ  
เริ่มใหม่และทำใหม่  
แล้วจะไปกลัวอะไรกับอุปสรรคที่เจอ  
หัวเข่าและหัวใจ  
พายุแรงล้มไม้ใหญ่แต่ไม่อาจล้มต้นไม้  
และไม่ว่าจะทุกข์หรือสุข  
แม้ว่าข้างกายไม่เหลือซึกคน

ทอยออกมาได้แต่เต็มเดียวจากหกหน้าลูกเต๋า  
โลกมนุษย์มันคู่กับทุกข์เหมือนแม่ลาคู่กับปลาเผา  
เราแข็งแรงกว่าเห็บกว่าเหาแต่ยังแสบตาตอนมองอาทิตย์  
ยังมีหนทาง(สู้)  
เธอจะไม่หนาวเหมือนกับลำปาง(วู้ว)  
เคยทล้มนตอนตั้งไข่  
หัวเราะและหัวไหล่  
จะหัวเราะร้องไห้เรายังเหลือมันไม่ใช่เธอ  
จะยังมีกำลังใจจากฉันที่จะส่งถึงให้เธอ  
และไม่ว่าใจจะชั่วระบม  
เธอต้องฝ่าฟันและต้องผจญ  
A part of lyrics from ‘Green Boys’)

The final level is to admit the problem or to let it be by follow Bhuddhism, as examples below.

ไม่มีใครรัก  
ได้คิดถึงฝัน  
เท่านั้นฉันก็เพียงพอ  
ก็มีหนึ่งวันที่คนจะสน  
ปล่อยใจเป็นครั้งสุดท้าย

ไม่มีใครสน  
ฉันก็สุขล้น  
และไม่เสียใจ  
และในวันนั้นตัวฉันคงหลุดพ้น  
และขออนอนก่อน  
(A part of lyrics from ‘นอน’)

กาลเวลาอันยาวนาน  
หาสิ่งใดในโลกจริง  
ล้วนแตกดับสูญเป็นธุลี  
เมื่อชีวิตนั้นต้องตายทุกชีวิต  
ความไม่แน ความไม่นอน  
ว้าว ความตายไปเหลือเขาหนึ่ง  
เหลือเพียงชื่อทิ้งไว้เบื้องหลัง

ผู้ร่อนกระแทงหินผา  
ชื่อเสียง ลาก ยศ ศีรษะ แขน ขา  
ใครกันจะค้าประทุพ  
ขอยกจอกให้ความไม่แท้  
ไม่อาทร ความไม่มี  
คนตายเหลืออะไรเมื่อถูกฝัง  
แล้วจะแบกอะไรให้เมื่อแผ่นดินหลัง  
(A part of lyrics from ‘ยิ้มแย้มยุทธจักร’)

The lyrics do not reflect the request for government or upper class to help as a solution because they are considered as opponents of people.

## Discussion

The research findings indicated that the lyrics of Fucking Hero’s rap songs are noticeable in obviously social awakening and have urged or awaken society with a variety of issues. Firstly, Image of society in artist’s vision is filled with social problems that people need to aware. The artist raised the issues that reflected social problems to people. The concepts of all issues are mainly focused on the conflicts which correspond to the concepts of Marxism such as fighting for hierarchy revolution, capitalism development, and aspects of gender. And there are also concepts of Neo-Marxism such as the middle class and the hagemony (สุภาวงศ์ จันทวานิช, 2554: 92, 176, 179-180, 183).

The concept of fighting for hierarchy revolution, the artist present as the society is corroded by the corruptive administrative government officer or politicians so that farmer and ordinary people should aware them and try to protect the society. For the concept of capitalism development, the lyrics indicated that people is gradually filled with greed and scramble. It is the negative side of capitalism development that will have passed through generations and cause endless social problems. For the aspects of gender, lyrics are reflected that women and teenagers should be blame or instructed in their behavior and be warned for improvement. In other hand, the artist support gender equality by request for the equality of the third-sex.

The middle class is the class that Marxism overlooks but the artist thinks about and it is related to Neo-Marxism. The middle class is the broad class between upper class and working

class. The artist sees that this class has a great number of people. When hardness or pain that caused by social problems happen to the middle class, they extend their terrible effect. Therefore, this class is the proper class to be informed or persuaded about social awakening. For the hegemony, in rap songs it is the power which is a tool that uses to control society. Fukking Hero's opinion is the government gives this power to support only upper class or upholders so that leads to comment and awakening in their roles by the artist.

By the way, the power in concepts is not only because it is related to many theories but also the way they motivate. Human behaviors are from motivations of each one while social behaviors are from social motives. Social motive is the motivation that surrounding and society provided to activate or push people to their will. There are 3 types of social motives; affiliation motive, power motive, and achievement motive (จุฑารัตน์ เอื้ออำนวย, 2553: 131-139). These motives are hidden in lyrics and used as tools for awakening people. The artist use power motive to motivate people by pointing that the power is the right to use resource and to control people in society. The power is in the corruptive upper people's hands, or on the rival side, so that people should battle to get their own right back if they want the better society. For achievement motive, it is used to set objectives of people. Fukking Hero described that people should devote themselves to push or to improve their society and question them to imagine the possible ideal society. The last motive, affiliation motive, is implied from the request that the attempt to solve social problems can be started within one's attemptable mind and pass through each other in society. The artist believes that when the middle class and the working class join together, they can have power to improve the society. All 3 motives are connected in purpose to awaken people.

Notwithstanding that there still are some contrary viewpoints, firstly lyrics offer that all Thai social groups should get unity, but there is stimulation for fighting between social classes. This kind of stimulation conflicts to Good Governance (หลักธรรมาภิบาล) that concentrates to participate to their comments by obviousness and fairness and create good attitude together between citizen and government. (วันชัย วัฒนศัพท์, 2547 : 105-117) In addition, it conflicts to Thai reformation that government would like to create harmony that must avoid disagreements in broad area and communication in debate pattern because harmony is the forming of thinking and operation. It isn't debate. (วิจิตวงศ์ ป้อมเพชร, 2553 : 27-28)

Next contrary viewpoint is the appealing that people has to understand actual roles of social groups. Although song lyrics showed admiration in gender equality there are negative viewpoints for example expectation toward female adolescents group.

And The viewpoint that focus on upper class always corrupt and stimulate people to fight against even if there are many social groups with important roles that should be aware such as businessmen, scholars, (อภิญา รัตนมงคลมาศ and วิวัฒน์ ศดิธรรมนิตย์, 2547 : 141-142) or even presses, etc.

## Conclusion

The lyrics of Fukking Hero's rap songs are effective in awareness or awakening because they point to the clear side of conflicts. The main concepts, about the conflicts and social problems, are pointed along solutions, philosophy and optimistic ideas, and hope for better future. From

many issues, found that to give hope or to give advice how to live in the society are the most issue (14 songs). These can motivate people in society all what, how, and why to do. When lyrics are assembled with creativity of the language in songs, people can consider along and follow the idea of the artist easily. However, the contrary concepts appear in rap songs. It does not mean the lyrics are out of date or the artist analyzes situations wrongly, but song is one of literature patterns that reflect the image of society by the viewpoints of creator (ดวงมน จิตรจำนงค์, 2559). The important point is Fukking Hero's songs are full with social issues communication. The artist would like to use his song to serve social and improve social to be better.

Furthermore, there are distinctive interesting points in Thai rap songs should have been studied such as the aspect of intercultural communication, creativity in melody and in language, aspect of gender and roles.

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## The Artist As A Significant Emerging Profession And Identity Of Chiang Rai

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### Abstract

This article is partial of the research project entitled “Artbridge.” the Creative Work Spaces for Youth and Community in Muang Chiang Rai “which was funded by the Upper North Research Network of Thailand. It conducted between March to December 2016. The purpose of the article was to present the result of the studying of the impact of the working of “Artbridge Chiang Rai” and its artists on the Community of Muang district of Chiang Rai especially on youth and general public in an aspect of being artist as a profession and earning. The research was a qualitative study. Data were obtained by document studying and other forms of medias studying such as web site and face book. In-depth interview and participation and non-participation observations were also used. The purposive sampling methodology was applied for selecting the samples of the study.

The result of the study found that “Artbridge Chiang Rai” having more than 300 artists as its members. After its establishing, in the area of Munag district of Chiang Rai, there was an emerging of a group of 30 young generation artists called “Young Artists Chiang Rai . Those artists are living in Chiang Rai and being able to earn their living from work of art. From the interviews of the 10 members of this group, All of them have been working by creating and producing art works for average 4 years. They could earn their income from art works in each month. These young generation of artists have been closely working and associating with “Artbridge Chiang Rai.” and its artists. Their activities both from the organization and its artists can have an impact on young artists who have not much experiences in art working. Those activity can be called “art working spaces”. If this situation is continuing like this, it can be confirmed that in near future Chiang Rai province will be added up one more profession of its identity professions besides a border trader and a farmer, that is an artist profession.

**Keywords:** Artist community, artist identity, Artbridge of Chiang Rai, artist profession

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## 1. Introduction

### 1.1 Chiang Rai and Its Identities as a City of Border Trade and Agriculture

Chiang Rai is considered as one of the most prominent provinces in the Northern part of Thailand in terms of geographical and physical location and as strategic economic province. It has its long history back ground with cultural resources and variety ethnic groups of people. Its border connecting to Myanmar and Lao People’s Democratic Republic (Lao PDR) and further extend into Yunnan, People’s Republic of China and Vietnam through Lao PDR. Its Northern border connecting to Myanmar stretching approximately 130 kilometers whereas the North–East border and Eastern border connecting to Lao PDR which are altogether 180 kilometers in length. There are 3 international border checking points and 2 domestic ones. It makes and supports Chiang Rai to be the city for border trading and cross- border trading. According to the statistic of the Chiang Rai Provincial Commerce Bureau, the value of border trade during the first six months, January to June 2016 was increasing as of 13.25 percent when comparing to the same period of the last year (2015). It shows that border trade value as an economic factor playing important role of the provincial earning apart from the agricultural product. It can be considered that those earnings are represented of Chiang Rai characteristics or identities in term of its economy. Owing to the high and the increasing in volume and value of border trade, it is driving the government policy for setting up Chiang Rai as a special Economic Zone. This policy can lead to the question of whether there is other alternative identity of profession besides being related to border trader and agriculture.

### 1.2 Chiang Rai and the Artist Group Called “Artbridge Chiang Rai”

Chiang Rai is one of the old cities with cultural capital of the variety of culture of ethnic groups, it is also the place where many artists have been resided in since 1987. Artists in Chiang Rai can be divided into 3 groups. 1) The artists who were born in Chiang Rai and they are still working here. 2) The artist who were born in Chiang Rai and worked in other places such as Bangkok then came back to their homeland. 3) The artists who were born other places but choosing to settle down in Chiang Rai (Pollavat and Songsan, 2006). These group of artists had tried to unify themselves for the purposes of social working and for their professional in supporting each other among themselves since 1989. Their effort was achieved in 2012. In April 2012 with the initial fund amount of 500,000 baht from the senior artist Chalermchai Kositpipat , the “Artbridge Chiang Rai” was established. It has its aim to be a non-government funded community-based of collective artists that seeks to further nurture and support a work of art within Thailand. The name of “Artbridge” which having the meaning of a bridge to connect the artists and community or another way round of meaning, it refers to a bridge to narrow the gap between artists and society. To narrow those gaps by using social activities based on artists’ skills or art works to respond to community needs. Artists in general were previously considered as isolated themselves from society. So the organization has the community as forefront and spirit of its works for the society as well as for the youth and general public who have a passion in arts. The “Artbridge Chiang Rai” is an organization which is operated by artists as a committee, its members are comprised of artists and general public. At the current period, there are more than 300 artists as being membership of this organization. It was a question and it was the main purpose of this paper presenting is that whether the artist members of “Artbridge Chiang Rai”

and its organization having an impact on arts-interested people in aspects of providing creative work spaces for young artists toward being artist as a profession.

## 1.3 Words and Definitions

### 1.3.1 The creative work spaces

The creative work spaces in the research having two aspects of meaning which were 1) it was referred to the physical space of “Artbridge Chiang Rai” as a building providing spaces for art display, showcase, art performing, art workshop/course, restaurant, stage, shop etc. 2) it was in an abstract form of spaces in term of channel providing of connection and relation among the artists themselves such as, senior ones to the younger ones, among the artists of “Artbridge Chiang Rai” themselves, among the artists of “Artbridge Chiang Rai” to other artists in general, with other people or organizations and lastly among the artists of the group of “Artbridge Chiang Rai” to other people who are interested in art working and having an inspiration to be professional artists. This meaning can be occurred through various opportunities providing by existence of “Artbridge Chiang Rai” organization and its artist members in various form of activities such as, through workshop participation, suggestion, criticism, observation, conversation and discussion etc.

1.3.2 Young artists in this research means general people who have their passion and determination to start taking art work as their main careers or professions and they can be able to produce works of art as a main source of income. They can be the people in a different age.

## 2. Objective

The objective of the research which was focused and presented in this article was to analyze an impact of the working of “Artbridge of Chiang Rai ” and its artist members on the Community of Muang district of Chiang Rai especially on youth and general public in an aspect of being artist as a professional and can be able to earn their living.

## 3. Research Methodology

The methodology for collecting data to respond to the objective of the study which was focused on this paper were from studying of documents and other form of medias such as web site, face book, and you tube. In-depth interview and observation were also used. Content analysis was applied for analyzing data. The sample of the study was conducted by purposive sampling methodology. The number of 10 artists from the group of artists called “the Young Artists Chiang Rai” and 6 senior artists who were the committee of “Artbridge Chiang Rai” were interviewed.

## 4. The Study Result

From the study, in term of general situation in an aspect of artist unification in Chiang Rai, it can be summarized that Chiang Rai is a place where many artists living and can be perceived as “a hugh artist community”. As the same time there was an emerging of new generation of artists. One of them is a group called themselves “Young Artists Chaing Rai “which



was emerged as a group after an official establishment of the “Artbridge Chiang Rai” in 2012. Moreover, there were some more of them scattered among another groups of artists around Chiang Rai which were divided into 3 groups according to 3 locations roughly such as 1) a group located at the East of Chiang Rai or in Mae Kao Tom area 2) a group located at the North of Chiang Rai around Mae Kham area and the last one 3) a group located at the South of Chiang Rai in the area of Mae Lao, Mae Suay and Viang Pa Pao. The establishment and existence of “Artbridge Chiang Rai” have provided opportunities for artists in general to work together in term of being a committee to direct and control their organization and to participate in various and certain activities to respond to the needs of Muang community and provincial level community as the whole. For example, those activities were “Art for Disaster Resilience” held between 6-30 August 2016 and Arts for Two Generations held during 9-30 April 2016.

These kinds of activities will strengthen the relationship among all parties involved. From the last 3 years since the “Artbridge Chiang Rai” establishment, there have been quite a number of activities to respond to the needs and benefit of Chiang Rai community especially ones which were social works related to arts. By doing this, “Artbridge Chiang Rai” can have a role in participating in the policy direction in the area of culture, tourism and provincial policy in establishing Chiang Rai especially placing Chiang Rai as a position of “City of Arts” or “City of Artists”. This policy will not be achieved if there was no evidence of activities conducted or participated in by “Artbridge Chiang Rai”. Since the establishment of “Artbridge Chiang Rai” in 2012 up to 2015, there have been continuing activities related to art works in average per year was 47 activities and each year there was in average of 94 groups of people to pay a study visit to the “Artbridge Chiang Rai”. Among the visitors they were all various generation mostly were the youth in different genders and ages and from various places both from within Thailand and from other countries.

From in-depth interviewing of 10 members (of the total of 30 young generation artists) of the group called “Young Artists Chiang Rai”, it shows that all of them have had experiences being associated to “Artbridge Chiang Rai” as being members and as participants in the activities organized by “Artbridge Chiang Rai” or have had experiences in associate with senior artists to whom they admire. Most of them have residents in Chiang Rai and they are all actively in art works which it is considered as their professions. Further than that all of them can make a living on art work production which they can produce them in average between 2-6 pieces per month. In term of money earning they are varied in amount that each of them can earn. The way to set up the price of art work are different depending on each artist. But all of them said that it is enough for living. It is noticeable that they are all happy and appreciate in artist profession and it is considered as one of the occupations. Their attitude towards this profession is agreeable among them as it is an independent one, they will continue in this profession in the future no matter what happening. In term of the customers or the art collectors who purchased their art works, it was found out from the interview that they were customers from within the country and from international ones. “Artbridge Chiang Rai” could be one of the channels where they could display and sell their products. Art work production can be made by order placing. Most of the artists in this group having their own galleries attached with their studios.

The study revealed that being artists with their residents in Chiang Rai would be advantages in various aspects. They were 1) easily accessing to artist and artist community such

as “Artbridge Chiang Rai” in order to gain some suggestions and to observe some other artist’s works through art exhibition or visiting personal certain artist studio and gallery, as most of Chiang Rai artists having their studios or galleries 2) having their own and enough physical space of working 3) having a slow lifestyle of living and working together and surrounding by nature 4) making living on art works, as the same time being able to working on other independent job and 5) some of the artists of the group, while working on arts works, they can still doing their agricultural farming for household consumption.

In term of being artist as professional and can be able to earn one’s living, the artist group called “Young Artists Chiang Rai” can be an evidence to show that they are the people who are mainly working in art works like working in other areas of profession. They spend all their time for producing art works and continuing doing it for a few years. But to become artist as a professional and to be accepted, the art skills and the creation are the most important factors. “Artbridge Chiang Rai” and its artist members have critical roles in term of creating and providing “art work spaces” for them. From the interviews of the 10 artist members of this group, it was confirmed that all of them having main source of income from selling their art works. Their average income per month was higher than the average income earned by people who were graduated with bachelor degree. All of them have been working in art works for 4 years in average. They have had experiences with “art work spaces” created and provided by “Artbridge Chiang Rai” and its artist members in various ways, for example, observing and working with the senior artists of Chiang Rai, displaying their art works and attending the workshops organized by “Artbridge Chiang Rai”, discussing and suggestion from senior artists and some of them selling their art works there. However, as the scope of this research study was based on Muang district of Chiang Rai. This group of artists was focused and studied. In fact there are some other groups across province of Chaing Rai. Some are well known in art areas and some are just at the earlier period of being artist Over all it can be said that Chiang Rai is the province where there is a large number of artists.

## 5. Discussion and Conclusion

Even the economy structure of Chiang Rai is based on agricultural products and border trade, Chiang Rai is also well known as one of the attractive tourist destination because of its nature and natural resources of mountains and its diversity of ethnic groups. With the unification of artists as a group called “Artbridge Chiang Rai” and its works with young generation of artists as the current situation and if it is continuing like this. It will have an impact on Chiang Rai in term of having artist as one more profession identity besides the professional of being trader and farmer.

The “Artbridge Chiang Rai” have performed quite well since its establishment in 2012. This could be confirmed by the recognition reward awarded to “Artbridge Chiang Rai” by the Ministry of Culture on October 3, 2016 as the organization that had outstanding performance and activities conduction for the benefit of cultural works. At the strategic plan level, the Ministry of Culture gave an interview to the newspaper that Chiang Rai will be promoted as a pilot province of “City of Arts” (Daily News, 26 July 2016). This will be another factor to drive Chiang Rai into the province of concerning on Arts.

Finally at the current situation with the existence of “Artbridge Chiang Rai” it seem to be obviously that Chiang Rai is in the position of being a province of having a great number of artists reside in. This will lead to the situation of that having an emerging of artist as one profession and continuing to become a unique identity of the province. It is finally can be a unique identity in the country and may be as of the regional level in future.

## 6. Recommendation

As the scope of this research study, in term of the physical area of the study which was affected by the works of the “Artbridge Chiang Rai” and its artists was limited only within community in Muang district of Chiang Rai provine. In fact Artist groups reside all around Chiang Rai and scattering in different districts. Most art works and people can be across the borders easily both within the province, within the country and even across countries. It should be some further studied along with these territories which will illustrate the whole picture of Chiang Rai.

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## The state and problems in Thai language instructional management of schools in highland area under Chiang Rai Educational Service Area Office 3

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### Abstract

The objective of this study is mainly based on the investigation of the state and problems in Thai language instructional management of schools in highland area under Chiang Rai Educational Service Area Office 3. The samples comprised 99 school administrators and teachers from the schools located in highland area of Chiang Rai province selected by purposive sampling technique. The data were collected through Semi - structured Interview. The analysis drew on both quantitative and qualitative methods.

The interview results derived from the administrators and teachers in education level 1 (grade 1-3) represented 33 schools regarding the state of Thai language instructional management, it revealed that majority of the schools lacked the teachers who finished degree with Thai language major. Among these, only 24.24% of the teachers held degree in teaching Thai language. Also, 96.96% of the schools employed instructional management model prescribed by Ministry of Education; however, the schools implemented other teaching models such as the 4-ladder skills pattern developed by Asst. Prof. Siwakarn Patoommasoot, TPR BBL, and Montessori. Moreover, the majority of learners were ethnic nationalities, as the main group was Akha followed by Hmong, Yunnanese, Tai Yai, Lahu, and Mien respectively. The main Thai illiteracy problem was writing skills accounting for 29.24% and reading ability problem was at 28%.

## Rationale and background

Thai is the national language of Thailand reflecting the identity of unique culture. The language also unifies its people and enhances their characteristics as Thainess. It is used as an important tool for communication and bridging people’s understanding and close relationship with one another. With these, Thai people are able to work and do business as well as live together harmoniously in the democratic atmosphere. Moreover, the language becomes the tool for searching for knowledge and experience from various information resources in order to develop the learners’ critical thinking and creativity for dealing with the present social changes and the advance of technologies. The language users can make use of the language for their stable careers, society and economy. In Thailand, especially highland areas are the homes of various minor ethnic groups, for example, Akha, Mien, Hmong, etc. Each minority group also has their own unique language, including those that use their native language as a mean for daily communication and Thai as a second language. The children from these groups are needed to join the compulsory education set by the National Educational Act like general other Thai young learners. When organizing learning activities for these ethnic learners, it has found many problems particularly in Thai language since these young people have already stabilized their own native language and cultural practices. The native languages are also different from Thai in words, meanings, sounds, initial sounds, vowels, tones, final sounds and cluster sounds. These differences cause the learners’ pronunciation when they have to read in Thai and it results to their unclear pronunciation. On this vein, Sanit Satayophat (2008) states that “the learners have pronounced Thai sounds wrongly because they use their native languages for daily communication. When they enter into schools, they have to learn the official language and they cannot pronounce the language sounds correctly. They also face the problems when pronouncing the initial sounds, vowel sounds, tones and some final sounds. These cause their unclear thoughts and ineffective interaction when communicating with other people”.

Chiang Rai Province is a home of minor ethnic residents where the young children from these groups showed their low learning achievement in Thai language. The learning achievement results in 2013 (National Test) illustrated that 3,400 learners at Grade 3 had a very low learning achievement. 23.23 per cent needs to be improved, while 32.71 per cent is at fair level and 29.06 is at good level. However, it appeared that a little percentage – at 14.91 per cent is at excellent level. The Learning Strands in Thai that are required to be developed included reading and writing since they appeared at lower than the average level of the national standard (The O-NET results in Thai language test by the Office of Basic Education at Prathomsuksa 6 in the academic year 2013 of Chiang Rai Primary Educational Service Office Area 3). This drawback signals the involved parties to get involved in solving the problems immediately. If the young learners have low proficiency in Thai, it will affect their learning abilities in other subjects, especially critical and analytical thinking skills. To seek for the better solutions, moreover, it needs to have a good preparation by examining the state and problems of teaching and learning Thai in the highland schools in order to present the appropriate solutions and lift up the young learners’ abilities in Thai language.

## Objectives

- 1) To survey and examine Thai teaching and learning state in the highland schools under the jurisdiction of Chiang Rai Office of Primary Educational Service Area 3.
- 2) To investigate the problems of Thai teaching and learning in highland schools under the jurisdiction of Chiang Rai Office of Primary Educational Service Area 3.

## Scope of the study

- 1) The scope of content

The states and problems of Thai teaching and learning management in highland schools include:

- 1.1) The states of Thai teaching and learning in the schools located in highland under the jurisdiction of Chiang Rai Office of Primary Educational Service Area 3.
- 1.2) The problems of Thai teaching and learning in the schools located in highland under the jurisdiction of Chiang Rai Office of Primary Educational Service Area 3.
- 1.3) The solutions of Thai teaching and learning problems for the schools located in highland areas under the jurisdiction of Chiang Rai Office of Primary Educational Service Area 3.

- 2) The scope of areas for the study  
There were 33 schools drawn for the target population.

## Research methodology

### 1) Population and samples

- 1.1) Population included the school administrators and teachers teaching Thai in 33 schools under the jurisdiction of Chiang Rai Office of Primary Educational Service Area 3.
- 1.2) Samples included 99 participants selected by specified random Sampling whom were drawn from the administrators and teachers teaching Thai at Grade 1 to Grade 3 level in the target schools. 3 participants were chosen from each school (The preliminary survey stated about the problems of teaching and learning Thai were found mostly at this level).

### 2) Research instruments

The research instruments for this study comprised semi-structure

Interview used for interviewing the administrators and the teachers who were teaching Thai on the basis of the states and problems of Thai teaching and learning management.

### 3) Data analysis

Content analysis process was applied for analyzing the data from interviews. The analyzed and synthesized information was then presented in descriptive style.

## Results

1) The states of teaching and learning management in Thai of the schools appeared as follows.

From working with 33 schools located in the highland areas under the jurisdiction of Chiang Rai Primary Educational Service Office Area 3, together with the interviews with the administrators and the teachers teaching Thai for Educational Level 1 (Grade 1 to Grade 3), the results are as follows.

(1) On the teacher aspect

The interviews with the teachers in 33 target schools provided the results as in the following table.

**Table I:** The states of teaching and learning Thai in the schools located in highland areas regarding the teacher aspect

Topic	No.	Percentage
The teacher holds their study degree in Teaching Thai	8	24.24
The teacher can communicate in the native language of that area context	1	3.03
There is a local wisdom teacher in the school	6	18.18

From Table I, it appears that the teachers who hold their degrees with Teaching Thai major were at 24.24 per cent. Among them, they could communicate in local language at 3.03 per cent and there is a local wisdom teacher at 18.18 per cent.

(2) On the teaching and learning management aspect

The results of the examination appear as in the following table.

**Table II:** The states of teaching and learning Thai in the schools located in the highland areas.

Topic	No.	Percentage
Using teaching and learning method suggested by the Ministry of Education	32	96.96
Using teaching and learning method regarding the 4 step-ladder process suggested by Asst. Prof. Siwakarn Pratumsoot	11	33.33
Using teaching and learning method regarding TPR process	1	3.03
Using teaching and learning method regarding BBL process	1	3.03



Topic	No.	Percentage
Using teaching and learning method regarding Montesery process	1	3.03
Providing supplementary activities for teaching Thai in the school	6	18.18

From Table II, it was found that most of the schools (96.96%) still applied the teaching and learning method suggested by the Ministry of Education, while the other methods; namely the 4-step ladder process suggested by Asst. Prof. Siwakarn Pratumsoot was used at 33.33 per cent, TPR process, BBL process and Montesry process were used at 3.03 percent equally. Moreover, the schools provided not many supplementary activities for Thai teaching; that is at 18.18 per cent.

### (3) On the learner aspect

The learners from 33 schools located in the highland areas are mostly ethnic group people. Their nationalities are Akha, followed by Hmong, Yunnan Chinese, Tai Yai, Lahu and Yao respectively. From the test results, it appears that most of the Grade 1 students were unable to write and read in Thai. The following table shows the details.

**Table III:** The test results of the learners' abilities in reading and writing Thai at Grade 1 in the target schools in the academic year 2014.

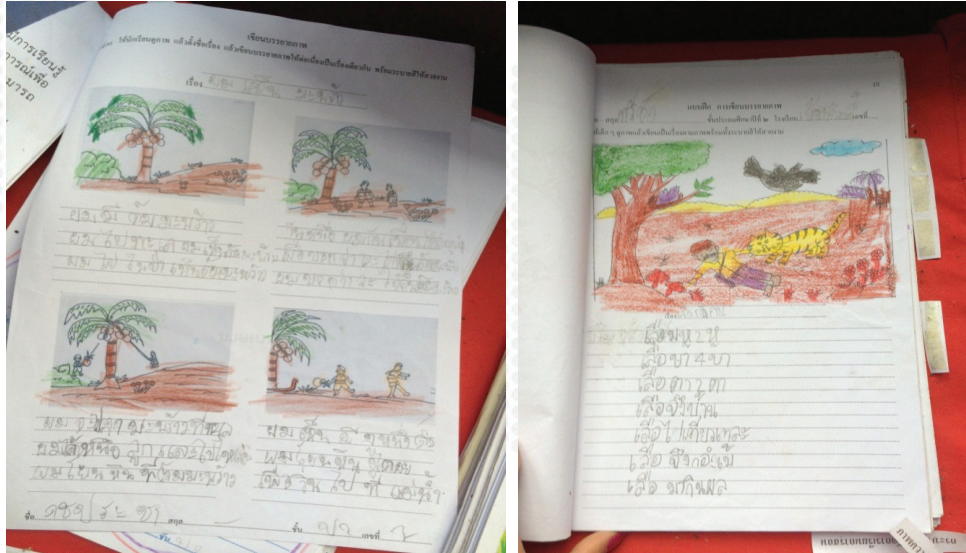
No.	School	Number of Learners	Percentage of unreadable learners		Percentage of unwritable learners	
			No.	%	No.	%
1	Mae Fah Luang Kinderkarten	13	-	-	8	61.54
2	Baan Kha Yaeng Pattana	21	4	19.05	7	33.33
3	Baan Pa Sang Na Ngern	17	4	23.53	4	23.53
4	Chao Phor Luang Uppatham 5	29	-	-	-	-
5	Baan Pha Hee	18	4	22.22	5	27.78
6	Sri Som Wong Border Police	7	1	14.29	1	14.29
7	Huay Rai Samakkhi	26	2	7.69	2	7.69
8	Baan Therd Thai	135	35	22.22	35	22.22
9	Baan Huay Auen	34	4	11.75	4	11.76
10	Baan Pha Chi	25	5	20.00	5	20.00
11	Baan Cha Ti	30	10	33.33	9	30.00
12	Baan Phaya Phrai	75	8	10.66	8	10.66
13	Phaya Phrai Trai Mitr	33	13	39.39	13	39.39
14	Border Police 87	18	2	11.11	2	11.11

No.	School	Number of Learners	Percentage of unreadable learners		Percentage of unwritable learners	
			No.	%	No.	%
15	Baan Mae Mor	32	8	25.00	8	25.00
16	Samakhi Phattana	60	10	16.50	8	13.33
17	Pang Mahan	23	11	47.83	11	47.83
18	Baan Montri Wittaya	32	25	78.13	28	87.50
19	Baan Huay Phueng	93	24	25.81	26	27.96
20	Baan Pha Diea	4	1	25.00	2	50.00
21	Doi Saen Chai (Border Police Anusorn)	17	3	17.65	3	17.65
22	Border Police Baan Na To (Wor Por Ror Aor 344 Uppatham)	41	13	31.70	6	15.63
23	Chumchon Suksa (Baan Mae Salaep)	19	3	15.79	3	15.79
24	Border Police Chao Phor Uppatham 3	71	13	18.30	13	18.30
25	Baan Huay Hoke	17	8	47.05	8	47.05
26	Rut Rat Wittaya	44	36	81.80	34	77.20
27	Baan Huay Yuak Pa So	10	4	40.00	4	40.00
28	Baan Santi Khiri	124	57	45.97	60	48.39
29	Rat Phattana	21	3	14.28	3	14.28
30	Baan Klang	49	11	22.44	18	36.73
31	Baan Mae Ter	11	5	45.45	4	36.36
32	Baan Phana Sawan	31	7	22.58	7	22.58
33	Baan Mai Santi	27	4	14.80	4	14.80
Total		1207	338	28.00	353	29.24

### \* Chiang Rai Educational Service Office Area 3

From Table III, it was found that the learners in the schools located in the highland areas faced problems of writabilities mostly at 29.24 per cent, while reading abilities appeared at 28.00 per cent. The school that faced the most problem of learners' readabilities are Rut Rat Wittaya School and Baan Mon Tri Wittaya with 81.80 and 78.13 per cent respectively. The schools that faced the problem of writabilities included Baan MonTri Wittaya and Rut Rat Wittaya with 87.50 and 77.20 respectively.

Picture I: The writing problem examples of the students in the schools located on highland areas.



#### (4) Instructional materials and tools

The investigation of Thai teaching and learning state in the schools located in highland areas appears as in the following table.

**Table IV:** The states of Thai instructional materials and tools.

Topic	No.	Percentage
Using the main textbooks suggested by the Ministry of Education	33	100
Using the supplementary textbooks suggested by other organizations	33	100

From Table IV: It was found that every school used the textbooks suggested by the Ministry of Education while all of them also utilized textbooks suggested by other organizations.

### 1.2. The problems of teaching Thai in school

From working in the fields, it discovered that the problems of teaching and learning Thai in 33 schools, it can be concluded as in the followings.

#### 1. It was a serious shortage of the teaching who held the degree of Thai

teaching major. The school tried to solve the problem by replacing other majoring subject teachers, for instance, those with physical education degree, social science, science, mathematics or English. However, these informants reflected that they could not able to deeply teach the

students in Thai since it is very complex. For example, they did not also understand the process of tone summation. Sometimes, the learners were not clear about “Nam (water)” in that the teachers could not explain.

2. Over 90 percent of the learners are minor ethnic group people and most of them are Akha, Lahu, Chinese Yunnan, Tai Yai and Yao respectively. All of them used their mother tongue language as a main medium for daily communication. They used Thai language only in the schools.

3. Parents, local community, and students in the highland area pay more attention to Chinese language learning rather than Thai language learning. Students were required to attend the Chinese school in the community of the highland area during 4 – 7 pm. Hence, parents were supposed to come and pick their children up around 3pm every day in order to prepare their children for Chinese school. This limits students to spend their time at Thai school. In addition, student ignored to do homework of a Thai course because of the Ministry of Education policy which notifies that teachers are not allowed to punish students by beating them. This is opposite to Chinese school that school administrators and parents were required to make agreement in terms of the ways to punish students if they are not doing homework or irresponsible behaviors. Consequently, the progressive of Chinese language learning tended to the positive and qualitative ways, particularly progressive in Chinese communication skills and doing homework. The negative affect leads to the Thai school. For example, students feel sleepy while studying and have no concentration on study Thai language and other subject matters. This problem leads to the ineffective learning Thai language.

4. Students in the early childhood education who passed the preparatory process from Child development center of the community or village were supposed to further their study in the formal school system. These ethnic students were unable to communicate with their teachers and felt unhappy to study. Their learning development was slower than usual. The majority of them would be able to speak Thai after grade one. Accordingly, some school solved the problems by employing local ethnic teachers to teach children in the early childhood education and a kindergarten level.

5. Teachers frequently changed their workplace. This leads to the problem in learning of students. Some schools lacked permanent teachers in teaching and developing school and students. New teachers were supported to join the special trainings according to the curriculum needs, but after training, they moved out. This is a common problem found in these school contexts and it affected to the unsuccessful learning of Thai language.

6. Learning and teaching materials are inappropriate for the school contexts and learners. The textbooks from the Ministry of Education contain the difficulty of contents which is hard for students in the highland area to understand. This is opposite to the students in the city who use Thai language as a mother tongue and live in the learning environment which facilitates to use the textbooks from the Ministry of Education. For example, students in the highland area memorized the word ‘tsunami’ without understanding and have no idea what the imagination should be without the one appears in the Thai textbook of the Ministry of Education.

7. Teachers in the highland area had no techniques in dealing with teaching and designing materials for teaching Thai language for students in grade one to three.

8. Students in some schools in the highland area lacked the nutritious food which affected to their learning ability.

9. Students in some schools in the highland area went back home and did not come back to study in the new semester or disappeared for a long time and came back to study. As a result, the students have some difficulties in learning and their ages are over than usual.

10. Students were able to read, write, and spell the words, but they still did not understand its real meaning such as the word 'Malang'. The students spelled as 'Mae – Long'.

11. The inability to write and pronounce the words incorrectly were also influenced by students' mother tongue such as the word 'Kon'. The students pronounced 'Kong'.

### 1.3 Problem-solving methods for teaching Thai at the schools

From studying the problem-solving methods for teaching Thai at the schools in the highland area under Chiang Rai Educational Service Area Office 3, there were 33 schools participated in the study. The data were gathered by interviewing the administrators and Thai teachers at the schools. The problem-solving method were as following:



Picture 2: Teaching activity by Montessori

(1) Using teaching method by the 4-ladder skills pattern developed by Asst. Prof. Siwakarn Patoommasoot, the schools initially tested students' reading and writing abilities in order to group students according to their abilities. Three levels were found from the testing, including unable to read, enable to read a little, and fluently in reading. These solutions were effective in some aspects.

(2) Teachers in some schools created their own teaching materials following the patterns of bilingual teaching methods, Montessori, TPR, and BBL.

(3) The schools had the policy to hire local ethnic teachers to teach in the early childhood level and the primary one level.

(4) Some schools made the exhibition board for providing knowledge about how to read and write Thai language.

(5) The schools produced the extra materials to improve students' reading and writing skills in Thai language

(6) The schools organized the extra hours for students to learn more about Thai reading and writing.

(7) Schools in the highland area collaboratively organized the innovative teaching materials contest. The materials should be previously used in some particular schools and succeeded in using them.



Picture 3 Material designed by the school teachers



Picture 4 The innovative teaching materials contest at the highland area schools

(8) Teachers designed the teaching materials such as a bilingual booklet which consisted of the first language of students and Thai language.



Picture 5 Samples of the bilingual teaching materials

(9) The schools organized many projects in order to solve the problems of unable to read and write such as love reading project, one day one word project, and so forth. These projects were purposed to enhance students to learn and improve their reading and writing skills outside classroom.

## Discussion

From studying the Thai teaching and learning situations at 33 schools in the highland area under Chiang Rai Educational Service Area Office 3 by interviewing the school administrators and Thai teachers (in the primary one to three), the findings found that the majority of the school teachers did not graduate from Thai major, only 24.24% graduated from Thai major. This is probably because of the geography, culture, and society which affects to the new generation teachers feel unfamiliar and uncomfortable in living at the insufficient area. Hence, they prefer to move out and work at the developing area. According to this particular case, the government should concern and look for solutions to encourage the new generation teachers to love their hometown and go back to work in their hometown.

The main Thai illiteracy problem was writing skills accounting for 29.24% and reading ability problem was at 28%. Writing skill is rather complicated process. Children will get improvement if they are encouraged to frequently practice. Teachers also should make a teaching plan and set up the writing development steps to improve student ability by organizing the appropriate teaching and learning activities for students based on their qualification so that students will be motivated to practice for better improvement. Two possibilities to write incorrectly are because of wrong pronunciation and lack in practicing. These are consistent to the concept of Pratheng Klaysuban (1986: 30 -35) that the main problem of wrong spelling refers to the wrong pronunciation and lack in experiencing how to use the word correctly. Thai language has a lot of homophone which might cause the misunderstanding among children in the highland area who have different mother tongues. This affects to the difficulty in pronouncing the word because of the problem in alphabetical order or wrong spelling such as the word 'Kon'. The students pronounce "Kong" which is incorrect and need to be corrected by teachers.

## Recommendations for further studies

From the findings of the study, there are two important issues which should be taken into consideration for further studies.

1. The further study should focus on a comparison between ethnic languages and Thai language in the highland area in order to provide information about Thai language use among students in the highland area and give some guidelines for local teachers to handle the situation of that particular place, especially the ways to improve students' Thai language use.

2. The further study should also focus on the development of learning materials of Thai language which should be appropriate for the school context in order to solve the problems of inability to read and write of students in the highland area.



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## Teaching Students To Teach Thai To Non-Thai Speakers

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### Abstract

Teaching students aiming at enabling them to teach Thai to Non-Thai Speakers along Bachelor of Art Program, Chiang Mai Rajabhat University, was a challenge for the researcher as the teacher. Though she had taught the course of this kind somewhere else and she had retired for more than 5 years. It was an opportunity to review the instructional experiences that had been accumulated for all of her professional life as well as the additional review and study on teaching Thai as a second / foreign languages, particularly in areas of cognitive academic language learning approach and communicative approach. Moreover, at another institution, the students would definitely differ, making it curious how to teach, for the class of 55 students, how could the teacher organize the learning activities? The research questions then fall upon 3 of them, namely, 1) how to design the teaching model especially the learning activities to suit the students and the course's objectives, 2) what the learning achievement along the learning activities would be, and, 3) how much the students were satisfied with the learning process they had engaged. This study employed classroom action research covering the cycle of PAOR which stood for Plan, Act, Observe, and, Reflect. The results of this study would help develop a guideline for teaching Thai for foreigners or other similar courses. The course was aimed at enabling the students to teach basic Thai for learners who speak other languages.

**Keywords:** Teaching Thai to Non- Thai Speaker, Conceptual Framework in teaching Thai as a Foreign Language, Classroom Management, Classroom Action Research, Higher Education.

## Introduction

Chiang Mai Rajabhat University was formerly Chiang Mai Teachers College, a well-known and widely acceptable teacher institution in the North. It has a long history of teacher production for the country. As were other teacher colleges all over the country, it was upgraded to become a university named Rajabhat University since June 14, 2004. Chiang Mai Rajabhat University has the vision stating that it would be a model university for teacher production, teacher development, and educational personnel development. It would serve also as the source for learning art and culture, as well as for promoting and building health. All this vision should be realized by 2018. (Office of the Registrar Chiang Mai Rajabhat University) ([www.academic.cmru.ac.th/](http://www.academic.cmru.ac.th/)). The identity of the University is "The higher education institution for local development." The author is an alumna of Chiang Mai Teacher College and a former lecturer of Chiang Mai University. Having retired for 5 years from the Faculty of Education, Chiang Mai University, she has been appointed as a faculty member in the Master of Art degree program in Thai Language, Faculty of Humanities and Social Science at Chiang Mai Rajabhat University and has taught undergraduate students studying Thai along the Bachelor of Art degree, in the course THAI3701: Thai Language for Foreigners, a 3-credit units course, requiring the newly appointed lecturer to modify the teaching strategies to a certain extent as she had not taught for many years, particularly at the undergraduate level and there were quite a large number of students in the class -55 of them. This course was aimed at opening for the students to analyse the structure and feature of Thai language utilizing linguistics theories and apply knowledge to design the lesson plans on learning Thai and learning activities for the course on Thai for foreigners. Having been assigned to teach this course, the question for studying to develop the course process to achieve the set objectives was how to design the learning process as it differed from her knowledge and experience. This kind of course at the Faculty of Education was a course at the graduate level whose students have basic knowledge after they graduated with undergraduate degree. Most of them have experience in teaching Thai to Thai students or some might have direct experience in teaching foreign students in an international school or as a teacher in the remote areas on the mountain whose students were indigenous children speaking no other language besides their mother tongue which is not standard Thai or central Thai. Another difference was the class was more than 15 students as the author used to teach and it was the sizes he could effectively control the process of carrying out the learning activities, could train teaching skills, students presenting their learning organization and ideas of designing the lesson as the results of the using applied linguistics theories, instructional theories, along with psychology on language learning and socio-linguistics, and measurement and evaluation on language learning. In this new instruction, there are 55 students in the class, 3 times larger than the size it should be. These two questions have stimulated the author to be prepared for the teaching and get ready to learn at the same time. This was the reason of this study which was to find the answers of how to organize the learning process and the author has believed that the classroom action research could be the approach to get the answers for all these questions.

## Brief Literature Review

In teaching the students to be able to teach the students, there are two issues concerned. One was to teach them the contents of what to teach and teach them how to teach. This is particularly true in teaching a language. Not only the content to be taught for the learners to understand, but there are some skills which the learners have to acquire. Skills are acquired through practice to assure the learner's fluency. Consequently, teaching language requires the awareness that the learners must have the roles in encountering with the learning situation. Roles of the teacher should then need to be changed along the societal change. At the present, for example, the teacher has to serve as the learning facilitator than simply the teacher (Smears and O'Brien,2010). The teacher has to have crucial role in helping the learner to acquire knowledge and critical thinking. Teachers must impart knowledge and critical thinking onto the learners. Having been a teacher for more than 40 years, the author has come to conclude that the good teacher is the one who could integrate the 6 aspects into the instruction, the first and second concern their motives and how they get on with their peers. The third and fourth involve using time well, fostering good behavior and high expectations. Most important, though, are the fifth and sixth aspects, high-quality instruction and so-called "pedagogical content knowledge" a blend of subject knowledge and teaching craft.(The Economist,2016)

From the literature review above, it could be accepted that feedback is important for the learner's learning. This conclusion has been extracted out from the author's own experience considering the minimal experience on part of the learners. The teacher could quickly upgrade the experience of the learners within a timeframe. Concerning this, the author has reviewed the literatures on collaborative classroom action research she used to do collaborating with the colleagues in 2010 aiming at enhancing the learner's study skills and had come up with a guideline by which the teacher should use. This includes assignment and assessment. In assigning the task, such task assigned for the learners to do has to be meaningful to them. Meanwhile, it would be the work to be measured and evaluated. The concerns to keep in mind are the duration, process, products, quality, and control. Another point is conducting the assessment. One has to be concerned about rubrics, criteria, authenticity, and feedback.(Pongchawee Vaiyavuthjamai,S-riwilai Ponmanee and others,2010).

Moreover, the author believes that the paradigm shift in teaching Thai for students of other mother tongues is important serving as the basic condition. If the paradigm being held was irrelevant, the problems would occur and the inappropriate procedural steps would follow. The term paradigm is referred to the whole thinking pattern that leads to the practice. Shifting means to move from one point or one direction to another. The good metaphor is when one drives the car, he or she could switch the gear to change the direction or speed relevant to the situation. Paradigm is an example or model for something which explains it or show how it can be produced. It is a clear and typical example of something. Shift - If you shift something or if it shifts, you move it or change its direction shifting from one place or position to another. A shift is a slight change form one position or direction to another such as the wind shifts direction. If you shift your attitude or belief about something, you change it slightly just like changing stick shift, such as changing belief, attitude, teaching method, lesson plan, curriculum, textbook, exercise and measurement and evaluation. The followings are the beliefs that should be reviewed:

1. People in other countries do not want to learn Thai as Thai is not their “mother tongue.”
2. Teaching Thai to foreign children is the same as teaching it to Thai children.
3. Thai is more difficult than English and easier than Chinese.
4. Teaching Thai is teaching Thai letters and vowels, and the likes.
5. Every Thai could teach Thai language.
6. Adult learners have also to learn from the same textbook as do those of the children as they began from knowing nothing.
7. Learners know nothing/They could be taught anything/Teacher does not need to prepare the lesson plan
8. We don't need to be concerned with the student's mother tongue.
9. Ethnic students, no matter how well we teach, could never speak Thai well.
10. It is common that ethnic students would not learn well and few of them could pass the entrance exam.

Teaching is also related to paradigm holding. If the teacher believes in certain principle, the consequence would comply it. For example, if the teacher has chosen a certain instructional model, such model would determine the process used by the teacher except the teacher has no principle at all which is not what it should be.

Joyce and Weil (2002) divide instructional model development into 4 parts as follows:

Part 1 Explain the interrelationship among various things which is the origin of instructional model (Orientation to the Model). These include the goal of the theoretical model and assumptions of such model, principles, and main concepts serving as the foundation of the instructional model.

Part 2 Instructional or Teaching Model: This is an explanation about the instructional model which prescribes things in detail and focuses on practice composed of 4 issues as follows:

2.1 Syntax or Phases –This is to provide details showing how many steps the instructional model has and shows the instructional activities that come in procedural steps each of which has different number of components.

2.2 Interacting System– This part explains roles of the teacher, students, and their interaction. In each model, roles of the teacher vary, for example, being activity leader, facilitator, guider, information source, manager, etc. The teacher could set herself as the centre in certain model or has the same roles as do the students.

2.3 Principles of Reaction - This is about the way by which the teacher responds to the learners in what they have done such as modifying their behaviour by rewarding or developing creativity by setting up free atmosphere with judging right or wrong, for example.

2.4 Support System - This part specifies the condition or requirement for effectively applying such instructional model such as instructional model, laboratory experimental model, having the learner who has been well trained to lead the class, for example.

Part 3 Application: This part is to provide the guideline and notes on using such instructional model, such as what type of content is applicable, what level of learners the model fits, etc. Besides, there are some other suggestions to assure the most effectiveness of the application of such instructional model.

Part 4 Instructional and Nurturing Effects - Each instructional model would have effect on the learners directly or indirectly. The direct effect was from the teacher's teaching or activities organized along the standard procedural steps of the instructional model. The indirect effects were from the environment. They are the consequence of teaching along such model and could be expected. This is what could be well thought off when deciding to implement a certain instructional model.

Regarding the knowledge and understanding on the instructional model described above, the construction of an instructional model requires the high level of thinking on part of the teacher. It is about creativity and systematic thinking supported by education theories.

The author has recognized the significance of the instructional model. It could not be left out from the educational process. In setting up the lesson plan and designing the learning activities for learners, instructional model would help the teacher to have an approach serving as the framework to set up the learning activities along certain principles known as instruction design. There are two conceptual frameworks that could be utilized here. They are the Cognitive Academic Language Learning Approach and Communicative Approach. These two approaches could be introduced to the students in teaching Thai in the 21st century classroom. Organizing learning activities along these approaches had been shared and discussed with the teachers who teach Thai for young learners whose native language was not Thai. The teacher teaches by continuously carrying out the learning activities basing on certain instructional model along with other components of the instructional model. After the model has been settled, the teacher would have the piece of work as the instructional model created and obtained its efficiency by the teacher herself. At the present, it is found that doctoral dissertations in education have been conducted more and more on developing instructional model. Concerning these two approaches of teaching second language and foreign language basing on Cognitive academic language learning Approach and Communicative Approach, Achara Wongsothorn (1995) believed that development could be initiated and promoted by the learners themselves with the facilitation of the surrounding individuals.

Learning along the language learning framework through cognitive academic language learning approach is the instruction utilizing humanistic pedagogy basing on the following principles

1. Language learning is generated by interaction than by knowledge transmission
2. Language learning is generated by construction than by instruction.
3. Language learning is generated through the process.

4. Language Learning is generated upon knowledge structure.
5. Grammar is learned through the process of having learners to solve the problems and use the linguistic information encountering the real situation of language using to the point they could understand linguistic rules by themselves not by giving them the rules to be memorized.
6. Language learning has certain procedural steps and depends on the learner’s readiness.
7. Method of language learning opens for developing through the ideas embedded in the vocabularies.

Learning along the language learning framework through communicative approach communicated the meaning along the natural process of communication occurs in various situations. The framework includes sender, message, channel, and receiver. The communicative process could be utilized for language teaching as follows:

1. The use of tasks
2. Setting up the scene to practice language
3. Instructional contents have dynamic of interaction between the language users and message.
4. Setting practical communicative situation to open for information processing
5. Emphasizing the language science
6. This approach presents the contents, lessons, experiences, etc. not far away from the learners themselves and opens for the learners to use experiences of language using and life maintenance.

## Conceptual Framework

### Action research

There are many definitions of the term “action research” in the literatures. Wiratchai (2005), for example, defined action research in term of an individual’s efforts to increase his or her efforts to improve performance on a particular type of task. Kember and Gow (1992) contended that action research was an attempt on the part of the researcher to improve his/her own teaching along the “Planning, Acting, Observing, and Reflecting”(PAOR)operational cycle, suggested by Kemmis (1988). This cycle has been widely accepted by school teachers, but not so much at the university level – although it has been universally accepted as an effective mechanism for personnel development (Kember& Gow, 1992). Sebatane (1994, cited in Wongwanich, 2009) proposed an approach to classroom action research basing on the teacher’s experience.

Forms of Data-The research artifacts and instruments included post-teaching notes, students’ self assessment (KWL notes), observation notes made by teacher during classes, student works, and student focus group discussion notes.

Research Design-The research design includes the following three procedural stages:

1.Planning Stage: At this stage, the researcher made decisions regarding the scope, sequence and content of student's knowledge and skills relating to teaching Thai language to Non-Thai speaker. The researcher also developed an instructional model and criteria for assessing students' knowledge and skills.

2.Teaching Stage : At this stage, the researcher would teach her own classes, and would activate the four cyclical steps, namely, plan-act-observe-reflect (PAOR). The cycle was to be repeated if needed. Data were to be in the form of post-teaching notes, notes made during observations, students' work, and students' learning notes. At the conclusion of course, a student focus group would discuss the classes they had participated and make recommendations for enhancing their knowledge and skills development relating to teaching Thai language to non-Thai speakers.

3.Synthesizing Stage: At this stage, the researcher would reflect on her performance and synthesize the strengths and weaknesses of the learning and teaching activities so far to enhance student's knowledge and skills.

## Research Questions and Methodology

To answer the three research questions: 1) how to design the teaching model especially the learning activities to suit the students and the course's objectives, 2) what would be the learning achievement along the learning activities, and 3) how much the students were satisfied with the learning process.

1.The teaching model was developed through the classroom action research procedure.

2.Students' achievement-There are 3 dimensions of students' achievement to be considered in teaching THAI3701: Thai Language for Foreigners, a 3-credit unit course. Firstly, the students, have to understand the needs and difficulties of the foreigner as the learners, Secondly, the students can use the knowledge on Thai sounds and how to make the sounds correctly to help foreigner students in pronunciation. Thirdly, students can design lessons to teach basic Thai to foreign students. For the first one, the students would pass or fail would be determined by the process in which they meet Chinese students and interview them. Secondly, after the second PAOR cycle of research methodology, students were asked to explain sounds in Thai language and how to articulate Thai words appropriately and how to apply the knowledge and phonetics in helping foreigner students speak Thai. Thirdly, student's group work products-the 2 lessons for beginner learning Thai was investigated in 4 dimensions, namely, 1)The design in which complete elements are consistent with teaching second language approach,2)Knowledge and skills which are significant to communicating, 3)Being interesting, the rewriting style and picture are suitable, and 4)Useful for teaching.

3.Students'satisfaction; The researcher made up a questionnaire to assess student satisfaction.



## Research finding and conclusion

Classroom action research started from the course description, the goal of learning, a condition of the class such as number of students and time, learning activities, evaluation process. With the teaching experience of the researcher in conjunction with the review of the classroom action research and classroom management, the 54 hours project was run during the first semester of academic year 2016.

1. The teaching model The teaching model consist of :

1. Models of scholarly behavior were to be shown by the teacher through preparation of scholarly content, sharing teacher own books and learning materials for foreigner student;

2. Interview foreigner student, Students met with the Chinese students to find out motivation, need and difficulty in learning Thai.

3. Assignments that paid attention to duration, the learning processes, expected learning outcomes, and quality control.

4. Group-Learning-by-doing was built into all activities, enabling students to develop themselves through self-directed learning.

5. Reflection on the principles of two-way communication, regularity, continuity and motivation.

6. Assessment/rubric development aiming at achieving authentic assessment, and feedback; and,

7. Sharing and exchanging learning through experience and documented knowledge as well as resources on the bases of participation and group work in supportive, and friendly learning atmospheres.

6. PAOR cycles of research Project has integrated 6 PAOR cycles of research of 9 three-hour sessions (see Figure 1)

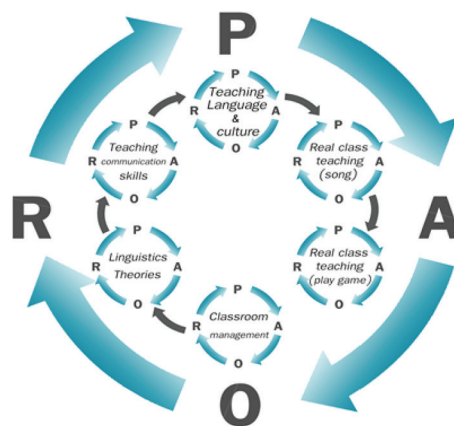


Figure 1 The 6.PAOR cycles of research model

1. The first cycle was devoted to classroom management, students get to know each other, understand courses description and goal, learning activities, measurement and evaluation, paradigm shift on Thai language as a foreign language. Mainly, the teacher and students were planning together and sharing the experiences on instruction (9 hours).

2. The second cycle was devoted to theory and linguistics knowledge, sounds and forms in Thai language, pronunciation adjustment using language articulators and phonetics, comparative analysis of the learners' language with Thai, the pronunciation problems of foreign students learning Thai and the solution to the problems. (9 hours).

3. The third cycle was focusing on social and cultural context in teaching Thai language. Problems associated with the use of language in everyday life. The lessons were designed for foreigner's communication skills in daily life. (9 hours).

4. The fourth cycle was of social and cultural context in language teaching-problems associated with the use of language to communicate across cultures. The lessons design integrated language skills and knowledge of culture in Thai language (9 hours).

5. The fifth cycle was the expansion of teaching experiences for students. They were assigned to teach foreign students using the lesson they designed and at the same time learn to solve problems occurring when applying knowledge and skills in the real situation.

6. The sixth cycle was to repeat the classroom teaching for the second time, student do again with improving.

## The teaching model

the data were synthesized from the 6 cycles taught with the suggestions of the students' focus group discussion, learning outcomes in each cycle as well as the observation from teaching note. All learning activities are as follows: 1) plan to learn together, 2) asking- answering questions, 3) uplifting experience by instructor, 4) working in group, 5) teach less learn more, 6) research-based project, 7) theoretical lecture and discussion, 8) demonstration of teaching, 9) giving concepts, 10) expanded teaching experience in the real classes. (See Figure 2)

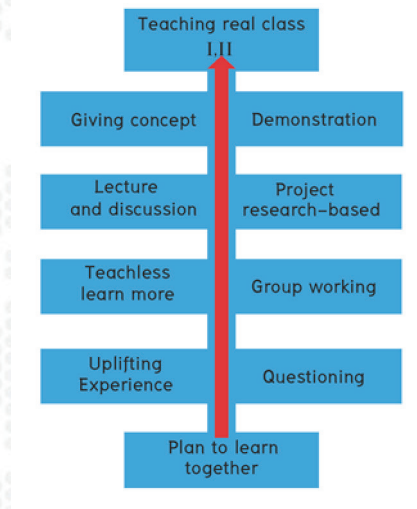


Figure 2 The teaching model

## 2. Students' achievement

The Analyses revealed that students had gained experience of knowing foreigner student's needs and difficulties in trying to learn Thai. The students also showed development both in knowledge and skills relating to teaching Thai language to Non-Thai speakers. Students were satisfied with the learning process they had engaged.

1. In interviewing foreign students, students gain experience of knowing foreigner students in term of needs and difficulties in trying to learn Thai, what they need to pass. It was found that all students had passed.

2. After The second cycle, students were asked (mid- term examination) to explain sounds in Thai language, how to articulate Thai words appropriately, and how to apply the knowledge and phonetics in helping foreigner students to speak Thai. Their answer sheets were read and given mark using rubric scale certified by expert. The outcome was that there were 22 students with excellent academic achievement (18-20), 20 of them were good (16-17), 8 of them were medium (13-15), 5 of them were fair (10-12), none of them got under 10 which was considered fail.

3. The 2 lessons for beginner learning Thai and the usefulness in teaching real classes were investigated by student committee and instructors using rubric scale certified by experts in 4 dimensions: 1) The design- complete elements are consistent with teaching second language approach, 2) Knowledge and skills which are significant to communicating, 3) Being interesting, the rewriting style and picture are suitable, and, 4) Being Useful for teaching. Analyses revealed that students showed development in teaching skills related to design of the lessons, contents, and language skills, the rewriting style, and the usefulness for teaching. (see Figure 3)

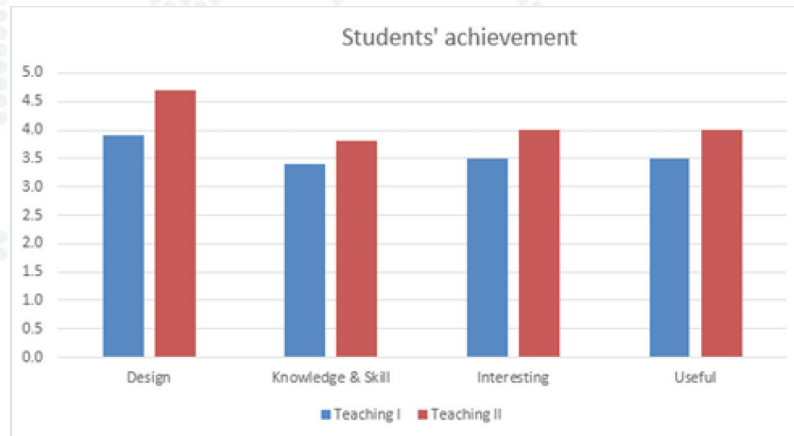


Figure 3 Students' knowledge and skills relating to teaching Thai to Non-Thai speakers.

### 3. Students'satisfaction

The researchers made up a questionnaire to assess student satisfaction covering 10 aspects: 1) Completing the course outline, 2) Teacher's experiences and textbooks, 3) An opportunity to learn from foreign students, 4) Explaining the goals and quality of work clearly, 5) Group working and sharing, 6) Questions and feedbacks, 7) Evaluation and criteria, 8. Understanding Thai for foreigner, 9) Learning more from previous experiences, and, 10) Gain experience in teaching Thai to foreigner. Students were satisfied with the learning process they had engaged. (see Figure 4)

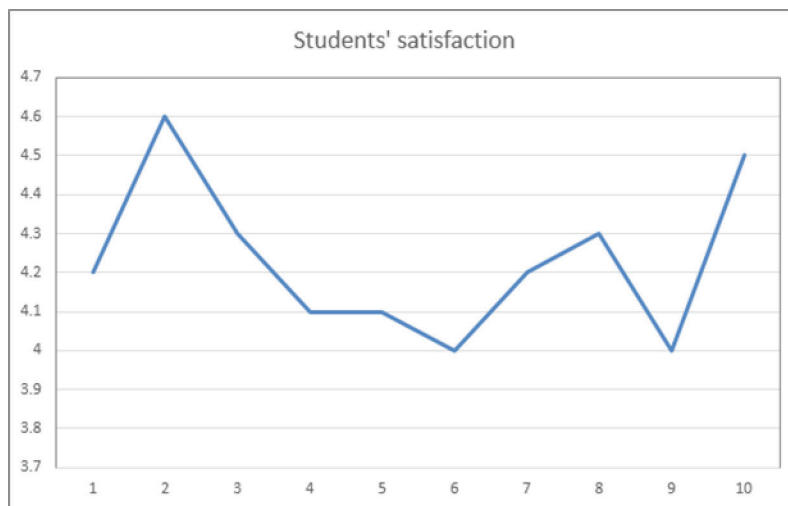


Figure 4 Students'satisfaction

### Discussion

The research findings could be summarized as follows:

1. Engagement in the research process developed the lecturer's capacity to conduct research and upgraded her tacit knowledge on action research to explicit knowledge. The classroom

action process opened the minds of the researcher to the point that she was able to recognize and conceptualize classroom problems in a systematic way, and develop the conjecture on, and apply solutions to those problems. The process on after-action critical reflection review contributed to the success of the research project. The results were consistent with findings of Cardelle-Elawar (1993), Clift, Veal, Johnson and Holland (1990),

2. Before the research started, the researcher had found that her students lacked skills in teaching and designing the lesson for foreigner learning Thai, which affected their ability to share with the teacher and friends. They became passive learner and very difficult for her to run the smoothly classroom activities, particularly through class discussion. Although this un willingness was not something that the teacher was aware of or was greatly concerned with, it nevertheless adversely affected the quality and extent of her student's learning. The students did not know how to search for knowledge by themselves. After some extensive discussion, the researcher then set goals relating to knowledge and skills and developed criteria for assessing each knowledge and skill on five-level scale, from minimal to the maximal levels. The students then designed their learning and teaching activities on the basis of the mutually-upon goals. The researcher then designed her own instructional activities to fit specific context of her course. Basing on this goal-oriented principle, the researcher worked inductively toward desired outcomes, integrating and synthesizing them in the teaching model. This model incorporated real-life classroom experiences, and students focus group discussions carried out in the course. The researcher tried to teach in the ways consistent with theories and principles on the second language teaching noted by Chamot, A.U. (1992), Nunan, D. (1992), and assessment based on the development of clear rubrics. Application of these theories, regular feedback, and findings, led to the forming of the teaching model.

3. The student's knowledge and skills were improved in the three main aspects. Firstly, the students had to understand the needs and difficulties of the foreign learners. Secondly, students can use the knowledge of Thai sounds and how to make the sounds correctly to help foreign students in pronunciation. Thirdly, students can design lessons to teach basic Thai to foreign students. The knowledge and skills gained could be attributed to three factors: (a) the rubrics, the friendly feedback, and the reinforcement provision in the assessment processes, satisfying the student's needs to know how well they had learned, and to seek to improve themselves; (b) the students' willingness to monitor their improvement increased their self-awareness and helped them create realistic goals for capacity development; and, (c) the students' learning by observing their peer's performance equipped them with information that could be used in their own self-improvement. They avoided repeating mistakes made by their peers and noted suggestions made by lecturer.

## Suggestions

This research provides suggestions for teaching and student's cognitive development as follows:

1. There should continuously be a classroom action research course to provide the learning activities for the students to gain knowledge and skills on this.

2. To make teaching more effective, the class size should be reduced to the half. If there are 20-25 students, instructor will be able to effectively organize the learning activities to open for the students to practice individually or in pairs.

3. There should be a collaborative classroom action research among faculty members of the same institution or from others or with the colleagues from over sea to share their experiences on the topic.

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## The Relationship between Listening Strategies and Listening Proficiency levels of Undergraduate Students at Chiangrai Rajabhat University

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### Abstract

The purposes of this descriptive study were to study the listening strategies used by the third-year English majors, their listening proficiency levels and the relationship between their listening strategies and listening proficiency levels. The sample of this study (75 third-year English majors at Chiangrai Rajabhat University) were selected by purposive sampling. The research instruments were a questionnaire about listening strategies based on Oxford (1990), and listening comprehension test adapted from the lecture part of the DTEC Listening Exercise Test. Results revealed that the listening proficiency of third-year English majors was at moderate level. The listening strategies used mostly were guessing from the topic (97.3 %), using context clues (94.7 %) and listening for key words (92.0 %). The advanced group used more metacognitive strategies (75.0%) than the lower-intermediate group (55.0 %). Affective strategies (64.0%) were ranked as the second most frequently used among the lower-intermediate listeners in the present study. The listening strategies of third-year English majors were significantly related to listening proficiency at  $p < 0.01$  level.

**Keywords:** Listening strategies, Listening proficiency, Undergraduate students



## Introduction

English is now a global language which inevitably has an impact on every field of work. The advancement of science and technology, as well as the impact of globalization highlight the role of English in both local and global contexts. In Thailand, as in other countries in South-east Asia, English is actually considered as a most significant language (second to Thai). Thai learners today must have a good level of English skills. Proficient in English will help them attain better paying jobs and build successful careers (Foley, 2005; Komin, 1998; Wiriyachitra, 2002; Wongsothorn, Hiranburana, & Chinawongs, 2002).

In Thailand, English teaching and learning process has a long history dating back to the early 1900s. However, major changes have been made in English education in accordance with the 1997 constitution, which mandates educational reform and decentralization (Office of Education Council (OEC), 2007). This education reform involves four main areas, including school, curriculum, teacher, and administrative reform. Learning reform is considered to be the heart of the educational reform (ONEC, 2000 cited in Atagi, 2002: 51). In spite of these efforts, Thai students are still unsuccessful in language learning (Wiriyachitra, 2002, 2003).

In 2014, the average TOEFL (Test of English as a Foreign Language) score was 76 points, which was among the bottom three out of 9 Asian countries (The Nation, 2014).

Listening skill has salient importance in learning languages. According to River (1973), people spend more time listening (45%) than any other forms of communication (30% in speaking, 16% in reading and 9% in writing). Accordingly, listening is considered the most important skill in learning a second language. It also takes the very important role in bridging gaps in miscommunication and helps to develop other language skills: speaking, reading and writing (Underwood, 1989; Donell, 1992). In addition, Vandergrif (1996, 1997, 2003) stated that "listening is a complex, active process of interpretation in which listeners try to suit what they hear with their prior knowledge". This process is more complex for English as foreign language (EFL) learners. Therefore, listening remains one of the most difficult language skills for many EFL learners, particularly Thai students (Wiriyachitra, 2002, 2003 Zhang, 2012; Watthajarukiat, Chatupote, and Sukseemuang, 2012; Cubalit, 2016). Previous research has shown that in general, effective language learners used more variety of listening strategies to improve their performance than did less effective learners (O' Malley, Chamot & Kupper, 1989; Vandergrift, 1997; Liu, 2008; Watthajarukiat, Chatupote and Sukseemuang, 2012; Cubalit, 2016). Accordingly, one of the effective ways to improve the EFL student's ability to listen effectively is to identify listening strategies employed by the more proficiency listeners and then teach less proficiency listeners to use such strategies.

The main purposes of this study were to explore the listening comprehension strategies used by third-year English majors while listening to a spoken text, and to study the relationship between their listening strategies and listening proficiency. The results of this study will be used to develop and organize the listening strategy training for undergraduate students at Chiangrai Rajabhat University.

## Research Questions

1. What are the English listening proficiency levels of the third- year English majors?
2. What are listening strategies employed by the third-year English majors?
3. Is there a relationship between the strategies used by the third-year English majors and their English listening proficiency levels?

## Research Objectives

1. To study the listening proficiency of the third-year English majors
2. To identify the listening strategies used by the third-year English majors
3. To study the relationship between the listening strategies used by the third-year English majors and their listening proficiency levels

## Definitions of Key Terms

**Listening Strategies** refer to techniques and activities done by listeners to help them comprehend and recall of listening input (Rubin, 1987). In this study, types of listening strategies are based on Oxford taxonomy (Oxford, 1990). Strategies are adapted and organized under five main types: memory, cognitive, compensation, metacognitive, and affective.

**Memory Strategies** offer ways to work with new information. There are four categories of memory strategies: creating mental linkages, applying images and sounds, reviewing well, and employing action. Two sets—creating mental linkages and applying images and sounds—are included in the current study.

- (a) Creating mental linkages only focuses on the associating/elaborating strategy. Using associating/elaborating, listeners link what they know with what they hear or relate one piece of information to another to create associations in memory.
- (b) Applying images and sounds includes using imagery and listening for key words. For using imagery, listeners create mental or visual images to help them understand when listening. Meanwhile, listening for key words help learners remember new information when listening.

**Cognitive Strategies** are used by listeners to manipulate information to aid comprehension. Cognitive strategies are separated into four sets, namely practicing, receiving and sending messages, analyzing and reasoning, and creating structures for input and output. The current study only deals with three sets: practicing, receiving and sending messages, and analyzing and reasoning.

- (a) Practicing deals with recognizing and using formulas and patterns. Listeners employ this strategy by being aware of formulas and patterns to help them understand while listening.
- (b) Receiving and sending messages focus on getting the idea quickly by focusing on the main idea. This strategy helps listeners rapidly understand what they hear.
- (c) Analyzing and reasoning include translating, deductive reasoning, analyzing expressions, summarizing, and highlighting. Listeners convert a target language expression into their native language when they use the translating strategy. Deductive reasoning is the activity of drawing inferences from given information using the top-down approach, leading from the general to the specific. In terms of analyzing expressions, learners employ this strategy to cope with unknown words or sentences. Listeners determine the meaning of a new expression by breaking it down into parts, and they use the meanings of various parts to understand the whole expression's meaning. Highlighting is used to mark potentially important information.

For summarizing strategy, listeners synthesize what they hear and write down to help them better understand.

**Compensation Strategies** deal with guessing intelligently by using language-based clues and nonlanguage-based clues.

- (a) Language-based clues include guessing from stress, guessing from word order, and guessing from prefixes and suffixes.
- (b) Nonlanguage-based clues focus on using context clues; using text structure in terms of introduction, title, and transition; guessing from the topic; and using structural clues, such as words that signal a comparison and words that signal cause and effect.

**Metacognitive Strategies** are management techniques employed by listeners when listening. These strategies include paying attention, setting goals and objectives, and self-monitoring.

- (a) Paying attention helps listeners focus on listening, including two kinds of attention: direct and selective attention. Selective attention focuses on particular details, and directed attention deals with tasks globally.
- (b) Setting goals and objectives helps listeners identify the task's purpose. This strategy could help listeners become aware of what they want to achieve when listening.
- (c) Self-monitoring is checking and correcting one's comprehension when listening to avoid making mistakes during the ongoing listening process.

**Affective Strategies** are techniques listeners employ to handle their feelings, emotions and motivation when listening. Affective strategies are distinguished into three groups: lowering your anxiety, encouraging yourself, and taking your emotional temperature. Lowering your anxiety and encouraging yourself are focused on in this study.

- (a) For lowering anxiety, listeners use progressive relaxation, deep breathing, or mediation to help them keep calm and relaxed when listening.
- (b) Encouraging yourself can be done through making positive statements to encourage and increase the listeners' confidence to help them concentrate and finish listening to the task.

## Methodology

This descriptive study aimed to describe the listening comprehension strategies used by the third-year English majors, and to explore the relationship between listening strategy use and students' listening proficiency. The sample of the present study were 75 third-year English majors who enrolled in the first semester of 2016 academic year at Chiangrai Rajabhat University.

### Research Instrument

#### Listening test

The listening test was adapted from the listening comprehension section of the DTEC Listening Exercise Test developed by Department of Thailand and Economic Cooperation (DTEC), Thailand for the purpose of measurement of students' listening proficiency, and the students could be divided into three different proficiency groups. The listening test was piloted prior to the actual data collection. The Kuder-Richardson (KR-20) method was used to determine the reliability of the test. The correlation coefficient was 0.82, indicating high reliability. In addition, the difficulty level of test items and discriminant indexes were calculated for each item. After the validity and reliability analysis, the listening test consisted of 40 multiple choice questions.

#### Listening comprehension strategy questionnaire

The listening comprehension strategy questionnaire was based on the Strategy Inventory for Language Learning (Oxford, 1990). It consisted of 28 questions. The content validity was examined by three experts, and the listening comprehension strategy questionnaire was piloted prior to the actual data collection. The Kuder-Richardson (KR-20) method was used to determine the reliability of the test. The correlation coefficient was 0.78.

### Data Collection

1. The data collection was carried out by the researcher.
2. Before the listening test, participants were informed of the objectives of collecting data, and they were also explained about the listening test and how to complete it. The entire listening test lasted approximately 40 minutes.
3. The listening comprehension strategy questionnaire was administered after the listening test with a clear description and instructions. The time limited on the questionnaire was approximately 20 minutes.

## Data Analysis

Descriptive statistics (frequency, mean, standard deviation and percentage) were used to describe the listening strategies used by the third-year English majors. Data obtained from the listening test were used to assess participants' listening comprehension proficiency. Mean and Standard deviation were calculated for listening comprehension test scores. In addition, the Pearson Correlation analysis was performed to explore the relationship between listening proficiency levels and the strategies employed by the third-year English majors.

## Results

### 1. Listening proficiency of the third-year English Majors

**Table 1** Mean, standard deviation, and percentage of the test score of the third-year English majors by listening proficiency levels

Listening proficiency levels	N	Mean	SD	Percent of the test score
Advanced	20	25.8	3.3	64.5
Intermediate	12	22.4	1.8	56.0
Lower-intermediate	43	19.3	1.7	48.2
Total	75	22.3	3.8	55.7

*Note:* full score = 40

As shown in Table 1, it was found that the listening proficiency of the third-year English majors in overall was at a moderate level, with average scores of 22.3 (SD = 3.8).

## 2. Listening strategies used by the Advanced , Intermediate, and lower-intermediate students

The Listening strategies used by advanced and intermediate and lower- intermediate students by types of listening strategy and listening proficiency levels are illustrated in Table 2-3.

**Table 2.** Listening strategies used by the Advanced, Intermediate, and lower-intermediate students by listening proficiency levels

Listening strategy use	Listening strategies used by the Advanced and Intermediate participants, classified by English listening proficiency levels							
	Advanced (N = 20)		Intermediate (N=12)		Lower-inter- mediate (N= 43)		Total (N =75)	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
<b>Memory strategies</b>								
- Listening for key words	19	95.0	11	91.7	39	90.7	69	92.0
- Using Associating/Elaborating	17	85.0	10	83.3	34	79.1	61	81.3
- Using Imagery	13	65.0	8	66.7	23	53.5	44	58.7
<b>Cognitive strategies</b>								
- Focusing on the main idea	15	75.0	9	75.0	33	76.8	57	76.0
- Translating	15	75.0	8	66.7	30	69.8	53	70.7
- Reasoning deductively	16	80.0	7	58.3	25	58.1	48	64.0
- Summarizing	14	70.0	8	66.7	20	46.5	42	56.0
- Recognizing and using formulas and patterns	10	50.0	4	33.3	8	18.6	22	29.3
- Highlighting	4	20.0	2	16.7	5	11.6	11	14.7
- Analyzing expression	3	15.0	1	8.3	3	7.0	7	9.3
<b>Compensation strategies</b>								
- Using context clues	19	95.0	11	91.7	41	95.3	71	94.7
- Using structural clues	18	90.0	10	83.3	38	88.4	66	88.0
- Guessing from the topic	19	95.0	12	100.0	42	97.7	73	97.3
- Guessing from stress	16	80.0	11	91.7	31	72.1	58	77.3
- Using text structure	13	65.0	6	50.0	17	39.5	36	48.0
- Guessing from prefix, suffix	8	40.0	4	33.0	12	27.9	24	32.0
- Guessing from word order	3	15.0	1	8.3	8	18.6	12	16.0
<b>Metacognitive strategies</b>								
- Self-monitoring	14	70.0	8	66.7	20	46.5	42	56.0
- Setting goal and objectives	14	70.0	7	58.3	21	48.8	42	56.0
- Paying attention	17	85.0	9	75.0	30	69.8	56	74.7

Listening strategy use	Listening strategies used by the Advanced and Intermediate participants, classified by English listening proficiency levels							
	Advanced (N = 20)		Intermediate (N=12)		Lower-inter- mediate (N= 43)		Total (N =75)	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
<b>Affective strategies</b>								
- Encouraging yourself	11	55.0	8	66.7	25	58.1	44	58.7
- Using progressive relaxation, deep breathing, or meditation	12	60.0	5	41.7	30	69.8	47	62.7

Table 2 shows that guessing from the topic was used 97.3% of the time, followed by using context clues at 94.7% and then listening for key words at 92.0%. The listening strategies used less frequently were guessing from word order (16.0%), highlighting at 14.7% and analyzing expressions at 9.3 %.

**Table 3** frequency and percentage of listening strategies used by Advanced, Intermediate and lower-intermediate students, classified by types of strategy and listening proficiency levels

Types of strategy	No. of items	Listening strategies used by Advanced, Intermediate and lower-intermediate participants															
		Advanced (n=20)			Intermediate (n = 12)			Lower-intermediate (n = 43)			Total (n = 75)						
		Total freq.*	Freq. used by stud.	%	Total freq.*	Freq. used by stud.	%	Total freq.*	Freq. used by Stud.	%	Total freq.*	Freq. used by stud.	%				
Memory	3	60	49	81.7	1	36	29	80.6	1	129	96	74.4	1	225	174	77.3	1
Cognitive	7	140	77	55.0	5	84	39	46.4	5	301	124	41.2	5	525	240	45.7	5
Compensation	7	140	96	68.6	3	84	55	65.5	3	301	189	62.8	3	525	340	64.8	2
Metacognitive	3	60	45	75.0	2	36	24	66.7	2	129	71	55.0	4	225	140	62.2	3
Affective	2	40	23	57.7	4	24	13	54.2	4	86	55	64.0	2	150	91	60.7	4
Total	22	440	290	66.0	264	160	60.6	946	535	56.6	1650	985	60.0				

**Note:\*** Total frequency = the number of students multiplied by the number of items in each type of strategy

Table 3 shows that the use of memory strategies (77.3%) was the most popular followed by compensation strategies (64.8%) and Metacognitive strategies (62.2%). Cognitive strategies (45.7%) was used the least. The advanced group used metacognitive strategies more than the intermediate and lower-intermediate groups. The lower-intermediate group used the affective strategies more than other groups.



**Table 4** The relationship between listening proficiency levels and the listening strategies employed by Advanced, Intermediate and lower-intermediate students

Variables	N	Mean	SD.	Pearson Correlation (r)
Listening strategy use	75	15.1	3.7	.82 **
Listening proficiency	75	22.3	3.8	

Note: \*\*  $p < .01$

As shown in Table 4, it was found that there is a significant positive relationship between the listening strategies and listening proficiency at  $p < .01$ .

## Discussion

### 1. Listening Proficiency of the third-year English majors

The findings of the present study revealed that the overall English listening proficiency of the participants was at a moderate level, with average scores of 22.3 (SD = 3.8). There are various factors influencing the participants' ability in their listening comprehension. In this study, participants were asked to listen to two lectures and then answer comprehension questions. To understand a lecture, listeners had to synthesize and analyze the information they heard and then try to negotiate meaning using their own background knowledge. According to Vandergrift (2002), the listeners use both bottom-up processing (linguistic knowledge: e.g. lexical and pronunciation features) and top-down processing (prior knowledge such as knowledge of the topic, speakers, and situation) to build the meaning of a listening text. Moreover, listening to lecture is more difficult than others (Shohamy & Inbar, 1991). Therefore, the type of listening task can also affect the listening proficiency.

### 2. The listening strategies used by the third-year English majors

In the current study, 5 types of listening strategies (Memory, Cognitive, Compensation, Metacognitive, and Affective) were used by the third-year English major students of three different listening proficiency groups. The number of listening strategy use varied across proficiency levels, and memory strategies were the most frequently used by the third-year English major students, followed by compensation, and metacognitive strategies. The results support previous studies (e.g. Kao, 2006; Thanh Huy, 2015) which revealed that Asian students mainly depended on memory strategies to comprehend oral message. Furthermore, among twenty two individual listening strategies, guessing from the topic (97.3%), using context clues (94.7%), and listening for key words (92.0 %) strategies were used frequently. This could be explained that listeners had to listen to lectures which were considered a more advanced listening task. Thus, the listeners tried to interpret and analyze the information by using their own background knowledge and context clues to build meaning. In other words, they constructed meaning through top-down process. Wolff (1987) pointed out that second language listeners relied more on top-down processing for more difficult text, and they used both bottom-up and top-down processing with an

easy listening text. This may explain the frequent use of memory and compensation strategies in our sample. Additionally, it is worth to note that, in our study, the cognitive strategies were used less often than other strategies, especially recognizing and using formulas and patterns, analyzing, and highlighting. The findings of this study suggest that explicit teaching of listening strategies needs to be implemented in the classroom. This will help students select appropriate listening strategies for improving their performance.

### **3. Differences in the use of listening strategies between the advanced group and the lower-intermediate group**

In this study, there were three groups of listening proficiency levels: the advanced, intermediate, and lower-intermediate levels. The results showed that the advanced group utilized more listening comprehension strategies than the lower-intermediate group did. In addition, advanced group used metacognitive strategies more often than the lower-intermediate group; whereas advanced listeners employed 75.0 % of the three metacognitive strategies (planning, monitoring, and evaluation), lower-intermediate listeners utilized 66.7%, and lower-intermediate used 55.0 % of metacognitive strategies. Our findings are in agreement with those of other authors (e.g. Teng, 1998; Goh, 1998, 2002; Vandergrift, 2003; Kao, 2006; Liu, 2008) who showed that metacognitive strategies were more frequently used by the more proficient listeners than the less proficient listeners. Similarly, the study conducted by Liu (2008) also found that the high-proficiency group used more planning strategies than the low-proficiency group. Furthermore, the more proficient listeners were able to pay more conscious attention to details in the listening task, and they were more likely to use comprehension monitoring. This is because the high-proficiency listeners set a goal or decide in advance what to listen for, and were able to concentrate on their listening. In addition, the lower-intermediate listeners utilized affective strategies more often than the advanced group. The Affective strategies was ranked as the second most frequently used among the lower-intermediate listeners in the present study. Similar results were obtained in previous studies conducted by Kayard (1991) and Lui (2008) indicating that there was difference between the advanced proficiency group and the low proficiency group in the application of affective strategies. This could be due to the fact that the lower-intermediate group may feel anxious while listening, and they may feel that they have little control over the listening content. Therefore, they used more Affective strategies such as self-encouragement and using deep breathing exercise to help them relax during the listening process.

### **4. The relationship between the listening strategies used by the third-year English majors and their listening proficiency levels**

The findings of this study revealed that there was a significant positive correlation between the listening strategies used by the third-year English majors and their listening proficiency levels at  $p < 0.01$ . This result was also consistent with previous studies (e.g. Goh, 2002; Vandergrift, 2003; Lui, 2008; Bidabadi, 2011) that have highlighted a linear association between listening strategy use and listening proficiency levels. Listening comprehension is a complex, active process of meaning construction. Listeners are required to use certain strategies to achieve a meaningful interpretation of a listening text, and the listening strategies help learners listen more effectively; thereby helping them become more effective learners (Vandergrift, 2002,

2003). Thus, it is clear that the listening strategies used by the listener will affect his/her ability in comprehension.

## Conclusion and Implications

In summary, the results of this research revealed that the third-year English majors at advanced, intermediate, and lower-intermediate levels used memory strategies most frequently, followed by compensation, and metacognitive strategies, and the advanced group used listening comprehension strategies more often than the lower-intermediate group did. In particular, the use of metacognitive strategies such as planning, monitoring and evaluation was found more often in the advanced group. Additionally, the Pearson Correlation analysis indicated that there was a significant positive correlation between the strategies used by the students and their listening proficiency levels ( $p < 0.01$ ). The findings of this study suggested that there is a need to improve the listening class. In particular, the listening strategies training should be implemented in the classroom. As a relatively small number of students used the cognitive strategies such as recognizing and using formulas and patterns, analyzing, and highlighting, suggesting that the explicit training in the use of cognitive strategies should be emphasized much more in our students. For example, during the pre-listening activity, teachers can help students prepare to listen; planning for listening, setting goals and objectives, and activating their knowledge of the topic. During the listening process, students should be taught to apply listening strategies such as making inferences and predictions, applying grammar rules, translating, summarizing, linking with experience or prior knowledge, and guessing meaning from expressions given off by speakers. During the post-listening, students should be encouraged to engage in self-evaluation and to evaluate the effectiveness of the strategies used in the task. Besides, students should also be more motivated to continue learning outside of the classroom by hearing new words from songs, films, and other audio & visual recordings to improve their listening comprehension.

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## Effect of Using Project-based Learning in Presentation Techniques Course of English Studies Major Students, Faculty of Humanities, Chiang Rai Rajabhat University

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### Abstract

This research aimed to 1) study the effects of using project based learning towards students' learning achievement, 2) to study the opinions of students towards project-based learning. The target group of the study consisted of 23 students in English Studies Major, Western Languages program, Chiangrai Rajabhat University who enrolled in EIL2210 Presentation Techniques course in the first semester of the academic year 2016. The research instruments were a learning plan using project-based, an evaluation form for oral presentation and writing outline, and group interview. The data were analyzed by percentage, mean, and content analysis.

The results of study revealed that most of students who learnt by project-based learning passed the criteria of 75%. The overall opinion of the students towards project-based learning was at the high level ( $\bar{X} = 4.49$ ) and the results from the questionnaire showed that the students were highly satisfied with having the chance to do something benefit for the society ( $\bar{X} = 4.85$ ). The findings from the interview of students appeared that in this course, most of them learnt the steps of presentation, the expressions used in each steps, practice writing the outline, and speaking in front of the class. Moreover, they gained more experience in contacting with the entrepreneurs in the community, working in team, time management, and solving problems. They were also proud to be able to use their potentials in terms of language and designing the leaflet and menu for the local entrepreneurs.

**Keywords:** Learning Achievement, Project-based Learning

## 1. Introduction

Presentation skills is the important communication skill in study and job in the future. It is common for everyone to have a chance to present in front of others such as presentation idea or research in the meeting, (Nanthawadee, 2007:2). It is necessary for learners to have the knowledge on the vocabulary and expressions in English including the steps of presentation and personality. The presentation with computer must be also practiced. The goal of EIL2210 Presentation techniques course is to study on the techniques and the ways to present in academics and business including the important step of the good presentation through example and practice. The researcher studies the learning method which develop the learners to achieve the course objective by assigning students to do the project. Students is assigned to interview the local business owners in Chiang Rai and then present in class. After that students will have a chance to use their knowledge in English to do the project to help those business owners to promote their services or products. They will discuss and present their projects in class again. The students will do the real practice outside class as appeared in Wicharn Panich, (2012:15) stated about the 21st Century learning in the book entitled " Ways to Establish Learning for Students in the 21st Century ." that teacher must design and facilitate learning. Students will learn from doing and then the learning will occur from their mind and brain. This kind of learning we call PBL or Project-Based Learning.

Project-based learning means the learning management which learners choose to do the interested project by conducting the survey, observe, and determine the topic which they are interested. They plan to work together by searching the necessary information, implement the project as planed until they discover something or invent the new innovation. After that they will present to the public. They also bring all outcomes and experiences to discuss, exchange idea in class. The discovery, the concept and the conclusion from the experiences will be also concluded (Thissana Khammanee, 2010: 139). While NYC Department of Education (2009:8) defines project based learning as the learning strategy which enhances students to acquire the knowledge by themselves and present the new understanding through the various kind of presentation.

There were many benefits of using project based learning like the research of Yueyu Xu and Wenqi Liu (2010:369) which focuses on the use of project- based course and its application in tertiary education . The results appeared that this course generates good results in research on improving students' capability of innovation and collaboration. Moreover, the research of Doungnetre Thummakul et.al. (2014: abstract) which aimed at exploring learning effects of conducting projects in the fourth year students with regards to morals, ethics, knowledge and intellect appeared that there were generally high scores in morals, ethics, knowledge, and intellect and the students had high level of satisfaction to the project-based learning. Therefore, it could be seen that the project based learning will develop students' learning achievement. As a teacher in presentation technique course, I used project based learning as the part of the lesson planning of the course used in this research. The specific aims are to enhance the presentation ability of students and they successfully pass all the criteria set up by the research.

## 2. Objectives

- 2.1 To study the learning achievement of students who learnt by project-based learning.
- 2.2 To study the opinions of students towards project-based learning.

## 3. Methodology

### 3.1 The target group

The target group of this study consisted of 23 third year English Studies Major students from the Faculty of Humanities at Chiang Rai Rajabhat University who enrolled in the undergraduate course EIL2210 Presentation Techniques during the first semester of the academic year 2016.

### 3.2 Research instruments

The research instruments of this research were as follows:

- 1) 10 learning plans using project based learning from EIL2210 Presentation Techniques course for 1 semester period of time
- 2) A questionnaire on the satisfaction of students towards project-based learning
- 3) An outline presentation evaluation form for evaluating students' abilities. Five issues were used with a 1-4 quality level scale. The acceptable criterion was at level 3 or at the good level.
- 4) An oral presentation evaluation form for evaluating students' oral presentation abilities. Five issues were used with a 1-5 quality level scale. The acceptable criterion was at level 3 or at the medium level.
- 5) The group interview form to ask for the opinions of students towards project-based learning.

### 3.3 The construction and quality findings of research instruments

The construction and quality finding of research instruments were done as follows;

- 3.3.1 Studied the textbook, related research, thesis and research articles.
- 3.3.2 Constructed the research instruments based on the related literature.
- 3.3.3 Gave the research instruments to three experts to examine the content to find out the quality of the content validity and give the recommendations. The Index of Item-Objective Congruence was between 0.6-1 in every instruments which meant that they could be used with the students.
- 3.3.4 Tried – out the questionnaire with the third year students in English major, the Faculty of Humanities who were not the sample group to evaluate the quality of the question-



naire and then use the completed one with the sample group. The Alpha-Coefficient was at 0.87.

3.3.5 Used the research instruments with the sample group.

### 3.4 Data collection procedure

The researcher collected the data as follows:

3.4.1 The researcher used the project based learning in this course. The evaluation on the learning achievement of students was done by using the outline presentation and oral presentation evaluation forms.

3.4.2 Students were interviewed to ask the opinion including the problems and obstacles towards learning by using project based learning.

3.4.3 Students did the questionnaire on the satisfaction of students towards project-based learning.

3.4.4 The collected data were analyzed.

### 3.5 Data analysis

3.5.1 The data from the questionnaire were analyzed using mean with the following criteria:

- 5 means strongly agree
- 4 means somewhat agree
- 3 means Neither agree nor disagree
- 2 means somewhat disagree
- 1 means strongly disagree

Interpretation of the mean of the questionnaire used the criteria of Boonchom Srisaard (2003:100).

- 4.50 – 5.00 means strongly agree
- 3.50 – 4.49 means somewhat agree
- 2.50 – 3.49 means Neither agree nor disagree
- 1.50 – 2.49 means somewhat disagree
- 1.00 – 1.49 strongly disagree

3.5.2 . Analyzed the scores from the evaluation by using means and percentage.

3.5.3. The content from the interview were analyzed by using content analysis.

## 3. Results

The results of study revealed that most of students who learnt by project-based learning passed the criteria of 75%.

Table 1 Number of the frequency and percentage of the students' scores from the writing presentation outline and oral presentation

Range of the score	Writing presentation outline	Oral presentation	Total
Above 75%	15 (65.2%)	19 (82.6%)	19 (82.6%)
Between 70 to 74%	8 (34.8%)	4 (17.4%)	4 (17.4%)

From Table 1, it was found that most of students or 82.6% had the score above 75 % . When considered in each domain, it appeared that students holding above 75 % from the writing presentation outline and oral presentation were 65.2%, and 82.6%, respectively.

The results from the questionnaire showed that the overall opinion of the students towards project-based learning was at the high level and the students were highly satisfied with having the chance to do something benefit for the society ( $\bar{X} = 4.43$ ). The findings from the interview of students appeared that in this course, most of them learnt the steps of presentation, expressions used in each steps and practice writing the outline and speaking in front of the class. Moreover, they gained more experience in contacting with the entrepreneurs in the community, working in team, time management and solving problems. They were also proud to be able to use their potentials in terms of language and designing the leaflet and menu for the local entrepreneurs.

The results from the interview appeared that students had adequate knowledge for learning new vocabulary and expressions for use in their presentations, they followed the appropriate steps in the presentation, and used the appropriate vocabulary. They also exchanged ideas on the doing project, practice writing project and presentation, asking and answering about the issues in English. Moreover, students said that they practiced all skills in reading, writing, listening and speaking, brainstorming, and recording. These positive accounts are highlighted from some of the statements said by students as follows:

*"I could use the expressions and phrases in the next presentations in the other courses"*

*"I could use this technique to present in the daily life and learnt to exchange ideas with others."*

Some student also expressed improvement in their language proficiency and their increased confidence in using English as the following statement.

*"I felt good because I practice many skills, therefore; my English proficiency is better."*

Moreover, some student also expressed their satisfaction on learning by using project based learning. These were some statements that confirmed these sentiments.

*"I learnt how to work in the team and solved the problems."*

*" I also had more confident on contacting the local business owner."*

*" We are proud of ourselves that we could help the local entrepreneurs to have more income from foreigners."*

*" We also learnt how to design the English menu for the restaurant."*

## 5. Discussion and conclusion

After learning by using project based, it appeared that most of students passed the criteria of 75 % which meant that project based learning could enhance students' learning. The students' achievement might cause from learning by doing project let students had a chance to practice all four skills in English. They exchanged ideas when discussion in class, practice writing project and presentation, and asking and answering about the issues in English. The result of the research is consistent with the research of Sitthipon Artin ( 2001: abstract) which developed the learning achievement by project based learning and the result appeared that learning achievement of students studying using project based learning, as its mean value was 24.72, or 82.40%, which was higher than 80% specified criterion. Also, 77.36% of students passed the criteria, that was higher than set criterion at 75 %. Students' overall satisfaction on learning management by project based learning was also found at the high level.

The overall opinion of the students towards project-based learning was at the high level. The reason of the students' opinion which agreed on the highly satisfaction might cause by students had a chance to do projects by choosing the local entrepreneur and the topic based on their interest. This result is also consistent with Duangnet Thamanet and team (2014:abstract) which aimed at exploring learning effects of conducting projects in the fourth year students with regards to morals, ethics, knowledge and intellect appeared that there were generally high scores in morals, ethics, knowledge, and intellect and the students had high level of satisfaction to the project-based learning. Moreover, the students were highly satisfied with having the chance to do something benefit for the society, and they gained more experience in contacting with the entrepreneurs in the community, working in team, time management and solving problems which is consistent with the research of Nitthaya Moonsarn (2006: abstract) which found that after developing students by using project based learning, students had more life skill on working with others at the high level. Therefore, it can be seen that using project based learning can enhance the learners in both academic and other skills.

## 6. Suggestions

6.1. The kinds of project which was done by students can be applied in other courses which depends on the objectives of the course.

6.2 When contacting with the outside people, the lecturer should prepare students on the appropriate way to approach the community with professional and polite manner.

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## Power Relations between Adults and Children in Thai Children Literature: The Critical Discourse Analysis Revisited

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### Abstract

This study sheds the light on the linguistic manifestations conveying the so-called power relations between adults and children portrayed in Thai children literature. The power relations basically have gained much concern in terms of hegemony, the concept in Critical Discourse Analysis (CDA) where language use can imply both the powerful and the powerless under a certain circumstance within a particular society (Van Dijk 1993, 1995, 1998). The sampling of this study arises from the collection of 14 Thai children literary books suitable for children aged between 3-8 years old and available from 2008 to 2016. The linguistic analysis relies on the use of language at different linguistic levels including choice of lexis (i.e. content words and grammatical words), modality, transitivity, sentence structuring (Halliday and Hasan 1976; Cook 1989) and speech acts (Searle 1969). It is found that adults have always been regarded as the powerful and those having rights to control their children, the powerless. The use of language can be explored from the differences in terms of address terms, action verbs, final particles, connectors, and epistemic modality. The sentence structuring also reveals that adults often use imperative, conditional and reason-consequence constructions signifying that they are more experienced, knowledgeable, righteous, reasonable and powerful than children, thus supporting Wongbiasaj et al. (2006) in that the language use at different levels can therefore reflect political implications in a family level. Other findings in this study, however, reveal that the use of directive speech act are employed by adults to teach children, while children use expressive speech act to convey emotions and commissive one when getting punished. It is also found that there is an attempt for children to be "rebellious" or not to conform to the adults' teachings. Overall, this study also suggests that age differences, socialization, and the notion of social status and roles which are said to be unique in Thai society come into play when producing Thai children literature.

**Keywords:** power relations, adults, children Thai children literature, Critical Discourse Analysis (CDA)

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## Introduction

Not only has children literature served as the great source of entertainment, it is also inevitably an effective tool for educating and implanting social ideology to children (Knowles and Malmkjær 1996; Wongbiasaj et al 2006; Martens 2015). That is, there are a number of stories suitable for their ages and providing entertaining plots for them to follow and raise some questions about the situations within a particular story. The subject matters found in each story are mostly related to children's intrinsic nature including their innocence, dependency, and lack of maturity which cause them to be inferior, vulnerable, submissive and powerless in adults' perspective. Other aspects involve their interaction with other children of the same age and adults, i.e. parents, relatives, and teachers, who are regarded as more superior, powerful, authoritative and mature. These aspects have obviously been illustrated through both verbal language in accordance with dialogues along with narrative descriptions and non-verbal language via pictures, colors, positioning, and so forth.

However, one of the most interesting viewpoints of childhood in children literature concerns the power relations between adults and children. It is also obvious that children exposed to such media are expected to be socialized by their adults, especially parents, in order to fit in a society. In addition, a number of researchers have acknowledged that children literature serves as a type of discourse influencing readers, either children themselves or adults reading the literature for their children, to be transformed, indoctrinated, and empowered by the ideology or hidden agenda within such work (Stephens 1992; Fionda 2001; Keyes and McGillicuddy 2014). In accordance with Critical Discourse Analysis (CDA), this phenomenon is regarded as the social artifact subsumed under the socio-politically-situated condition where there is inequality in terms of social status and power; in addition, language use is the medium that can help epitomize this constructed reality. The differences between adults and children have also found being reproduced frequently in society, accordingly. In this present study, the emphasis is on Thai society which is by far known as "high-context" society, and "age difference" considerably matters in this society. The objective of the present study is therefore to analyze the linguistic manifestations in Thai children's books where the power relations between adults and children were both explicitly and implicitly constructed. The scope of the study relies on only the verbal communication, the micro-level analysis, which will be subsequently discussed in terms of the sociopolitical implications behind the use of language, the macro-level analysis. Regarding the outline of the study, it begins with an overview of ideology which is closely related to critical discourse analysis and previous studies of power relations in Thai children's literature, followed by research procedures, findings, discussions, conclusions and suggestions for further research.

## An Overview of Ideology and Critical Discourse Analysis

Ideology, in general, refers to a set of knowledge, beliefs, ideas, morals principles, ethics, and values held and accepted by the majority of members in any societies from the past to the present (Simpson and Mayr 2010, p.4; Van Dijk 1998). It is related to sociopolitical implications of the society where people live. Van Dijk (2011) defined ideology as practices, either discursive or non-discursive, forming the way people "configure the world" and how they relate their life or play a role in it. One of the important features of ideology relies on inequality in terms of exercising power and domination; that is, the ideological frame is not neutral. Power

relations or so-called “hegemony” therefore occurs, and Critical Discourse Analysis can serve as the crucial interdisciplinary approach to depict this phenomenon through the roles of language which is regarded as the vehicle to reach the ideology as the destination by reflecting, constructing, and maintaining such social practices as power relations.

As the present study focuses on the power relations between adults and children epitomized from Thai children’s literature. The concept of children has been constructed and defined by explicit ideology, i.e. children have to conform to adults’ teachings and controls; and implicit ideology, i.e. children have inequality in terms of power or authority compared with adults. Children, on the one hand, are brought up by families and educated in school. They are molded into a desirable adult to the process of socialization, and expected to be a good citizen and pass on what they experienced to the next generation. Regarding the social status, they are intrinsically inferior, subordinate, lesser worth, ignorant, inexperienced and powerless. They are also regarded as a “minority” group in society even though considered “cultural capital” of modern societies (Mayall 2000). Adults, on the other hand, are by default regarded as those who are more physically and socio-economically powerful than children, and “employ a regime of reward and punishment” (Knowles and Malmkjær 1996, p.43). Sociologically speaking, they tend to have more superior status since portrayed as the knowledgeable, experience and powerful ones. From these viewpoints, language choices in Thai children’s picture book is a powerful ideological device as they mirror ideological perspectives from the authors, who are actually adults, and their society ideological views.

Based on Wongbiasaj et al (2004) in “Award-Winning Thai Children’s Picture Books: A Literary and Discourse Analysis,” the existence of Thai children literature exhibited the establishment of power relations between adults and children. Adults were regarded as more superior than their children due to the construction of legitimacy by exercising their power and, at the same time, depriving of children’s rights. This can be seen through different kinds of language use ranging from words (e.g. verbs, address terms) to sentences (e.g. imperatives, reason-consequence constructions). Adults were therefore portrayed as powerful, while children were powerless. Such realizations implied political implications in terms of power relations in the family level through adults’ perspectives towards (desirable) childhood.

## Research Procedures

The study began with collecting Thai children’s books with illustrations from different sources including Maria Room, Srinakharinwirot University; Office of Academic Resources, Chulalongkorn University; and bookstores including B2S, Se-ed, and Nai-In. The e-books and audio books were not collected in this study. There were 14 books selected by different writers and published by a number of well-known publications for a variety of plots and motifs, and to avoid generalization and idiosyncrasy of a single or a certain group of writer in terms of language use, hence including ช้างน้อยแสนซน *tehá:ŋ nów:j sé:n sōn* by Krirk Yoonpan from Krirk Yoonpan Publication; ก้ามแก้ว *ká:m kē:w* and เจ้าปาดัวน้อย *teá:w pà: tū:a nów:j* by Rawee Nimmanakiat from Chomrom Dek Publication; ขนมหอมแม่ *khà?nǒm khǎ:ŋ mé:* by Krisna Kanchanapa and หมอยากเหมือนพ่อ *phǒm jà:k mǎ:an phǒ:* by Sarawoot Chintachat from Praew Publishing; พี่ปอกกับน้องปาน ตอน ปลอดภัยในบ้าน *phí: pǎ: kàp nów:j pà:n tǎ:n plò:t phāj nāj bá:n* by Sutthida Pliensaisueb and

หนูนิดกลัวผี *nū: nít klūa phī:* by Patcharee Kitpej from Aksara for Kids; แม่มน้อยกับคาถาก่อนนอน *mē:mót nó:j kùp khā:thā: kò:n nō:n* by Cheewan Visasa from Waddaw Publishing; ลูกหมีมีน้อง *lū:k mī: mī: nó:η* by Wongklom from Bannakit Publisher; ห้าพี่น้องกับของเล่นใหม่ *há: phī: nó:η kàp khǎ:ηlén māj* by Wipawee Chakajongsak from SCG Foundation; หมีน้อยแพนด้า by Metta Uthakapan from Praew Pheun Dek; เบลล่าไปวัด by Saraichat Koonchorn Jirapaet from Nanmeebooks; ตึกตาแห่งความทรงจำ *túkkà?tā: hèn khwā:m sōη teām* by Nicha Peechawanit and Lalana Manasirikiat from Class Publishing House; and แม่ของผมเป็นอสูรกาย *mē: khǎ:η phǎm pēn ?à?sū:nrǎ?kā:j* by Nattharinee Saeng-ngam from Srinakharinwirot selected book in Rak Kan-an Project. They were written in prose and the stories must include the interaction between adults and children. The characters within the stories can be human beings, animal or supernatural beings since the stories for children are set in the imaginary world to draw attention to them. As regards the period, the books were published from 2008 to 2016 and suitable for children aged between 3-8 years old. The reason behind this age group can be explained by Piaget's model of cognitive developmental stages (Piaget 1957 cited in Ansell 2005) that children begin to develop their language around the age of 2 and they are at first egocentric or not taking the perspective of other person. Later on, when they are 5-6 years old, they are able to deal with such concrete experience as ordering, classifying and quantifying objects; at the same time, there comes intuitive problem solving until the age of 7-11 when they can acquire complex thought processes and begin to see things from the view of others before they acquire abstract reasoning.

For the analysis, the framework was determined to explore the linguistic manifestations of adult-child power relations, using Halliday and Hasan (1976), Cook (1996) and Wongbiasaj et al (2006) and ranging from choices of lexis to sentence structuring. The analysis of speech acts came from Searle (1969).

## Findings and Discussions

### 1) Choice of Lexis

According to the Thai children's book with illustrations collected, it was found that choices of lexis employed by the authors reflected the so-called "binary opposition" between adults and children, resulting in the two contrastive images within this aspect: adults exhibiting responsible, experienced, powerful, knowledgeable, careful nature; children exhibiting ignorant, inexperienced, vulnerable, naïve, playful nature. The linguistic realizations arose from verbs and verb phrases, address terms, modifying words, and final particles.

The verbs and verb phrases represented the different characteristics between adults and children. The linguistic action verbs or speech, reported verbs (Verschueren 1979; Boonpok 2009) which showed the authority, coercion and legitimacy among adults include ห้าม *hā:m* 'prohibit,' สั่ง *sàη* 'order,' เตือน *tēan* 'warn,' and ต่ำหนิ, ต่ำว่า *tāmni?, tǎ:wā:* 'blame.' They implied that adults had rights to control their children's behaviors and their can deprive of children's right to do something or to resist their power. Another kind of linguistic action verbs showing their knowledgeable, experienced nature involved อธิบาย *?à?thi?bā:j* 'explain,' บอก *bō:k* 'tell,' and สอน, พร่ำสอน *sǎ:n, phrāmsǎ:n* 'teach.' The other kind of verbs pertaining to adults' characteristics are such action verbs as ฟัง *fāη* 'listen,' ช่วย *tehū:aj* 'help,' ทำงาน *tāmηā:n* 'work,' ให้ *hāj* 'give,' ทำ, ลงมือทำ *tām, lōηmī:thām* 'do,' and ทำโทษ, ลงโทษ *tāmthō:t, lōηthō:t* 'punish.' Interestingly,



ฟัง *fāŋ* 'listen' implied that adults tended to be a good listener and careful in terms of exploiting logical reasoning when encountering a particular circumstance. ช่วย *tehú:aj* 'help,' ทำงาน *tāmŋā:n* 'work,' ให้ *hāj* 'give,' ปลอดภัย *plò:pjō:n* 'comfort' and ทำ *tām* 'do' suggested the potential for them to help their children in terms of financial support, health issues and coping with children's conflicts with others. As for ทำโทษ, ลงโทษ *tāmthō:t, lōŋthō:t* 'punish,' they also have authority to punish their children if they behave badly or undesirably. Contrary to adults, the characteristics of children were exhibited through the use of certain linguistic action verbs as ขออนุญาต *khǎ: ʔàʔnúʔjā:t* 'ask for permission,' ขอร้อง, ร้องขอ, ขอ *khǎ:ró:ŋ, ró:ŋkhǎ:, khǎ:* 'request,' 'tell,' showing that children lack their own rights to do anything freely and they tended to have no power at all. The word กรีด *kri:t* 'scream' ตกใจ *tòkteāj* 'shock' กลัว *klū:a* 'fear' also emphasized the fearful nature of children. It can also be noticeable that the action verbs are mainly implemented to portray the characteristic of children including เล่น *lén* 'play,' เล่นซน *lénson* 'play naughtily,' ทำเปื้อน, เลอะ *tāmpī:an, lǎʔ* 'make a mess,' เที่ยวเล่น *thi:aw lén* 'travel,' แกล้ง *klé:ŋ* 'bully' to reveal that they have childish, playful personality; ทะเลาะ *tháʔlǎʔ* 'fight, quarrel' แอบหนี *ʔè:pnī:* 'run away' ไม่สนใจฟัง *mājsǎntēājfāŋ* 'not listen to others' to portray their rebellious nature; ร้องไห้ *ró:ŋhā:j* 'cry,' กลัว, หวาดกลัว *klū:a wà:tklū:a* 'fear' to show their vulnerability; and ทำตาม, เลียนแบบ *thāmtā:m, līanbè:p* 'follow, imitate' เชื่อฟัง *tehí:afāŋ* 'obey' อดทน *ʔòththōn* 'tolerate' to illustrate the sense of conformity or submissiveness among them.

Another aspect concerned the use of address terms and modifying words. That is, a particular set of words, i.e. คุณพ่อ *khūnphǎ:* 'father' คุณแม่ *khūnmē:* 'mother' คุณตา *khūntā:* คุณปู่ *khūnpù:* 'grandfather' คุณยาย *khūnjā:j* คุณย่า *khūnjā:* 'grandmother' ท่าน *thān* 'he/she-polite' were used to refer to adults. The pronouns and vocatives ผม *phǎm* 'I-polite' หนู *nū:* 'I-polite-female' or their own names were used among children. Interestingly enough, for the modifying words, adults were portrayed as แข็งแรง *khéŋrē:ŋ* 'strong' อบอุ่น *ʔòpʔùn* 'warm' อ่อนโยน *ʔò:njō:n* 'soft, tender,' showing the caring nature. Children, on the other hand, were portrayed as the vulnerable ones with the diminutive expressions with น้อย, จี๋ว *nó:j, jǐw* 'little, tiny' such as ข้างน้อย *tehá:ŋnó:j* หมिन้อยแพนด้า *mī:nó:jpē:ndā:* เต็กน้อย *dèknó:j* สุกจี๋ว *hū:kjǐw* were used to emphasize the inferiority of children in terms of physical size, which was metaphorically in correlation with the physical power. These words can also function as the endearment terms, showing that children needed to be protected in adults' viewpoint. It can be evident from this point that address terms as well as certain modifying words can reflect the age differences among adults and children in the sociolinguistic perspective (Afful 2006). The other aspect involved the use of final particles, which is added at the end of any utterances to mark politeness (Prasithratsint et al 2001). Adults were found to employ จ๊ะ *teáʔ* and ลูก *lū:k* which were mostly used among the elder to express compassion, whereas ครับ *khraph* ค่ะ *khàʔ* ขา *khá:* were used among children to show respect to the elder.

## 2) Sentence Structuring

A number of syntactic constructions exhibiting the power relations between adults and children were found from this study including the reason-consequence construction, the conditional construction, the imperative construction, and the causative construction. It can be noteworthy that adults tended to use this construction when they interacted with their children. To begin with the reason-consequence construction, it consisted of the cause-effect relationship

within a complex sentence, and in this study, with or without discourse connectors. In addition, it represented the power of adults since the logical reasoning implied that adults belonged to the realistic world so they were totally reasonable and experienced. As a result, it was to construct the reality automatically and naturally, thus being inevitably undoubtful for children. Below were the examples of this construction:

ก้ามแก้วลูกแม่ น้ำทะเลลดลงมาแล้ว รีบกลับบ้านเถอะลูก  
kâ:mkê:w lû:k mē: ná:m thá?lě: lótlōŋ mâ:k lé:w rí:p kláp bâ:n thǎ? lû:k  
Kamkaew kid mom water sea decrease much already hurry return home PAR  
kid  
“Kamkaew, my dear. It’s low tide. Please hurry to home.”

ปานยังเด็กอยู่ ไม่ควรใช้มีดเอง เพราะมีดอาจบาดมือหนูได้  
pà:n jǎŋ dèk jù: mâj khū:an tǎháj mī:t ?ē:ŋ phró? mī:t ?à:t bà:t mī: nū: dâ:j  
Pan still kid ASP not should use knife yourself because knife may cut hand you  
ASP

“Pan is still a child. You shouldn’t use a knife by yourself because it will cut your hand (or finger).”

The conditional construction was also employed when adults had their own rights to determine or condition the children behaviors by providing the limited disciplines for children to conform to or behave properly. Children will then know the consequences of doing or not doing something. The zero conditional was clearly seen in this case as it represented factual implications as conditions of a particular circumstance with consequences of such conditions. In Thai children’s books, the construction occurred with the explicit conditional word ถ้า *thâ:* ‘if.’ The conditional construction was similar to the reason-consequence one in that it showed the logical, temporal sequences of two events and performed a variety of functions as reasoning, making inferences, and imaging correlations (Traugott 1986). To clarify this point, the examples can be drawn as follows:

เตาแก๊สอาจเป็นอันตรายกับเด็ก ๆ ได้ ถ้าหากเราปิดไม่สนิท  
tāwké:s ?à:t pēn ?āntà?rā:j káp dèkdèk dâj thâ: rāw pít mâj sà?nít  
stove may be dangerous to children ASP<sup>3</sup> if we close not complete  
“The gas stove may be dangerous if we do not turn the valve off completely.”

ถ้าอยากมีผมที่สวยงาม สวย เหมือนพ่อ ต้องรอลูกโตก่อนนะ  
thâ: jà:k mī: phǎ:ŋkhō: sǔ:aj sǔ:aj mǎ:an phǎw: tǎw:ŋ rǎ: lû:k tǎw: kò:n ná?  
if want have mane beautiful beautiful like dad must wait kid grow before  
PAR  
“If you want to have a beautiful mane like me, you have to be grown-up.”

<sup>3</sup> The grammatical categories were represented with the use of abbreviations including: ASP = ASPECT; PAR = PARTICLE; CAUS = CAUSATIVE

The imperative construction can also imply adults’ power as they were able to order their children to do proper things. Similarly to the causative construction in which there was the causative verb ให้ *hâj* ‘give’ that preceded the main verb to show directive causation to cause someone to do an action (Iwasaki and Ingkaphirom 2005), it was adults that used this construction to have their children do something and/or give them permission to do something.

เช็ดตัวให้แห้งแลใส่เสื้อผ้าได้แล้ว

tehét tū:a hâj hê:ŋ lé? sàj sî:aphâ: dâ:j lé:w  
wipe off body give dry and wear clothes ASP ASP  
“Wipe off your body and wear clothes.”

ขนมของแม่ แม่ให้เอามาฝากลูกหมี

khà?nǒm khǒ:ŋ mē: mē: hâj ?āw mā: fâ:k lú:k mǐ:  
sweets of mom mom give-CAU bring come give baby bear  
“Mom has me give you her sweets.

Regarding some grammatical categories, the use of modality and transitivity was also found interesting when emphasizing such power relations. It was found that adults much more frequently used such modalities with main verbs, i.e. ต้อง *tǒŋ* for obligation; ต้องไม่... *tǒŋmâj* for prohibition; and ควรจะ *khūanteà?* for suggestion, emphasizing that their duty was to teach their children to do or not to do something. The modal verbs indicating probability, i.e. อาจจะ *?à:tteà?* จะ *teà?* were also used to predict the outcome of desirable and undesirable behaviors. Transitivity can also be found to mark passive construction with ถูก *thù:k* where the focus was on the children, especially when they had done undesirable things and then got harmed.

ลูกอาจถูกไฟดูดเป็นอันตรายถึงตายได้

lú:k ?à:t thù:k fâj dù:t pēn ?āntà?rā:j thǐŋ tǎ:j dâ:j  
you may PASSIVE electricity shock be dangerous to death ASP  
“You may get electric shock till death.”

เวลาล้างผัก ต้องล้างให้สะอาดด้วยนะจ๊ะ

wē:lā: lá:ŋ phàk tǒŋ lá:ŋ hâj sà??à:t dū:aj ná? teá?  
time wash vegetable must wash give clean ASP PAR PAR  
“You have to rinse off vegetable thoroughly.”

### 3) Speech Acts

Basically, speech acts are the utterances which function in communication and are related to real-life situation where the meaning of an utterance is judged or interpreted based on the intention of a speaker or a certain circumstance (Austin 1962; Searle 1976). A speaker or a writer can perform speech acts when they offer request, greeting, apology, suggestion, obligation, complaint, compliment or refusal. Speech acts, in fact, covers any kinds of linguistic units: sounds, words, phrases, and sentences.

In this study, speech acts were found including representative, directive, commissive, and expressive acts. First, the representative speech act involved the way adults provided information or knowledge to their children. Another speech act involved the directive one where adults mainly used to socialize their children, reflecting the rights for them to control their children’s behaviors. It therefore functioned to order, to force, and to suggest. Children were expected to behave properly and not to do anything which deviates from the social norms. To illustrate, the use of conditional, causative, and imperative constructions aforementioned were of good examples. There were no directive speech acts that intended to teach children to something undesirable, conforming to Wongbiasaj (2006). The directive speech act was, in this study, the way to emphasize age differences between adults and children in terms of superiority and inferiority in terms of social status, or in Thai รู้ที่ต่ำที่สูง *rú: thî: tà:m thî: sŭ:ŋ* ‘know who is high (superior) and who is low (inferior).’ Children have lower status than those of adults so they need to obey the elder, accordingly.

The commissive speech acts, interestingly, occurred when children promised their parents to do something or not to do something after they had been physically and/or socially punished such as being injured, confronting difficulties or danger, and being blamed. That is, it occurred after the process of socialization with both implicit and explicit linguistic performatives. For instance, the implicit one included the way children felt guilty and did not want to do such a bad thing again.

“โอ๊ย เจ็บ ฮือ ฮือ ฮือ”.....

ʔó:j tɛ̀ɛp hɪ: hɪ: hɪ:  
ouch hurt sob sob sob

“That hurts...”

“สัญญากับพ่อสิว่าลูกจะไม่ทำพฤติกรรมอย่าง นี้ อีก”

sǎnjā: kàp phò: sì? wâ: lú:k tɛ̀ə? mâj thām phrítti?kām jà:ŋ ní: ʔi:k  
promise with dad PAR that you will not do behavior like this again

“Promise me not to do this again.”

“ครับคุณพ่อ ผมเข็ดแล้วครับ”

kh ráp khūnphò: phǒm khèt lé:w kh ráp  
PAR dad I-masculine learned already PAR

“I do. I’ve learned.”

On the other hand, the explicit one occurred when children directly promised not to do something. It can be exemplified as follow:

“แม่จ๋า หนูกลัว หนูจะไม่หนีมาเที่ยวไกล ๆ อีกแล้ว”

mê: tɛ̀á: nŭ: klŭa nŭ: tɛ̀ə? mâj ní: mā: thî:aw klāj klāj ʔi:klé:w  
mom PAR I afraid I will not escape come travel far far anymore

“Mom, I’m so frightened. I promise not to run away far from home anymore.”

As a consequence, the desirable children are expected to conform to the directive speech acts performed by adults and fulfill the commissive speech acts when children promise to do or not to do something. The results of their promise will be obviously seen at the happy ending of the story. The other interesting aspect relies on the expressive speech acts when adults expressed their feelings towards the behaviors of their children, e.g. compliment or complaint. Children, however, performed such speech act through directly expressing negative emotions, e.g. hurt, disappointment, anger, and fear.

#### 4) Discussions on Children’s Rebellious Nature

Children’s rebellious nature was found in Thai children literature collected. They intend to resist the adults’ power as they desired to be like the adults or to indulge their needs. To illustrate, they ran away from home, became stubborn, wanted to be like their parents, and even transformed into monsters to make their parents fear of them and do what they wanted.

ช้างน้อยเบื่อคำว่าอย่า...อย่า...และอย่า...ของพ่อแม่มาก  
təhá:ŋ nój bì:a khām wá: jà: jà: lé? jà: khǎ:ŋ phô: mē: mâ:k  
elephant little bore word that don’t don’t and don’t of dad mom much

มันจึงแอบหนีพ่อแม่ไป  
mān tɛŋ ʔè:pnī: phô: mē: pāj  
it so run away dad mom go  
“Little elephant is fed up with his parents’ word “don’t...” so he runs away from home.”

Some who could not resist adults’ power also regarded their parents metaphorically as “monster” or “evil,” for example:

แม่เป็นอสูรกายนี้เอง ถึงได้ใจร้าย  
mē: pēn ʔàʔsū:nrâʔkâ:j ní: ʔē:ŋ thīŋ dâ:j tɛāj rá:j  
mom be monster this PAR so ASP heart wicked  
“Mom is a monster. That’s why she’s so wicked.”

Additionally, the desire to have a mane implied that the child, the baby lion, struggled for power, authority, and respect from others, similar to his father, who was the king of the forest. The role learning in this case corresponded to the psychosexual development stages subsumed under Sigmund Freud’s psychoanalytic approach (1905).

ผมอยากมีแผงคอสวย สวย เหมือนพ่อบ้าง  
phǒm jà:k mī: phǎ:ŋkhō: sū:aj sū:aj mǎ:an phô: bâ:ŋ  
I want have mane beautiful beautiful like dad PAR  
“I really want to have such a beautiful mane like you, dad.”

All these behaviors exhibited the undesirable traits of children to struggle for their own power, or so-called “rebellious nature.” However, these actions eventually caused children to experience failure and get punished at the end of the story. Children were therefore to improve themselves until they were more grown-up and could do whatever they wanted. However, it is recommended in this study that there should be the comparative study in terms of power relations through Thai children literature and children literature in Western contexts in the future in order to view similarities and differences of such power relations at a family level.

## Conclusions

It can be concluded that different levels of linguistic manifestations represent the constructed reality in terms of binary opposition in both status and roles of adults who are more superior, powerful and children who are less superior, powerful. At the word level, it can be seen from certain verbs, address terms, modifying words and final particles. At the sentence level, reason-consequence, conditional, imperative constructions, along with such grammatical categories as modality and transitivity, were employed mostly by adults in order to warn, instruct, force, allow, explain, and blame. At the pragmatic level, the use of different speech acts can also help depict the contrastive images between adults and children. Despite the fact that adults are more powerful than children, some children still have rebellious nature to resist the adults’ power. These linguistic representations were employed as a device to the ideology in terms of adults-children power relations; that is, to maintain the power of adults and to control their children’s behaviors. Last but not least, even the imaginary world to which children are exposed, there has still been the political thinking towards children in the view of adults. As Wongbiasaj (2006) proposed:

“The way we think about childhood has political implications. Our understanding of children tends to be filtered through adult perspectives and interests.”

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## Social Ideology in Thai Literature of Sufficiency Economy Genre

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### Abstract

This research article aims to study social ideology appeared in Thai literature of sufficiency economy genre. 24 works of literature were brought to conduct a study and divided into 3 genres, that is to say, 3 sufficiency economy philosophy novels, 14 sufficiency economy works of juvenile literature, 7 sufficiency economy works of cartoon literature. Regarding study results, it is found that social ideology as appeared in Thai literature of sufficiency economy genre is recognizable by publicity and vital to publicity such as to be a principles in way of life, code of conduct and way of life with consistency and in many opportunities, as well as to be a contribution in uniting group of people all together, which are 1) Monarchism 2) Community Culture Ideology 3) Green Society Ideology 4) Postmodernism, all of which are established and created by the society itself and expressed through literature henceforth leading to practical aspects, i.e. a belief and faith in such ideologies.

**Keywords:** 1. Ideology (ies) 2. Discourse 3. Sufficiency Economy

## 1. Introduction

A study on social ideologies appeared in Thai literature of sufficiency economy genre is an investigation in definition of "ideology" and "Thai literature of sufficiency economy genre" in Thai society according to Thailand Royal Institute Dictionary, B.E. 2525 defined "ideology" as "a noble ideology encouraging human to fulfill", Thailand Royal Institute Dictionary, B.E. 2542 defined "ideology" as "a regulation to be a rule for fulfilling desired target" (page 1381). That is to say, ideology means "imagination that is considered to be a principle standard of moral goodness, gracefulness and reality in whichever way deemed as a goal of life by human and as a guideline to fulfill his/her goal".

Furthermore, The National Identity Office defines "ideology" as "a kind of system of belief collectively recognized by people in society; a kind of belief vital to a way of life of people and a conciliatory principle and a principle to be a code of conduct and a guideline for way of life properly and consistently, moreover, confidence that have to be contributed to unite people together or to support and encourage them to cite it for activity participation"(Chandi Saenhao, cited in The National Identity Office, 1986:11). Therefore, "ideology" in Thai society viewpoint means "an ideological system or system of belief related to life and society", they are collectively accepted as good and graceful matters which should consistently adopt to be a guideline in way of life and are cited for participating activities together in order to reach a goal gracefully.

Similar to vital concept of Thai society: the sufficiency economy, it is a philosophy adopted as a guidance in way of life, which is the royal idea of H.M.King Bhumibol Adulyadej as the royal guidance for Thai subjects for 30 years. Since 1974 until nowadays, the concept: meaning, method and guideline has been constantly propagated by several parties from both public and private sectors to encourage people to be self-sustainable for living with affordability, moderation, reason, self-immunity, not carelessness, respective self-development, as well as upholding virtue as a foundation of life (Santiphot Klapdi, 2010:62).

Thus, the literature works is created to show a concept of sufficiency economy philosophy. Given that, Thai literature of sufficiency economy means a literature that has diverse forms and literature components, that is to say, Thai literature of sufficiency economy has romance genre which connects issues and problems and expresses through a presentation about life and problems in society, especially economical problems realistically. Action in story is intrigued and urge to follow; moreover, characters are created with realism in mind. Language is gracefully and elegantly authored, eloquence describes figure of speech for readers to deeply image along. In Thai literature of sufficiency economy genre, juvenile literature, it has a motif of story to encourage bmorality and virtue for juvenile to be aware; action usually utilizes child character as protagonist. The story is usually events in routine life of the child, easy to understand and prefer pictures for storytelling in order to attract children. As for cartoon literature, it has motif related to adventure, language is concisely and simply authored. Pictures is utilized to attract children. Furthermore, in poetry such as poem, it has motif related to routine life of child. Language to convey meaning is simply, beautifully, rhythmically, harmoniously and aesthetically authored; words is graceful in order to be easily understood by children (Supawadi Yuwadi, 2012:4).

The researcher has conducted a survey on Thai literature of sufficiency economy genre. Preliminary, it was found that recently, many units has promoted in authoring Thai literature of sufficiency economy genre for only 24 works. They are divided into 3 genres: novels, juvenile literature and lastly, cartoon literature. The researcher is interested in the study of social ideology in Thai literature of sufficiency economy genre in order to reveal ideologies as they are the highest target for presenting this literature genre. In the study, ideologies of discourse, Michel Foucault and Louis Althusser have been adopted.

## 2. Objective

2.1. To study social ideologies in Thai literature of sufficiency economy genre.

## 3. Study Scope

In this research, a delimitation is specified by selecting Thai literature authored with a concept of sufficiency economy in mind. Criteria for selecting Thai literature of sufficiency economy genre which authors adopted a sufficiency economy philosophy in their works is a source of book printing press, an award, a preface or introduction as in all 24 works, all above criteria must be stated in writing and with images. Nevertheless, particularly works with apparent adoption of sufficiency economy philosophy from 2001 to 2011 were gathered to be data in the study. 24 works of literature of sufficiency economy genre have been collected. They can be divided into 3 genres (2001-2011) 3 novels, 14 works of juvenile literature and 7 works of cartoon literature as follows:

### 3.1. Thai literature of sufficiency economy genre: Novels:

- 3.1.1) Dear Debtor (Luk Ni Thi Ruk) (2011) by Chakriya
- 3.1.2) Fire and Water (Nam Len Fai) (2010) by Kridsana Asoksin
- 3.1.3) Phaen Din Hua Jai (2011) by Duang Thawan

### 3.2) Thai literature of sufficiency economy genre: Juvenile works

- 3.2.1) Sufficiency Economy Family (2007) by ML.Debchatra Sawadiwatana
- 3.2.2) A Boy and Bodhi Leaf (2007) by Wichitara Apichatkriengkrai
- 3.2.3) Pho Nayok Saimai Ban Noong Hi (2010) by Somkhit Singsong
- 3.2.4) Think and Though Sufficiently (2011) (Ru Kid Ru Chai Yang Pho Phieng)  
By Atcha Shiwaphan and et. al.
- 3.2.5) Fun Fun 7 Days, Episode: Market Fair in the Garden (2011)  
by Potjanee Thimsak and et. al.
- 3.2.6) Fun Fun 7 Days, Episode: Money, where are you? (2011)  
by Potjanee Thimsak and et. al.

- 3.2.7) Fun Fun 7 Days, Episode: Grandmother's Birthday (2011)  
by Potjanee Thimsak and et. al.
- 3.2.8) Little Deer and Tiger (Kwangnoi Lae Sua) (2011)  
by Ruengdej Thimanos
- 3.2.9) Whose Money? (Ngoen Khong Kai) (2011) by Ruengdej Thimanos
- 3.2.10) The King Legacy (Tam Roi Por) (2011) by Ruengdej Thimanos
- 3.2.11) The Repentant Yo (Nong Yo Klap Jai) (2011) by Ruengdej Thimanos
- 3.2.12) The Teaching of Senior (Pi Toi Son Nong) (2011) by Ruengdej Thimanos
- 3.2.13) Uncle Bunma and Aunt Malee (2011) by Ruengdej Thimanos
- 3.2.14) Self-sustainable Village (2011) by Ruengdej Thimanos

### 3.3) Thai literature of sufficiency economy genre: Cartoon

- 3.3.1) One man and 37 Years of Sufficiency Economy (2012)  
by Somchai Kajornsakchai
- 3.3.2) Sufficiency Economy Family, Volume 1-15 (2009)  
by Nirunsak Bunchan and et.al.
- 3.3.3) Following H.M. Legacy with Sufficiency Economy (2009)  
by Somchai Kajornsakchai
- 3.3.4) Operation of Sufficiency (2008) by Sutharot Noenplot
- 3.3.5) The King Ideas Wonders, Episode: The Gang and Sufficiency Economy  
(2007) by Pornthip Bunmonkol
- 3.3.6) Sufficiency Economy: Leading Society towards Peaceful and Happy  
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Development Board
- 3.3.7) Bai Thong Grandma (2006) by Ruengsak Duangpla

## 4. Conceptual Framework

This study, a discourse and Michel Foucault will be adopted as they have an important role to modern education science, especially an education on discourse as it is regarding power and knowledge, knowledge is one of a power of discourse, the power of discourse is not as defined in Thailand Royal Institute Dictionary, B.E. 2525 as "power" is "the right, force, violence and compulsion" (Page 905) or "to enforce, threat, harm with violence"; however, the power of discourse is an intelligent power, knowledge and expertise, all of which are the powers hidden in inequality of society, created to persuade members of it to believe they are real, eventually, to be accepted or even supported by them unconditionally.

Moreover, a concept of ideology was changed as the consequence of World War as the war depicts ferocity and atrocity of humanity against their own kind. Therefore, humanity have to re-introspect their knowledge, reality and goodness. Some academicians have proposed an idea: there are no true "nature" of human beings as the nature of human beings is a whole "cultural combination" (Chusak Phatarakulwanit, 2002:396-397). Therefore, the formerly-believed ideology that is a noble one and should be uphold is just "imagination" in order to combine and create definition to praise goodness of humanity and society.

Louis Althusser expressed opinions on "ideology" as it is a process to reproduce to pass on ideology (reproduction of ideology). As nowadays, many ideological systems are created and there are some that are created and disappeared. Only some major ideas remains as these ideas have a chance to be passed on through institutes and mechanisms of society to be consistently recognized by members of it. Especially when ideologies being abstract, the reproduction has to be done in concrete forms to counter its true nature (abstract) (Pimporn Sunthonwiryasakul, 2008: 29). Thus, ideologies are the ways leading to reality as happened by people in society and not bound to imagination anymore. Given that, the researcher is interested to study social ideology in literature to reveal a process of ideology creation appeared in literature for Thai society.

## 5. Methodology

5.1. Survey and gather Thai literature of sufficiency economy genre, which authors express their intentions to convey a story by adopting a concept of sufficiency economy as the theme for presenting, as well as by studying data related to discourse and ideologies in literature works in order to be a model for analyzing social ideologies appeared in Thai literature of sufficiency economy genre.

5.2. Study and analyze all works of Thai literature of sufficiency economy genre and classify them.

5.3. Study and analyze discourse and ideology in Thai literature of sufficiency economy genre.

5.4. Summary

## 6. Results and Conclusions

From the study, it is found that social ideologies appeared in Thai literature of sufficiency economy genre, which are 1) Monarchism 2) Community Culture Ideology 3) Green Society Ideology and 4) Postmodernism, all of which are ideas created and combined by society, then transferred through contexts of literature towards practical part i.e. belief and faith in such ideologies further.

## 6.1) Monarchism

From the past to present, Thai people has had tight relationship with royal institution, consequently transformed into an ideology of tremendous respect, love and faith as the king of Thai subjects is not only a head of state or also ruler but a beloved father who looks after his children for whole land. This kind of belief is reflected on concrete evidence from the king's multifarious duties in order to make His Majesty's subjects to live with happiness and peacefulness; therefore, in Thai people's viewpoints, royal institution means the highest institute. The king is a head of state, loyalty, unity centers of Thai subjects; moreover, His Majesty is also the person who upholds divine virtue and is respected and worshiped by all His Majesty's subjects. The king is considered as a head of large family as His Majesty is who rules the land; thus, in Thai society, people names the king as "Nai Luang (sovereign)" "Pho Luang (the king)" meaning the one who rules as the father above all and the father who owns his subjects. Thai people are everlastingly loyal to the king.

For this reason, a sovereign in Thai society is considered to be the highest institute which people has respected all along, eventually transformed into an ideology reflecting the king as a head of state, father and the great ruler of the land. Similarly, the study of Thai literature of sufficiency economy genre reveals an ideology of monarchism, for example

My dear child, do you know Nai Luang (sovereign) has worked so hard than our many times? And in each works, our king works for his people. If the place is dry, the king will make it flourish with water. If the soil is spoiled, the king will amend. If the land is dry, the king will make it flourish with water with endeavor. And most importantly, the king teaches us to be diligent, work hard and honesty for the best of ourselves.

(Sufficiency Economy Family, 2007:147)

As above paragraph, it is found that Thai literature of sufficiency economy genre uses descriptive eloquence as "Nai Luang" which the word, "Nai Luang" is assumed that it was used in the reign of King Mongkut. The origin of the word is possible from "Nay Luang (Master)" or "Nay Khong Luang (Master of Servants)" or "Nay Khong Khon Luang Khon Ratchakarn Thang Puang" and reduced "Nay" to "Nai" and is possible from "Nai Wang Luang" as people in the time did not know the full name of the king; consequently, there was the words to call the king's name such as His Majesty's palace or the things to call His Majesty's name, for example the King Tai Sa (Sanphet IX); therefore, the word of "Nai Luang" is possible from the reduced form of the word "Nai Wang Luang" or "the King in His Majesty's Grand Palace".

However, Nai Luang for Thai people means "father who gives life" as above sample, it demonstrates monarchism which the author mentioned the royal kindness of H.M. King Bhumibol Adulyadej bestowing to Thai subjects such as problem solving for water scarcity, land scarcity for making a living and soil problems, furthermore, bestowing a royal teaching about diligence, honesty and good faith to be praised as the father of water, precipitation, soil and agriculture of Thailand as the saying:

Every inch in Thailand, how near or far, remote are they, the king shall head to see His Majesty's subjects. Any place where is unreachable and uncared for by official, the king shall reach there. There are no kings in the world are to bend down Their Majesties' heads to their subjects, listening to their subjects. There are no kings in the world, whom do His Majesty's work under falling rain, covered by the dark and anywhere with dangerousness even in the battlefields.

(A Man Committing the Life for His People, 14-18)

Moreover, Thai literature of sufficiency economy genre also reflects monarchism saying "**the king who is a mentor of the land**" being a role model of self-sustainability starting from land allocation with new theory farming as follow:

Nai Luang (sovereign) has experimented and found that in 15 rais of land, it should be divided into 4 sections according to 30-30-30-10 principle, that is to say, dividing area for 30% is to dig a pool, other 30% is to cultivate rice, last 30% is to be an orchard and area for 10% is to be a shelter, build a house, build farm buildings, barns, as well as road and footpath.

(Sufficiency Economy Family: 2007:116)

According to above paragraph, it demonstrates how to do integrated farming or new theory farming as a royal teaching on "dividing 4 sections according to 30-30-30-10 principle" describes to see a proportion how to allot cultivation, especially cultivating rice. His Majesty's priority is concern rice breeding considerably as a result there was rice sowing in Suan Chitralada demonstration farm, Dusit Palace in order to develop rice varieties to be more robust and to bestow to Thai people intermediately. Eventually, His Majesty's endeavor was recognized and revered as "**rice from father**" as the king kept the priority of rice and rice farmers bound in mind. The rice farmers are regarded as the national backbone. A presentation of a concept of sufficiency economy, therefore, reflects a social ideology towards the royal kindness bestowed to Thai subjects.

## 6.2) Community culture ideology

A community culture is a soul, ideological system, value system and ideology as established by a community, it is filtered and passed on. As a village culture or community culture of Thailand relates to natural environment, settlement, way of life (Chatthi Natsupa, 1998: 115). The culture was created in Thailand around the year of 1977, this ideology was presented by NGOs and several academicians experienced in community development. It has been an ideology of NGOs until the present time. The "community culture" is regarded as an alternative in solving problems and sustainably developing community. It based on in potential of villagers they have knowledge from wisdom, way of live, belief, as well as community network being able to make villager live happily and to sustainably gain development in life of community (Kamolthip Kanpan, 2011:2), especially local wisdom in each area as it is different. Thai literature of sufficiency economy genre reveals a community culture as follows:

Today uncle Bunmi  
 Is delightful and happy  
 Weaves that basket skillfully.  
 And aunt Bunlai  
 With strenuous body  
 Weaves that beautiful bag.  
 See Uncle Bunchu?  
 Who is outstanding.  
 Weaving a coop,  
 Weaving a fish trap  
 Are for catching fish.  
 When there are spare,  
 Give them to aunt Buntha  
 To make pickle fish  
 For eating lastingly.

(The Teaching of Senior (Pi Toi Son Nong), 2010: 9-13)

Even a village was isolated, but its dweller lived with happiness as the natural richness, fertility of soil, abundance of forest and water. At the village, there was a small canal flowing from a top of the mountain all the year as it was undepletable. The flow of water circled and veered along the house, rice field, orchard as if there was a one who did a small irrigation for the village. With this irrigation provided by the nature, products such as rice, plants and fruits are yielded abundance; thus, villagers could live through all the year and drought and barrenness could not touch this village as they wrought the other.

(A Boy and Bodhi Leaf, 2007: 12)

From above story, the Teaching of Senior (Pi Toi Son Nong), it is about Toi and Kong who are siblings, living with father and mother. One day, Toi was allowed to bring her younger brother to visit uncle Bunma. When arriving, they met uncle Bunma and aunt Bunta, uncle Bunchu and aunt Bunlai whom they were weaving wickerwork such as a bag, coop and fish trap to catch fish for making pickled fish. From the paragraph, "**Weaving a coop, Weaving a fish trap**", it conveys "**a local wisdom**" of Thai bamboo as wickerwork is a craftsman which villager weaved from the ancient time as in the time, when the harvesting period ended, villagers usually had a leisure time from the rice farming; therefore, they preciously used the time by



marking a living to increase income such as growing field crops and fishing. Regarding fishing, they fished along brook, swamp, river and marsh and used equipment: fish traps which were the popular equipment in that time, especially a man who wanted to settle down. Villagers determined for their children prior to settle down to be able to do things such as weaving earthenware steamer, rice cooking bamboo-made container, bamboo bucket, basket and weaving fish traps. Given that, a man would be considered as real man (with appropriate skills); otherwise, he would be disdained by daughter-in-law families that he would not earn a living for their daughter well. Fish trap weaving, therefore, was a test of endeavor for a man.

### 6.3) Green Society Ideology

a green society ideology means a developed society with balance, suitability and self-immunity for peacefulness and happiness according to a conceptual framework according to efficiency economy principles; therefore, society in Thai Literature of Sufficiency Economy Genre is a foundation for presenting such ideology as green color conveys coolness and a mellow sight; furthermore, the color means prosperity of local resource. A prosperously natural resource environment is as follows:

At dawn, sunlight shined on rice fields outside of the windows. I could see the vast land stretching as far as I could see like clear and luminous verdant velvet carpets. When the wind blowing, hundreds of thousand, million rice trees were shook like a ripple of wave, amusingly teasing with each other. A shabby scarecrow also swung his hands like a monkey as he wanted to enjoy with dramatic dancing of this farms with his movement. Ten of birds shrouding themselves in mass of grasses and rice fields, looking for insects to eat startled and soared to the bright sky...bright like it was painted with blue color, painting on small cloud, painting on that, in this, drifting on the vast sky like the cloud looking to us with kindness and tender smiles.

(Phaen Din Hua Jai, 7)

From the description of gracefulness of nature in rural rice fields by selecting words able to convey meanings such as "At dawn, sunlight shined on rice fields outside of the windows..." it conveys a shining of morning sunlight to see a vast rice fields; moreover, it depicts by utilizing metaphor like "...the vast land stretching as far as I could see like clear and luminous verdant velvet carpets..." conveying a vast and wide land covered with verdant grasses on all soil, creating a fresh feeling and prosperity of nature in rice fields.

### 6.4) Postmodernism

Postmodernism means an ideology born from questions on advancement in modern time under an ideology of discourse in capitalism development. Capitalism was established in Thailand since Thailand having national development in accordance with 1<sup>st</sup> national and social development plans, B.E. 2504, this has made Thailand to know a process of development discourse to modern one as created by western world such as a support and promotion by state,

as well as providing facility for entrepreneurs to run business as they are who create prosperity and security of economy for a nation; Moreover, the state offers an opportunity for private sectors to gain freedom in selecting goods and services. All of these are influenced by capitalism as believed by the state it will create wealthiness and for a nation; moreover, a capitalist will help people get their jobs, higher income and, in case of good management principle, will also help bringing profits to manage welfare for domestic labors to have good livelihood (Thapthim Wongprayun, 1993:156:159).

A presentation of postmodernism in Thai Literature of Sufficiency Economy Genre is an attempt of community assembly to create more economic activities and other in its society such weaving wickerwork for use, olericulture, rice farming, plantation and etc. A goal is to create strength for community, to reduce an unnecessary technology dependence, to live together equally and to aware the truth regarding capitalism. Eventually, this leads to a structure and community culture, which can consider from Thai literature of sufficiency economy genre as it emphasizes on Thai societies in the past, most of them had characteristics of production for self-sustainability, producing for consuming in households without depending on modernism of capitalism. This kind of genre creates a comparative pairs of a sufficiency economy ideology and capitalism to be competitive in order to drive one of these ideologies to be recognized and followed, making them to be diverse as able to consider from this example.

A story: Dear Debtor (Luk Ni Thi Ruk) mentions Aomsin as an employee in an advertising agency, she was extravagant, eventually, to be in huge debts. She had to avoid creditor to make a demand. At last, she was helped by her friends to release from huge debts such as household accounting, number 3 marvelous plan to release her from the debts in three months. She opened a blog: How to release from debts, stopped buying yearly sales, did olericulture on rooftop, wrote some books. She had to fight with her desire as follows:

With laughter of her friends, she blushed and saw Ithipol shook his head. As for the other, they looked at her like a stubborn, impenitent and stupid criminal. With the attitude of her colleague, it made her like a fool as being a victim of capitalism despite Jirasuda still held her newest smartphone model which caused her to make a great effort to get before anyone else. Reminiscing about that day, she was furious as she was sensitive and lacked of self-immunity.

(Dear Debtor (Luk Ni Thi Ruk), 2011: 211-212)

He wished to use knowledge as he learned from far away land in here with a dream to do in every his effort to make this Bang Som Prio land to be developed with firm and secure roots not to follow with "global mainstream", not heading towards producism and consumerism as many communities adopted without thinking, experiment or even finding appropriate level with their communities, only open arms to global mainstream flooding in like a flood blowing life and soul away to indulge with freshness and coolness at first, then the force would stub roots away to float helplessly and coldly in this furious stream.

(Phaen Din Hua Jai, 7)

From such conversation, a conflict between main character, subdistrict headman kai-thong with development mainstream for a survival of a way of life of traditional community, as well as development of homeland to survive from development mainstream in society and economy as Thailand is facing.

A story: Sufficiency Economy Family (2007) demonstrates a behavior of a boy, Phoensap who consumed goods as mainstream. A family background of the boy ran a large business, with the boy being only son of the family, his mother and father bought a new model motorcycle for him; nevertheless, the business operated at a loss causing the boy not to go to school as suffered from embarrassment. However, when teacher Suda knew, she request a help from Phophieng to talk with Phoensap to change an attitude back to sustainable life to compete against Phophieng that who are doing better.

A boy with the same age as Phophieng rode a new model motorcycle ordered by Rueng Reuang Motor in municipality. Many students craned their head and looked at the motorcycle as two week ago, the boy, Phoensap Mangmi, the son of fresh-food market and the largest convenient store in municipality bragged with all of them that he would get the newest motorcycle soon.

(Sufficiency Economy Family, 2007:33)

That is to be said, Thai literature of sufficiency economy genre is only a part to present social ideologies, each ideologies can reflect an endeavor and good intention of authors: first aspect: to make readers aware sustainability which is a royal concept of H.M.King Bhumibol Adulyadej, second aspect: to reveal a process in presentation of meaning of sustainability reflecting from several ideologies via cultural media of Thailand. Thus, Thai literature of sufficiency economy genre is a valuable medium that should be studied further.

## 7. Discussion

From former studies, it was found that there was no person conducted a study on Thai literature of sufficiency economy genre, most studies were emphasized on common literature not intended to present a concept of sufficiency economy when authoring; therefore, they were emphasized on action contents of characters expressing their sufficiency, rationality, self-immunity and virtue as the literature about sufficiency economy such as an article: An analysis of sufficient way of life and a finding of efficiency in programmed lessons from Lumphang folktales by Sanom Khrutmuang (2008) and an article: From sufficiency economy to the happiness of Khati by Buppha Bunthip (2007) which has characters expressed the sufficiency concept, Wirachat Sririkraiwanawong. (2009): An analysis of sufficiency economy in Khun-Chang Khun-Phaen and Jaruni Wonglakon. (2008): Sufficiency economy appeared in Lanna proverbs, all of which were not studied in forms and contents of Thai literature of sufficiency economy genre directly. Therefore, the researcher is interested in a categorize of Thai literature of sufficiency economy genre (2012) and conducted a study on forms and contents of Thai literature of sufficiency economy genre and problems, difficulty, as well as limitation in presentation of Thai literature of sufficiency economy genre to society. It is found that Thai literature of sufficiency economy genre has exclusive forms and contents in contrast with mainstream literature of Thai society; therefore, it is not popular among readers as expected.

This study, therefore, helps understanding ideologies which author wants to convey and expresses an intentions towards preservation of the Thai institute, i.e. royal institution to readers as they will appreciate in royal kindness bestowed by H.M.King Bhumibol Adulyadej versatilely. That is to say, the study can demonstrate clear concrete evidence into 3 genres, it is found that juvenile works, tales and cartoons are emphasized on virtue and morality instilling in children, which is in conformity with literature for juvenile that has simple language focusing on non-verbal language and simple language and etc. As for novels, it is emphasized on intense contents because of novel forms and contents. Nevertheless, all kinds of literature can express ideologies in the same direction perfectly as they are based on a concept of sufficiency economy as a core in presentation making several images of ideologies clearer. These ways are a good things as they instill ideologies into Thai people to aware endeavor, effort and sacrifice of H.M King Bhumibol Adulyadej bestowed to Thai subjects.

## 8. Suggestion

The researcher aims to study Thai literature of sufficiency economy genre specifically; therefore, a study and research should be conducted on another type of media in order to make an understanding in a concept of sufficiency economy that has been changed in society in each period of history.

## 9. Acknowledgment

I, the researcher, would like to express the gratitude for Prof. Dr. Somphong Wittayaskpan whom has passed on beneficial knowledge to this pupil to be able to apply it in developing myself and to have an opportunities to create this research.

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## Mandarin Learning Skills Development

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### Abstract

The development of Mandarin study learning for 28 second year students of Thepsatri Rajabhat University study aimed to develop Mandarin learning skills and to study their learning achievement. Four main activities, namely phonetics, role-plays, index card vocabulary activities with Chinese language evolution activities, and vocabulary games were implemented. The research instruments were Mandarin lessons, Mandarin learning achievement tests, and satisfaction evaluation questionnaire. The findings showed that the participated students gained improvement in pronunciation, and were capable of applying vocabularies to various satiations. Besides, they could comprehend word roots and further applied and memorized vocabularies accurately. In addition, they students could apply the learning theories to other Chinese courses and the satisfaction of students towards activities were found to be at the highest level.

**Keywords:** Learning development, Learning, Mandarin

## Introduction

Nowadays, Mandarin is increasingly recognized as a significant language in the world as China is rapidly expand its economy, society and technology and eventually is becoming influential country to global economic. As the result, Chinese proficient users are considerably required for international trade markets. Moreover, Chinese is recently officially approved to be an official language by United Nations World Tourism Organization (UNWTO) as one out of six major languages of United Nations (UN). Academically, English is known as a present lingua franca; however Chinese becomes significantly tool as it enables a promising future for proficient users. Therefore, Chinese learners are suggested to improve communicative skills; including listening, speaking, reading and writing in order to be equipped for Chinese economy growth.

In the past, Chinese study were limited to Chinese people, moreover dialects were widely used. However, Chinese becomes broadly accepted in academic field in both primary level and secondary level as well as a rising trend in university level as the result of trade market need. Chinese learners yet faces difficulties in learning Mandarin related to pronunciation and vocabulary. As the fact that Mandarin alphabets' features are picture-like, one word containing one meaning, each alphabet does not indicate pronunciation, final sound is unreadable like Thai language so learners need to utilize knowledge base on Roman System to transform sounds. Therefore, phonetics learning, Chinese evolution, vocabulary accuracy and situational application are vital for Mandarin learners, especially when it could apply to further Chinese learning and their future jobs.

According to Adisorn and his team research (2004): foreign teaching in university level showed that self-directed learning, text-book study, lesson practicing and knowledge enhancement activities are able to improve language skills. Besides, teaching methods are recommended to focus on practical used. In addition, Kanokwan (2012) research's result illustrated that pronunciation improvement of grade 7 students by games along with exercises that contained with appropriate content has a great impact on users. Therefore, this study has objectives to improve Mandarin phonetic learning, to study the learning achievement by implementing phonetic lessons and to enhance knowledge and understanding in order to further apply in studying Chinese.

## Objectives

1. To improve mandarin learning skill
2. To study learning achievement
3. To enhance knowledge and understanding in order to further apply in studying Chinese

## Methodology

### 1. Data Collection

1) Populations and samples were 28 second year students of Thepsatri Rajabhat University who enrolled in phonetic course, communication course, and Chinese alphabets evolution courses with 80% attendance.



## 2) Research Instruments

### 2.1 Pretest and Posttest

### 2.2 Mandarin Developmental Activities

#### 1) Phonetics

#### 2) Role-plays

#### 3) Index card vocabulary activities with Chinese language evolution activities

#### 4) Vocabulary games

## 3) Methodology

1) Students were pretested by participating in following activities; consonant and vowel pronunciation activities, role-play by assigned to write 5 sentences according to provided subject, index card vocabulary activities with Chinese language evolution by writing 20 words and vocabulary games to test memorizing accuracy.

2) Students were practiced by four activities. Each activity was repeatedly implemented three times with three hours each time. The students were tested after the implementation. Each activity consisted of these following detailed contents;

2.1 Phonetic activity: Vowel pronunciation, Consonant pronunciation, Tone pronunciation

2.2 Role-play activity: Friend introducing, Goods purchasing, Giving direction

2.3 Index card vocabulary activities with Chinese language evolution activities: Body session, Environment session I, Environment session II

2.4 Vocabulary games: Fun vocabulary I, Fun vocabulary II, Fun vocabulary III

3) The students were post-tested after four activities involvement and evaluated by achievement form and compare the score before and after the implementation.

4) Results were analyzed by considering correctness of pronunciation, the ability to construct sentences, the ability to write words and further application and memorizing accuracy.

5) Students' satisfactions were evaluated.

## 2. Data Analysis

1) Achievement Analyses were implemented before, after and during activities implementation. After each activity, students were tested by lesson tests.

3. Students' satisfactions were surveyed in 10 different aspects with 5 rating scale method.

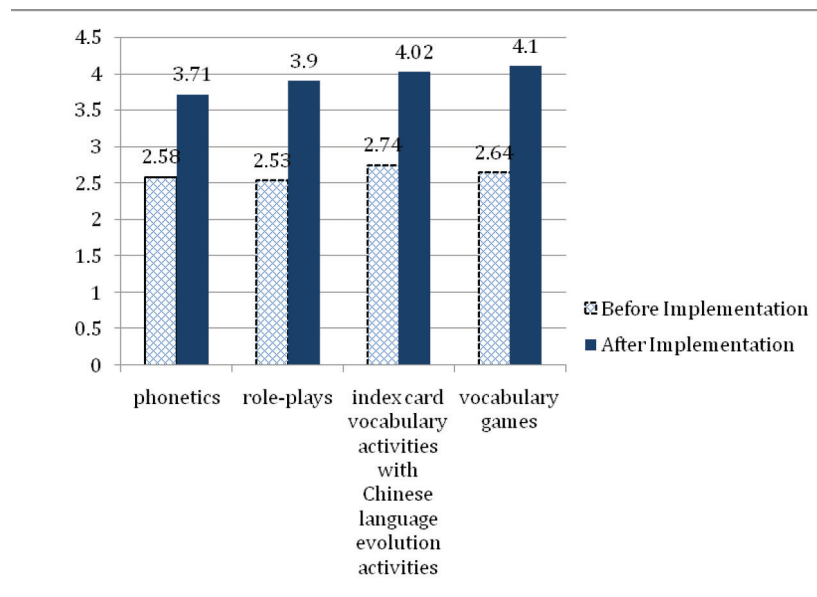
## Research Finding

No.	Activities	Before Implementation	Pretest				Posttest				After Implementation
			First	Second	Third	Average Score	First	Second	Third	Average Score	
1	phonetics	2.42	2.53	2.67	2.73	2.58	3.54	3.72	3.87	3.71	4.25
2	role-plays	2.55	2.4	2.67	2.53	2.53	3.75	3.8	4.15	3.9	4.3
3	index card vocabulary activities with Chinese language evolution activities	2.29	2.6	2.73	2.89	2.74	3.75	3.89	4.32	3.9	4.02
4	vocabulary games	2.75	2.54	2.79	2.8	2.71	4.3	4.2	4.67	4.39	4.1
Average Score		2.5	2.52	2.72	2.74	2.64	3.84	3.9	4.25	3.84	4.17

### 1.1 Mandarin learning achievement results

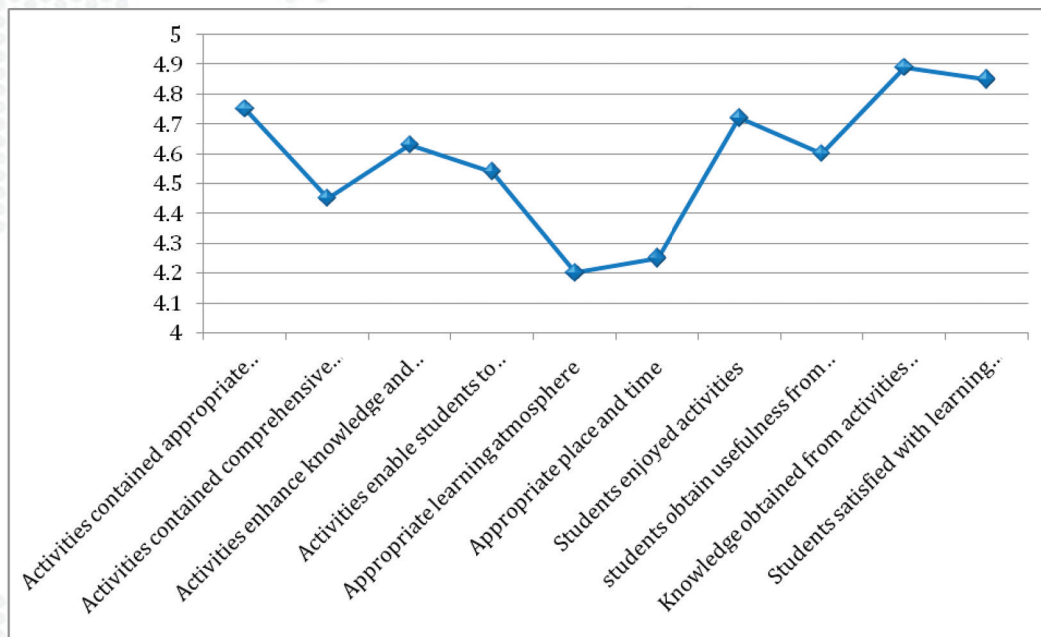
**Table 1: Average score of pretest, posttest and lesson tests of every activity**

According to data shown in table 1, it illustrated that the average score of pretest, posttest and lesson tests gradually decreased. It was found that the average pretests score was at 2.5 by 2.58 of phonetics, 2.53 of role-plays, 2.74 of index card vocabulary activities with Chinese language evolution activities, and 2.71 of vocabulary games. In addition, the average posttest score was 4.17 by 4.25 of phonetics, 4.3 of role-plays, 4.02 of index card vocabulary activities with Chinese language evolution activities, and 4.1 of vocabulary games as it was shown in picture 1.



**Picture 1: Average score of pretest and posttest**

## 1.2 Students' satisfactions towards Mandarin learning skills development



**Picture 2:** Students' satisfaction after implementation

Due to the survey of students' satisfactions, it showed that the aspect of knowledge obtained from activities were practical was ranked the highest score, followed by students satisfied with learning development process, activities contained appropriate content, students enjoyed activities, activity content create knowledge and be practical drill, students obtain usefulness from activity participations, activities enable students to acknowledge their progress and flaw, activities contained comprehensive content, appropriate place and time and appropriate learning atmosphere at 4.89, 4.85, 4.75, 4.72, 4.63, 4.60, 4.54, 4.45, 4.25 and 4.2 respectively. (As shown in Picture 2)

### Summary

Mandarin learning skills development for 28 second year Chinese major students, Humanities and Social Sciences Faculty, Thepsatri Rajabhat University was studied by implementing four main activities, namely phonetics, role-plays, index card vocabulary activities with Chinese language evolution activities, and vocabulary games to improve students' learning achievement. The process focused on integrating skills and drills with co-operative learning. The finding showed that students gained improvement in pronunciation, and were capable of applying vocabularies to various situations. Besides, they could comprehend word roots and further applied and memorized vocabularies accurately. In addition, they students could apply the learning theories to other Chinese courses.

## Discussion

Four learning development activities implementation were able to substantially improve students' learning skills. Students had average background before participating phonetic activity. However, the common problems found were fricative alphabets pronunciation which share similarities to particular sound of Thai alphabets. Therefore, students were suggested not to compare Thai to Chinese sound yet instead learn to recognize uniqueness of Chinese words. In addition, students were taught and corrected by teachers during activities. Eventually, they were able to self-practice and practice with classmates. In role-play activity, students at the beginning rote the script and lacked of confidence but still they were creative learners who can construct various situational dialogues. Therefore, the teacher recommend them to use uncomplicated sentence structure and approve their script before the drill. Furthermore, teacher corrected error immediately and emphasis on lesson learnt after activities to ensure students' better understanding. According to teacher's observation, it reflected that despite uncompleted sentences used, dialogues were communicative and creative. In index card vocabulary activities with Chinese language evolution activities, it was found that word evolution content was beneficial for students' memory and learning process of new vocabularies. During the activities, index card vocabularies were showed to students as well as word background, root and examples which were categorized to groups. Students then were provided chances to look up the dictionary to learn how words pronounce and they were assigned to write short sentences with new words they studied in order to examine students' comprehension and improvement. Even though, Chinese alphabets required detailed writing and consumed time to practice, student's knowledge related to words' background and roots could considerably assist students to improve and acquired new words. In vocabulary games, students enjoyed activities and willingly to participate. However, it was observed that students occasionally guessed answers so the teacher edited errors and brought all lesson learned to examine their progress in lesson tests. Beside, the word revision in other activities are conducted to enable their proficiency as well as assigned student to write in longhand when they couldn't remember new words.

Due to students' satisfaction survey, it was showed that all students most satisfied, especially at the aspect of knowledge obtained from activities were practical was raked the highest score (4.89) as the fact that the process was held systematically and when errors occurred, students could be aware of their flaws and correct them effectively. According to data obtained from participants' interview, it showed that activities assisted them to learn Chinese words as perceiving pictures and activities were practical than studying from text books. Moreover, when students' errors occurred, the teachers corrected immediately and could further practice outside classroom. Besides, lessons were easy to comprehend and eventually could apply to other Chinese courses which these mentioned resulted were similar to the research's finding of Adisorn and team (2004) and Kanokwan (2012) that the aspects to consider were student-focus content, systematical process and correction and suggestion from teachers in order to improve students' learning achievement as well as students could practically used in real lives.

## Recommendation

Before Mandarin learning skills development study, the significances of learning skills development should be informed to students to create awareness of its importance. In addition, the various activities should be considered. Social media used were able to stimulated students to participate in activities effectively. Finally, co-operative learning method did not only encourage students to learn but also diminished distant between teachers and students.

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## An Analysis Of Concepts And Doctrines Of Zhuangzi From His Selected Ancient Chinese Fables

Tatpicha Sakulsueb<sup>11</sup> and Brapaas Pengpoom

### Abstract

Zhuangzi is a well known Chinese Taoism philosopher who has spread the doctrines of Taoism widely. The objectives of this article was an analysis of the concepts of the ancient Chinese fables written by Zhuangzi from 8 stories and his doctrines in 4 topics that were a relative knowledge, a continually changing of nature, a relation between human and nature, and an absence of everything. The result found that the ancient Chinese fables of Zhuangzi had 12 concepts that were divided into 3 main concepts about thought, behavior and interpersonal relation. The doctrines were found in every fable of Zhuangzi and a half of them showed all of it which was his style of teaching people via fables.

**Keywords:** doctrines, Zhuangzi, concepts, ancient Chinese fable,

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## Importance and background of the study

Fables was an important cultural evidence which every nation and language was inherited by oral and written literature. An analysis of fables with ethics and comparison occurred widely and became a sign for guaranteeing the goodness and values of fables on people both in a position of tool for fostering of customs and tradition and values of each nation. However, fables was not only the possession of only one tribe, there was a beauty and worthwhile for being a co-culture expressing the viewpoint or worldview of humankind in himself and onto society. Therefore the analysis of fables was a way to understanding of self, and root of thoughts belonging to nation, region, and international level.

This study used the fables from Zhuangzi appeared in a two-language book (Chinese-English) titled Ancient Chinese Fables having 100 fables in a period of Qin – Han collecting and translating by K.L. Kiu (2007), lecturer of Chinese department Hong Kong University, who has taught in translation course since 1972.

Zhuangzi or Zhuang Zhuo is a philosopher who has an influence on thought in the 4<sup>th</sup> century B.C. In spite of a war period, there was hundreds of philosophy schools flourished. Zhuangzi (369 B.C. – 286 B.C.) was a famous philosopher who had been influenced by Confucius. He interpreted the meaning of Taoism which had Laozi as a founder of religion. It was said that Zhuangzi made people understand Taoism easier than Daodejing scripture.

The important concept of Taoism was Yin-Yang or binary opposition. Yin means negative power so it has a black color. Yang means positive power so it has a white color. Taoism believes that the binary opposition made the universe. Everything on earth consisted of binary power when it works together made the success and conflict of them made failure. However, Yin and Yang was not the representative of goodness or badness but it was foundation of existence of universe. (Chantarasanti, 1982)

The desire of Taoist was to seek for the truth of life and escaping from problems by approaching nature, treatment by herb for developing the knowledge of medicine. (Chantarasanti, 1982)

Doctrines of Zhuangzi aimed at escaping from chaotic society to peaceful lifestyle in order to liberation. 4 of his doctrines were (Sinavarat, 2009)

**1. A relative knowledge**, in order to know what the truth is should prove by comparison with the similar thing.

**2. A continually changing of nature**, the creature as well as human is a result of the changing and developing of nature as we has seen a cell as example. With this reason everything is under the same rule and way that was taking birth, live, and die.

**3. A relation between human and nature**, the relation occurs after human tries to approach nature.



#### 4. An absence of everything, everything initiated from nothing or Taoism.

In this study saw that the fables of Zhuangzi had a hidden meaning about Taoism doctrines that were interesting so it needed an analysis and interpretation for better understanding Taoism. The descriptive analysis was used to explain and summarize the result of study.

#### Objectives of the study

1. To analyze concepts appeared in Zhuangzi's fables.
2. To interpret doctrines of Zhuangzi in his fables.

#### Methodology

1. Close-reading the 8 stories of Zhuangzi's fables
2. Grouping the concepts from Zhuangzi's fables
3. Interpreting concepts into Zhuangzi's doctrines: a relative knowledge, a continually changing of nature, a relation between human and nature, and an absence of everything

#### Results

Zhuangzi's fables had 8 stories in the book of **Ancient Chinese Fables** collected and translated by K.L.Kiu as following

##### 1. Aping a Beauty

Xi Shi, a famous beauty, had a pain in her bosom, so she had a frown on her face when she went out. An ugly girl who lived nearby saw her and thought she looked very beautiful. Therefore when she went home, she also put her hands on her bosom and had a frown on her face.

When a rich man in the neighborhood saw her, he shut his doors tightly and did not go out. When a poor man saw her, he took his wife and children and gave her a wide berth.

She only knew Xi Shi's frown looked beautiful but she did not know the reason for its beauty.

(K.L.Kiu., 2007, p.14)

There were 2 concepts from the story that were 1) a considering of everything carefully was a correct thinking. An ugly girl wanted to be a beauty like Xi Shi so she acted like her without considering that a frowning face is not natural posture even the rich man showed that he abhorred her, she still doing the same thing without suspecting that posture was not beautiful as she thought. 2) Poor man had generousness more than rich man as dictated in above story that poor man and family thought that an ugly girl had a trouble with her body so they came to help her.

1 of 4 doctrines of Zhuangzi said about **the relative knowledge** that was a comparison for seeking the truth. In this fable, an ugly girl did not notice the feedback of neighborhood for understanding of the true beauty, the rich man did not want to see her frown face and the poor man thought she got sick so the acting she did was not beautiful.

The last sentence of fable said that she did not know the reason for its beauty meant that if an ugly girl knew that the frown came from a pain in bosom of a beautiful girl, she might not be beautiful like Xi Shi.

Zhuangzi used a binary opposition such as beautiful girl – ugly girl, rich man – poor man for explaining the concept of the relative knowledge that made the reader understand it better.

## 2. The Frog in the Shallow Well

Have you not heard of the frog that lived in a shallow well? It said to a turtle that in the East Sea, "I am so happy! When I go out, I jump about on the railing beside the mouth of the well. When I come home, I rest in the holes on the broken wall of the well. If I jump into the water, it comes up to my armpits and holds up my cheeks. If I walk in the mud, it covers up my feet. I look around at the wriggly worms, crabs and tadpoles, and none of them can compare with me. Moreover, I am lord of the trough of water and I stand up tall in this shallow well. My happiness is full. My dear sir, why don't you come often and look around my place?"

Before the turtle from the East Sea could get its left foot in the well, its right knee got stuck. It hesitated and retreated. The turtle told the frog about the East Sea.

"Even a distance of a thousand *li* cannot give you an idea of the sea's width; even a height of a thousand *ren* cannot give you an idea of its depth. In the time of King Yu of the Xia dynasty, there were floods nine years out of ten, but the waters in the sea did not increase. In the time of King Tang of the Shang dynasty there were droughts seven years out of eight, but the waters in the sea did not decrease. The sea does not change along with the passage of time and its level does not rise or fall according to the amount of rain that falls. The greatest happiness is to live in the East Sea."

After listening to these words, the frog of the shallow well shocked into realization of his own significance and became very ill at ease.

(K.L.Kiu., 2007, p.19)

The concept of this fable was the world has many things to learn, do not think oneself smart without listening to the others.

Zhuangzi's doctrines said that the comparison helped us to understand the relative knowledge. In this case had shown the binary opposition via a frog and a turtle. The frog thought

his well was the best place but the frog described the East Sea to him for understanding how width of this world was and frog realized of his silliness. There were 3 of doctrines appeared in this fable that were **the relative knowledge** as said above, **A continually changing of nature** from the story the turtle explained the natural disaster to the frog for confirming the greatest of the sea so the reader would see the changing of nature occurred continually in each dynasty and the sea of this story was represented the existing thing naturally. The realization of frog for his smallness led the reader to understand the doctrines of **An absence of everything** of Zhuangzi that was the frog proud of himself and his well so much until the turtle showed him the greatest of sea, the frog understood the truth and accepted the unawareness of himself and reduced his self-confidence. Finally the frog would understand the absence of everything and no adherence.

### 3. The Phoenix and the Owl

Weizi became the prime minister of the state of Liang. Zhuangzi went to visit him.

"Zhuangzi is here because he wants to be prime minister in your place," someone told Weizi.

Weizi was afraid and searched for Zhuangzi in the capital city for three days and three nights.

Zhuangzi went to see him.

"In the south is a bird called phoenix," said Zhuangzi. "Have you heard of it? The phoenix starts off from the South Sea and flies to the North Sea. It does not alight on anything except the noble parasol tree; it does not eat anything except the fruit of bamboos; it does not drink except from sweet springs. At this time an owl got a decaying rat. The phoenix flew past the owl who lifted its head and screeched, 'Shoo!'"

"Are you now using your position as prime minister of Liang to 'Shoo' me off?"

(K.L.Kiu., 2007, p.21)

This fable showed the comparative message to blame the behavior of prime minister that treated unwell to the visitor. Zhuangzi used fable in fable technique to tell a story having phoenix and owl as a binary opposition. The difference of two birds were the phoenix had more ability and neatness to live while the owl flied lower and eat decaying food. In spite of being humble, the prime minister of Liang tried to pick a quarrel with the visitor. Therefore the concept of this fable was the behavior of leader should be prudent and estimate his strength including avoiding to make an enemy.

The fable in fable of this story showed that Zhuangzi tried to use the binary opposition for expressing the satisfied behavior of leader by comparing the nature of phoenix and owl in order to understand **the relative knowledge** and **the relation between human and nature**.

The decaying rat showed the development of life as the doctrine of a **continually changing of nature**. The last doctrine appeared in this fable was **an absence of everything**. The prime minister should not infatuate with fame and power because it was not belong to him forever.

#### 4. Man's Meat – Bird's Poison

Once upon a time, a yuanju, a fabulous bird from the sea, rested in the suburbs of the state of Lu. With great pomp and ceremony the Marquis of Luescorted the bird to his ancestral temple where a toast was respectfully drunk to it. The ancient music of *jiushao* usually reserved for grand occasions was played. Beef, pork, and lamb which were used as sacrificial offerings for important events were spread before the bird.

The bird became dizzy and pined away, not daring to touch a morsel of meat or a cup of wine. After three days it was dead. The Marquis treated the bird in the way he himself would want to be treated, not in the way the bird would like to be treated.

(K.L.Kiu., 2007, p. 25)

The concepts of this fable were 1) do not going against nature because the abnormal behavior would get a bad result the same as a fabulous bird in the story and 2) to be thoughtful, the thing we saw that good and match with us may not work with the other, we should accept the difference and adapt for ourselves naturally for existence.

The fable involved to all of Zhuangzi's doctrines that were **the relative knowledge** seeing from the comparison between bird and people for understanding that the livelihood of human and animal was not the same. **A continually changing of nature** had showed via the death of bird. Even it was a fabulous bird but it died because of human food. **A relation between human and nature**, in the story it was apparently seen that human should learn to live in nature and treated the bird normally of its way. The last doctrine was **an absence of everything**. If the marquis understood the truth of life, he would not serve the fabulous bird with human food then the loss would not occur.

## 5. The Fighter

Ji Shengzi raised fighter cocks for the king.

After ten days the king asked, "Is the cock ready?"

"Not yet. It is still puffed up with arrogance and puts on airs."

After another ten days the king asked about the cock again.

"Not yet," was the reply. "It still reacts violently to the merest sound or shadow."

Another ten days passed and the king pressed his question a third time.

"Not yet," said Ji. "It still glowers and looks down on everyone."

Ten days passed. The king again asked about the cock.

"It is almost ready," replied Ji. "Even though other cocks make a noise, it shows no reaction. The bird looks like a wooden cock but it is fully equipped to win in a fight. No cock dared to fight with it. They all turn and flee."

(K.L.Kiu., 2007, p. 27)

The concept of this fable showed the qualification of real fighter that was calm and silent. In contrary, the story may mean that the real fighter need not to fight but ignorance and getting ready to handle the situation.

The doctrine of Zhuangzi said about **the relation between human and nature**. This fable was an apparent sample of it because Ji Shengzi understood the nature of fighter so he could train the king's cock to be a professional. The reader could learn to practice himself as a fighter by copying the acting of a trained cock.

## 6. Beauty and Plainness

On his way to the state of Song Yangzi stayed at an inn. The innkeeper had two concubines. One was pretty and attractive while the other was homely and plain. The plain one made much of by her husband but the pretty one was slighted.

Yangzi asked the innkeeper why he treated his concubines differently.

"The pretty one," said the young husband "is very conscious of her good looks. That is why I do not find her beautiful. The plain one is very conscious of her homeliness. That is why I do not find her unattractive.

Yangzi said to his disciples, "You must remember this lesson. If you are virtuous in your conduct without being constantly conscious of your own worth, you will find favor with people wherever you go."

(K.L.Kiu., 2007, p. 29)

The concepts of this fable were 1) a behavior of wife should be appropriated to husband and 2) do not be proud of yourself so much. The beloved person should think of the others. The story said that the pretty wife worried about her beauty more than her duty that was different from the plain wife so the husband took care of the plain wife more than the pretty one.

There was a binary opposition between beauty and plainness for making the reader realized the real beauty of oneself from inside even it was hard to see but it was a comfortable to live with that was a **relative knowledge** given from a comparison.

## 7. The Carpenter and His Axe

Zhuangzi passed the grave of Weizi while he was taking part in the funeral procession of a friend.

He turned and said to those following him, "In Ying, the capital city, a man had a bit of chalk as tiny as the wings of a fly smeared on the tip of his nose. He asked a carpenter named Shi to chop it off. Shi brandished his axe, quick as wind, and with great ease chopped off all the chalk without hurting the nose, while the man stood there calmly with no change of expression on his face."

This came to the ears of King Yuan of the state of Song. He had the carpenter brought to him.

"Do it again for me," said the king.

"It is true that I was able to do it once," replied the carpenter. "But not any more. The other partner has been dead for a long time."

"Ever since the death of my friend Weizi, I too have lost a partner. I have no one to hold discussions with."

(K.L.Kiu., 2007, p. 31)

This fable had a concept focusing on the trust between partners leading to success. From the story the carpenter Shi had a close friend named Weizi who asked Shi to cut his chalk on the tip nose with his axe, Shi did it successfully without hurting Weizi because they trust each other and Shi could not do it again since his friend died. The binary opposition was Weizi and Shi to show **the relative knowledge** about friend. **A continually changing of nature** had seen from Weizi's death. **A relation between human and nature** appeared on an ability of the carpenter to cut the chalk off from his friend's nose because he approached to nature till his mind was calm enough for cutting. Weizi was in a way of **an absence of everything** because he was not afraid to die so he asked his friend to cut the chalk on his nose.

## 8. A Fish in Straits

Zhuang Zhou's family was poor so he went to the Marquis of *Jianhe* to ask for a loan of grain.

"Sure," said the marquis. "I will soon get the taxes from my fief. Then I will lend you three hundred pieces of gold. Will that be all right?"

Zhuang Zhou was pale with anger. "On my way here yesterday, I heard cries coming from the middle of the road. I turned round to take a look and found a crucian carp lying in a rut."

"'Crucian carp,' I said, 'what are you doing here?'"

"'I am a minister serving the king of the East Sea,' it replied. 'Sir, do you have a little water to save my life?'"

"'Sure,' I said, 'I am about to go to the south where I will persuade the kings of the state Wu and Yue to channel the waters of the Xijiang River here to escort you back to the sea. Will that be all right?'"

"The crucian carp was pale with anger. 'I am out of my proper element and have no place of refuge. A little water will save my life, but you have to effrontery to say such things. You would have done better to hurry along to the dried fish shop and look for me there.'"

(K.L.Kiu., 2007, p. 35,37)

This fable had an indirect meaning to the working of marquis that was indifferent to the trouble of people. Even he said that he wanted to help but his method was impossible or too late to wait. Therefore, the concept was the helping of people should do with the best attempt and came in time as we had seen from the marquis who was not responsible for duty and state made trouble for people.

Zhuangzi used the same situation of asking for helps between Zhuang Zhou and carp to emphasis the problem they encountered that was in a way of **A continually changing of nature** of Zhuangzi's doctrine.

## Discussion and Summary

The objective of the study was an analysis of concepts and doctrines of Zhuangzi of Taoism. The results found 12 concepts from the 8 of ancient Chinese fables.

1. A considering of everything carefully was a correct thinking.
2. Poor man had generousness more than rich man.
3. The world has many things to learn, do not think oneself smart without listening to the others.

4. The behavior of leader should be prudent and estimate his strength including avoiding to make an enemy.
5. Do not going against nature because the abnormal behavior would get a bad result
6. To be thoughtful, the thing we saw that good and match with us may not work with the other, we should accept the difference and adapt for ourselves naturally for existence.
7. The qualification of real fighter that was calm and silent.
8. The real fighter need not to fight but ignorance and getting ready to handle the situation.
9. A behavior of wife should be appropriated to husband.
10. Do not be proud of yourself so much. The beloved person should think of the others.
11. The trust between partners leading to success.
12. Helping of people should do with the best attempt and came in time.

In summary, the concepts found from 8 stories in the book of Ancient Chinese Fables paid attention to 3 main concepts that were thought, behavior and interpersonal relation. Zhuangzi's doctrines were found in every fable of him. As said before that Zhuangzi made Taoism easier to understand by using fables and techniques like a binary opposition, fable in fable for telling a story and inserting Taoism into his fables. This made fables was appropriated to interpretation and analysis of values for mind and language.

A study of ethics concepts appeared in fables in the past time such as the work of Pattrachai (1991) which studied in 4 topics that were goal of life, attitude of good person, moral criteria, and moral commitment from 7 Northeast fables by research method of reading and interpretation.

In this study found 12 concepts from fables dividing into thought, behavior and interpersonal relation. These concepts showed the chaotic society that was not benefit for peaceful life so the reader should interpret that the real happiness was in nature for the sake of making changes into life.

Zhuangzi's fables told us to understand ourselves and others starting from thought and behavior. The natural rule was taking birth, live and die therefore everything occurred in life was not long – lasting both happiness and sadness. The reader should consider and interpret the absence of everything for understanding Taoism.



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## The Kokkor Local Kinship System of Trang, Thailand: Similarities and Differences with Six Major Patterns of Kinship Systems

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### Abstract

“Kokkor: The Local Kinship System of Trang, Thailand” study has two purposes. The first is to investigate the local kinship system structure as it appeared in the “Tengrung”, “Wittayarat” and “Trangkodchasarn” families, from the first to the sixth generation. The second purpose is to analyze the similarities and differences of “Kokkor” with six other major patterns of kinship systems. This study used the case study research design where the researcher included reviewed literatures and visited research sites in Ampor Meung and Ampor Nayong in the Trang province where all of the fifty-four interviewees resided. Data was collected from 2014 to 2016, using various approaches. The fifty-four participants were recruited from among the members of ten egos, (the sixth generation) of the “Tengrung”, “Wittayarat”, “Trangkodchasarn” families. Then five to six individuals from each ego were randomly selected, and interviews were conducted using structured and unstructured formats. Participants’ observations, group discussions, and local expert interviews were also utilized for completion of the data gathered. Methodological triangulation was utilized to enhance the trustworthiness of data analysis and its interpretation. Findings demonstrate that “Kokkor” is a bilateral decent kinship system structure and the first generation is a focal point of a group’s referent. Kinship members all share a common ancestry and recognize relatives by blood, marriage, and adoption. Concerning genealogical terminology, “Kokkor” considers ego when beginning to count kindred sequence. As a result of this study, “Kokkor” terms are unique and complete, clearly highlighting both the similarities with and the differences from the Eskimo, Hawaiian, Sudanese, Omaha, Iroquois, and Crow Systems.

**Keywords:** Kokkor, Kinship System Structure, Local Kinship Community, Trang

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## Statement of Problems

Kinship system refers to the human relationship as designated by blood or consanguinal relationships and conjugal or affinal relationships (Wanasiri, 1985, p.104). Radcliffe-Brown (1941, p. 2) British social anthropologist used the term "kinship system" as short for a system of kinship and marriage or kinship and affinity because there is no complete term in English for all relationships which result from the existence of family and marriage. Thavontaweewong (2000, p.1) stated that each kinship system has particular rules in details according to social structure and culture that reflect people's lives in society as well as in the cultural structure (Wongthed, 2001, p.138).

Historically, Murdock (1965, p. 248-249) a Chinese Indian anthropologist conducted a social organizational study from a sample of 250 societies of the eleven major types of social organization in Africa, Eurasia, North America, Oceania and South America. Those types of organizations included the Eskimo, Hawaiian, Yaman, Fox, Guinea, Dakota, Sudanese, Omaha, Nankanse, Iroquios, and Crow Systems. Sawaddiyat(1992, p.139) concluded that Murdock catergorized the system of kinship terminology based on classifications of cousins by merging and particularizing siblings, cross cousins, and parallel cousin. Chakraborty (2010) described that "six basic kinship systems existed in the world: the Omaha, Crow, Iroquois, Hawaiian, Sudanese, and Eskimo systems. Although they are named after American Indians or countries, most of these systems are utilized in societies all over the world and are not limited to the group for which they were named" (American-French Genealogical Society, 2010). Each kinship system terminology has particular characteristics as follows.

1.Eskimo System. This system is marked by bilateral descent and places a strong emphasis on nuclear family members rather than on extended kin or larger kinship groups (Chakraborty, 2010). Terminologies are only assigned directly to mothers, fathers, brothers, and sisters. The same terms are applied to all collateral relatives, there is no distinction made between patrilineal and matrilineal relatives. Sawadyad (1992, p.151-153) explained that the Ego's of parallel cousins, all relatives from the mother's side and the father's side are generally called "cousins".

2.Hawaiian System. This system is found in Polynesia and is used by about a third of the world's societies associated with ambilineal descent. This system emphasizes the distinctions between generations, and reflects the equality of the mother's and father's sides of the generation to the ego (Kinship, p.192). Since both sides of the family are treated equally, an individual's choice of which ancestral line to trace is less biased. Relatives within the extended family are distinguished only by generation and gender (O'Neil, 2006). Unique characteristics of the Hawaiian system terminologies are: 1) Ego's father, all male relatives in his generation and Ego's mother, all female relatives in her generation have the same kin name; 2) sisters and all female cousins are also referred to by the same term; and 3) marriage of cousins is generally forbidden since they are treated like brothers and sisters. (O'Neil, 2006).

3.The Sudanese System or the Bifurcate-Collateral System. O'Neil (2006) explained that the Sudanese system is found in Sudan, Turkey, and some other societies with patrilineal descent and considerable social complexity. It is also known as the Bifurcate-Collateral System which is associated with patrilineal societies. A distinction between the sex of the connecting relative and a distinction between lineal and collateral relative is made. In Ego's generation, siblings,

parallel cousins and cross-cousins have distinct denotative terms. Patrilineal parallel cousins are distinguished from matrilineal parallel cousins, and likewise, patrilineal cross cousins are distinguished from matrilineal cross-cousins. (Anthropology guide, 2012).

4.The Omaha System. This system is named for the Omaha Native American Indians, a tribe historically located on the Northern Plains in present-day Nebraska, USA (Omaha Kinship, 2015). This system is associated with patrilineal descent and distinguishes between parallel cousins and cross cousins (Kinship, p.193). In this system, the same term is used for Ego's father and a father's brother, and Ego's mother and a mother's sisters are also called by the same term. Generational merging is not applied to relatives on the father's side, and cross cousins are differentiated by generational divisions. On the maternal side, cross cousins are raised a generation making them Ego's mother's brother and Ego's mother, while those on the paternal side are lowered a generation making them the generational equivalent of Ego's children (Kinship System, 2015). For instance, the term "So" is applied to sons and the term "Da" to daughters (Sawadyad ,1992, p.140-144).

5.The Iroquois System. This system borrows their name from the six Iroquois tribes of northeastern North America (Iroquois kinship, 2015). It is associated with matrilineal or double descent structure, and emphasizes the unilineal descent group. The same term is used for mother and a mother's sister, and a common term also applies to father and a father's brother. Parallel cousins are referred to by the same terms as those for brothers and sisters. Father's sister and mother's brother are distinguished from other kin, as are the children of father's sister and mother's brother (Kinship, p.193). These following terms are used in the Iroquois system, such as "Fa" (father), "Fabr" (father's brother), "Mo" (mother) and "Mosi" (mother's sister) etc.

6.Crow System. This system is associated with groups that have a strong tradition of matrilineal descent. The Crow System is distinctive because it chooses not to distinguish between certain generations. The relatives of the subject's father's matrilineage are distinguished only by their sex, regardless of their age or generation. In contrast, within Ego's own matrilineage, differences of generation are noted (Crow System, 2015). The Crow type of kinship terminology in which a mother's brother is an "uncle", and his children "sons" and "daughters," and a father's sister is an "aunt", and her children "father" and "aunt" is closely associated with matrilineal clans, but not with patrilineal clans (White, 2009, p.566).

Among the six basic kinship systems, the Hawaiian and Eskimo systems have similar kinship terms for the children's generation, with different terms being used for mother and father ego's. In addition, Sawadyad (1992) described that another system of kinship terminology based on classification of parental generations was accepted by anthropologists who used its principles for kinship terminology studies. This system is divided into four sub systems: generational system, lineal system, bifurcate-merging system, and bifurcate-collateral system.

In general Thai culture and social structure, kinship is associated with the state of being related to the people in their family or on having a sense of being closely connected to other groups of people from birth till the end of life (Sawadyad, 1992, p.89). It is also the basis for the governance of people's behavior in relation to social practices, such as marrying only outside a social group (Exogamy) rather than marrying within a specific ethnic group (Endogamy), settlement after marriage, inheritance, land ownership, and the rights and duties of relatives to one another. (Aiemprapai, 2015, p.10).

According to the social organization and culture of Trang province, "Kokkor" is the term in southern Thai dialect that refers to antecedents and lineages (Arreepong, 2008, p.1). "Kokkor" is the name used by Trang's residents to delineate their local kinship system. "Kokkor" covers all descendants from the first generation on, who are thus divided into two lineages; the father's lineage (patrilineal) and the mother's lineage (matrilineal). The starting point of the sequence of relatives is counted from the children's generation's Ego. The Kokkor kinship system structure consists of relatives by blood, marriage, and adoption (Tengrang, 2014, p. 51). Kokkor is seen more in the older families and is still well known in the Trang province.

After a review of relevant literatures and interviews with experts in the Trang province, it was revealed that current descendants of older families did not see the value in tracing the depths of their own origin. Some family members did not even pay much attention to whom they are or where they came from. In some families, this has caused a good deal of disconnection among family members of different generations. Occasionally, social problems have occurred among family members who share a common ancestry, but did not share the same social views on issues such as flirtation, marriage with relatives, fray among young men, and other more serious offences. Reunions of the members of older families in Trang province have started in an effort to strengthen generational ties. "Tengrung" is one of the oldest families in Trang province, and they began having family reunions on the 10th of April, beginning in 1995. The "Tengrung" reunions gathered family members together after long periods of separation and disunity, thus creating an opportunity to help younger members trace back their family of origin. "Tengrung" reunions occurred annually until 2010, when things changed after they found relatives by marriage with members of the "Wittayarat", and "Trangkodchasarn" families. As a result of those findings, the family reunions have extended to also include the "Wittayarat" and "Trangkodchasarn" families from 2011 until now. The family reunion has provided opportunities for family members to interact which helps to strengthen the intergenerational bonds. In terms of research, there had not been any studies about the Kokkor local kinship system of Trang province. There was a need to investigate the Kokkor system in detail and to find out the similarities and differences between it and the six other major patterns of kinship systems. The expected results of this research will bring new knowledge for other cultural anthropology studies involving the family and kinship systems as a part of human culture. This study utilized various theories including Structural functionalism theory, Alliance Theory, kinship theory, family theories and other related theories to guide the research process and illuminate its findings.

## Objectives

To investigate the local kinship system structure as it appears in the "Tengrung", "Wittayarat" and "Trangkodchasarn" families, from the first to the sixth generation. To analyze similarities and differences of "Kokkor" with six other major patterns of kinship systems.

## Methodology

This study used the case study research design to investigate the occurrence, meanings, existence, and contents of local kinship system structure in the: "Tengrung", "Wittayarat", and "Trangkodchasarn", families from the first to the sixth generation. The description of research methodology is as follows.

## *Participants*

The fifty-four participants were recruited from among the members of ten egos, (the sixth generation) of the “Tengrung”, “Wittayarat”, and “Trangkodchasarn” families. Then five to six individuals from each ego were randomly selected for interviews. The criteria for selecting the participants were as follows: 1) participants must share common ancestry in the 1st generation; 2) participants must be a relative by blood, marriage, or adoption, but not to include a parent of the in law husband or wife or a member of his or her family. They are called “พ่อตา/ phôo taa” (WiFa), “แม่ยาย/mææ yaay” (WiMo), “พ่อผัว/phôo phûa” (พ่อสามี/phôo sâamii/HuFa), “แม่ผัว/mææ phûa” (แม่สามี/mææ sâamii/HuMo). Other people not allowed to participate in the research were brother-in laws, sister-in laws, adopted children, pals (kloe), caregivers, or the children of a husband or a wife who remarried into the “Tengrung”, “Wittayarat”, and “Trangkodchasarn” families; 3) participants must have a good memory to facilitate data collection, and need to be able to recall and tell insightful stories; 4) participants must be in the 4th to the 6th generation of the family; 5) primarily, the researcher sought out participants who were able to accurately convey oral tradition, written evidences, relevant documents, and to also find and interview relatives living in a different geographic areas, who also met the requirements for participation in the research. In addition, the researcher also selected another group of participants who could provide accurate supporting information through extensive interviewing. This group of local experts included a retired archivist, a retired teacher, and a retired community leader.

## *Instrument*

Here, the researcher was an important tool for data collection. As a blood relative in the 6<sup>th</sup> generation of the “Tengrung” family, the researcher already had an inside position. Being a part of the family helped the researcher gain the trust of the participants and also added to the reliability of the data given. The researcher prepared participant observations and non-participant guidelines, instructions and questions for structured interviews, and guidelines for conducting focus group discussions. The researcher was very respectful of quality concerns, especially the matter of internal standardization as it related to interviews, and focus group discussions.

## *Timeline*

This research began during the academic semester 2013 and finished in the academic semester 2016. It covered a total of 11 semesters. The researcher spent a year on preliminary literature reviews related to kinship systems, relevant theory, and previous studies, (including a phenomena observation). From 2014 to 2016, time was spent on comprehensive literature reviews and conducting the fieldwork. The researcher visited research sites in Ampor Meung and Ampor Nayong in the Trang province where all of the fifty-four interviewees resided. Interviews were conducted using structured and unstructured formats. Participants’ observations, focus group discussions, and local expert interviews were also utilized for completion of the data gathered and data cross-checking to improve rigor in this study. Then, the researcher sorted, interpreted, and analyzed the data, followed by the writing of the research report.

## *Data Collection*

The researcher reviewed secondary documents, relevant studies, structural-functional theories, kinship systems and family theories, matrimonial concepts, social-organizational concepts, and other related documents. Data was collected from 2014 to 2016, using various approaches. The fifty-four participants were recruited from among the members of ten egos, (the sixth generation) of the “Tengrung”, “Wittayarat”, “Trangkodchasarn” families. Then five to six individuals from each ego were randomly selected, and interviews were conducted using structured and unstructured formats. Participants’ observations, group discussions, and local expert interviews were also utilized for completion of the data gathered.

## *Data Analysis*

Researchers conducted data analysis, along with double checking the data. Data triangulation was employed to validate the data collected by cross verification of the same information. This triangulation of data strengthens credibility and validity. If any information was ambiguous or not complete enough to understand the phenomenon, the researcher would then collect more data. Finally, the researcher organized the data, sought out and organized ideas and concepts, set theme of similarities and differences, concluded findings, and then wrote a descriptive report.

## **Findings**

Findings revealed two major aspects of the “Kokkor” kinship system which outline its local structure, and reveal the similarities and differences of “Kokkor” from the six other major patterns of kinship systems.

### *A local kinship system structure*

Firstly, we see the “Kokkor” local kinship system structure being revealed in detail through the traditions and practices of the “Tengrung”, “Wittayarat”, “Trangkodchasarn” families. The kinship structure within these families highlight the aspects of family history, their kindred counting system, and common kinship terminology as described below.

### *History*

The 1<sup>st</sup> generation to 6<sup>th</sup> generation can be divided into two periods. The predecessor period covering the 1<sup>st</sup> to 3<sup>rd</sup> generations, and the antecedent period covers the 4<sup>th</sup> to 6<sup>th</sup> generations, as detailed in the following paragraph

The “Tengrung” primogenitor, as revealed in the details of the predecessor period, was an overseas Chinese male who migrated from Macao or officially, (the Macao Special Administrative Region of the People’s Republic of China, now, an autonomous territory on the western side of the Pearl River Delta in East Asia (Macao, 2017). He arrived in the Trang province during the reign of King RAMA III of the Chakri Dynasty (1824-1851). He married an indigenous woman and settled down. They were recognized as the 1<sup>st</sup> generation of the “Tengrung”, “Wittayarat”, “Trangkodchasarn” families. In brief, the local kinship system in this period consisted of relatives by blood, marriage, or adoption, and is the origin of the three lineages as shown in figure 1.

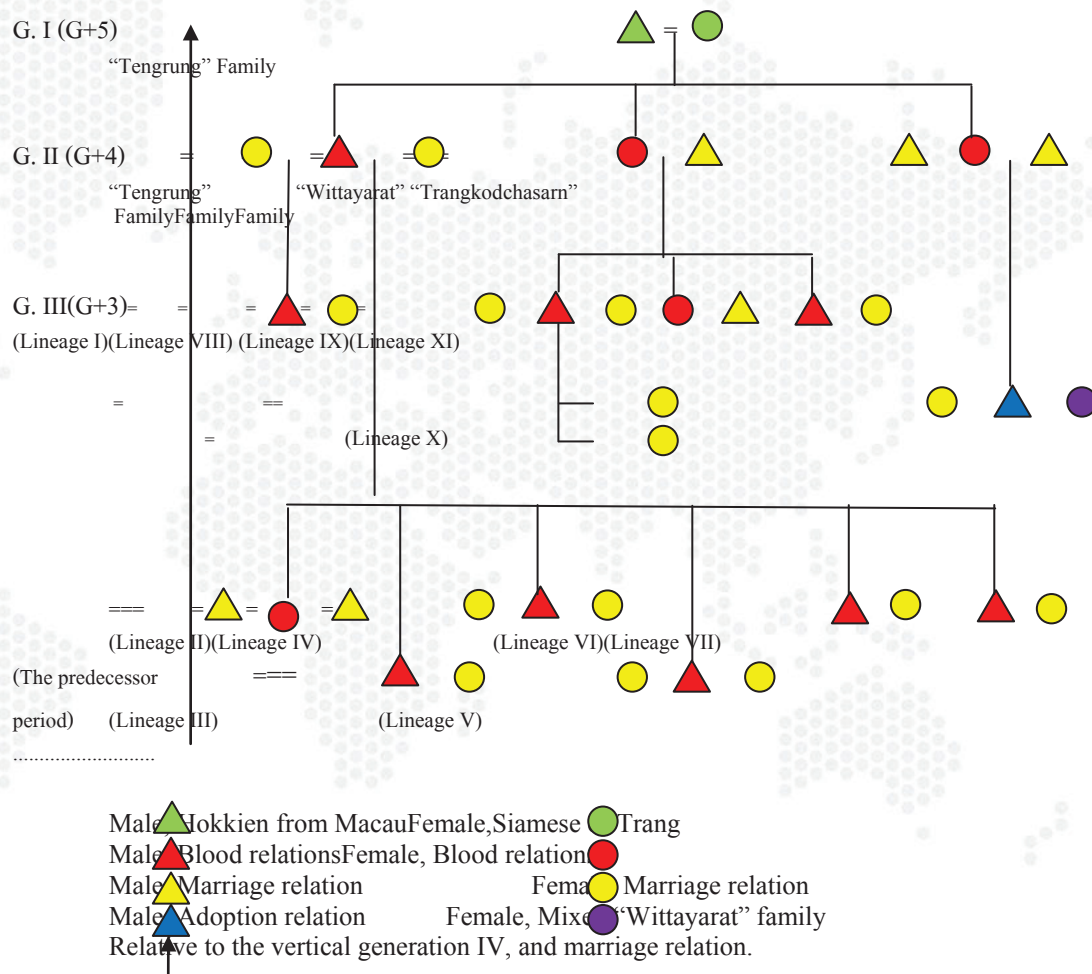


Figure 1. "Tengrung", "Wittayarat", "Trangkodchasarn" families in the predecessor period of kindred system relationship (the 1<sup>st</sup> to the 3<sup>rd</sup> generation). In the predecessor of the 3<sup>rd</sup> generation, some grandparents had multiple wives (polygamous family) with many children, they were relatives by blood of the 4<sup>th</sup> generation. The antecedent period covers the 4<sup>th</sup> to the 6<sup>th</sup> generation, and as families grew, so did the number of family members belonging to each generation. The structure of the local kinship system in this period included relatives by blood, marriage, and adoption, even the adopted children in each generation.

### *A kindred counting system*

Concerning genealogical terminology, "Kokkor" considers the 6<sup>th</sup> generation ego or children's generation when beginning to count kindred sequence. This study began counting back the generations by assigning the 1<sup>st</sup> Ego (male) who came from the father's side (Father's side Kokkor), the 2<sup>nd</sup> Ego (female) who came from the mother's side (Mother's side Kokkor). Most of the findings came from participants that were blood relatives of the sixth generation of the family, when counted from the first generation. Findings showed the lineages as follow:



The 1<sup>st</sup> Ego (male), the 5<sup>th</sup> generation is for a father “พ่อ/pho^o” (Fa), the 4<sup>th</sup> generation is for a grandpa “ปู่/poo” (ปู่/pûu /FaFa), the 3<sup>rd</sup> generation is a great grandpa, “ทวด/ thûat” (FaFa-Fa) the 2<sup>nd</sup> is for parents of great grandpa “พ่อทวด/phôo thûat or เที่ยด/thiát” (FaFaFaFa), and the 1<sup>st</sup> generation is for a great grandfather “ไปทวด/poo thûat” (ปู่ทวด/pûu thûat/FaFaFaFaFa), and a great grandmother “ย่าทวด/yâa thûat” (FaFaFaFaMo). The 2<sup>nd</sup> Ego (female), the 5<sup>th</sup> generation is for a mother “แม่/mae^ae” (Mo), the 4<sup>th</sup> generation is for a grandmother “แม่แก่/mææ kææ” (ยาย/yaay/ MoMo), the 3<sup>rd</sup> generation is a great grandmother “ทวด/ thûat” ( MoMoMo), the 2<sup>nd</sup> is for parents

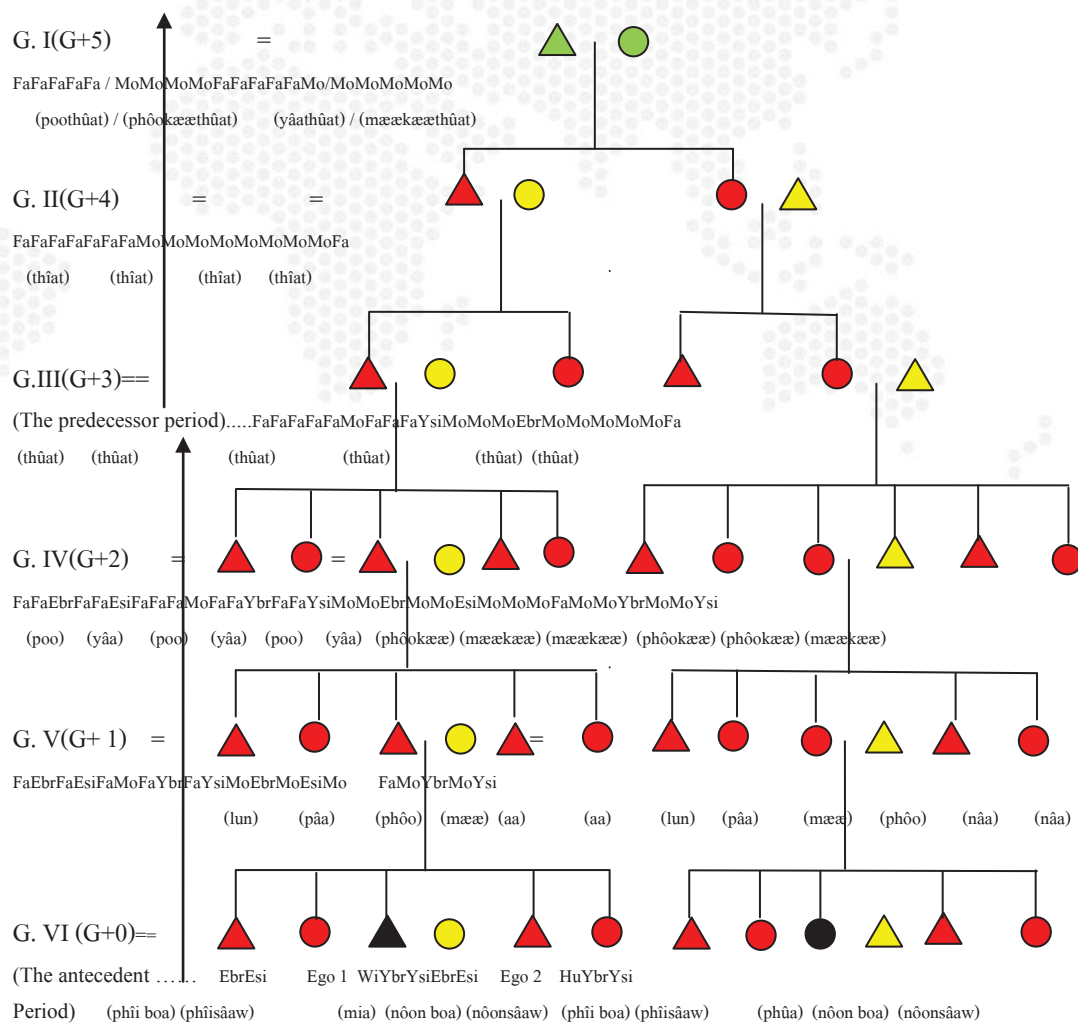


Figure 2. “Kokkor” Kindred counting system of great grandmother “เที่ยด/thi^at” (Mo-MoMoMo), and the 1<sup>st</sup> generation is for a family of a great grandfather “พ่อแก่ทวด/phôo kææ thûat” (ตาทวด/taa thûat/MoMoMoMoFa) and “แม่แก่ทวด/mææ kææ thûat” (ยายทวด/yaay thûat/MoMoMoMoMo) as shown in the figure 2.



## Kinship system terminology

Findings demonstrate that “Kokkor” local kinship system terminology is categorized based on a bilateral decent kinship system structure with the first generation as the focal point of a group’s referent. Kinship members all share a common ancestry and recognize relatives by blood, marriage, and adoption. “Kokkor” kinship terminologies of the predecessor period and the antecedent period are

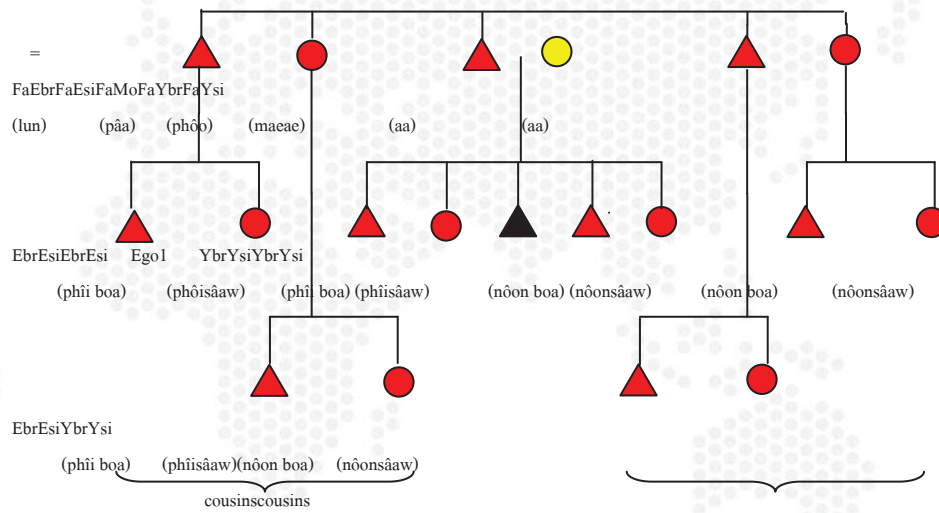


Figure 3. “Kokkor” kinship terminology (Kokkor from the father’s side)

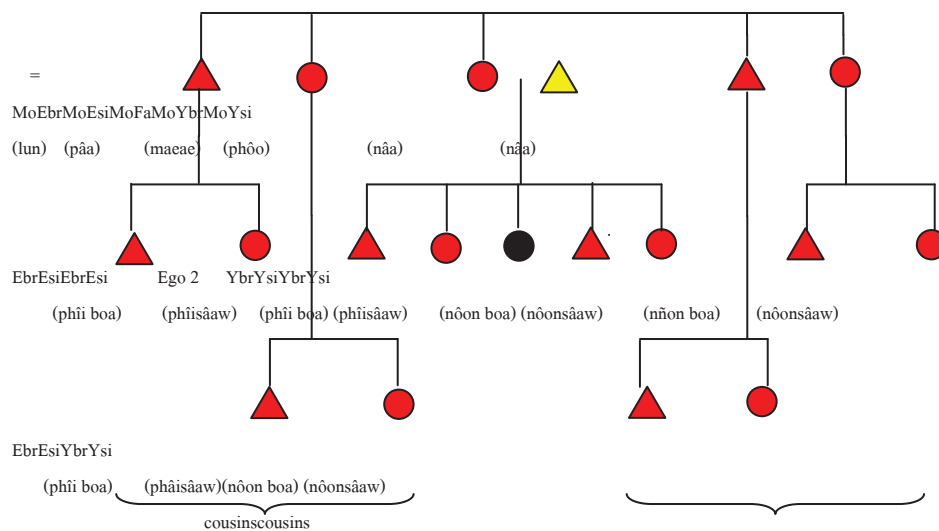


Figure 4. “Kokkor” kinship terminology (Kokkor from the mother’s side).

complete which distinguishes each generation differences by age, gender, or type of relative. The same terms are applied to all collateral and parallel relatives, no distinctions of terminologies are designated for relatives from a father or mother’s side. “Kokkor” terminologies can identify an individual’s age and gender such as the term “พี่ป่าว/phii boa” (Elder brother/Ebr), “น้องป่าว/noon boa” (Younger brother/Ybr), “พี่สาว/phii sâaw” (Elder sister/Esi), and “น้องสาว/noon sâaw” (Younger sister/Ysi) as displayed in figure 3 and 4

## Similarities and Differences

Both the similarities and differences of “Kokkor’ from the six major patterns of kinship systems were sought out. For similarities, “kokkor” kinship terminologies defined the status, roles, responsibilities, and obligations of kin. The same terms are applied to all relatives including relatives by blood, marriage, and adoption, then made distinctions among them through an individual’s age and/or gender. “Kokkor” terminologies applied to all collateral and parallel relatives, but sibling terms are similar to the Hawaiian and Eskimo systems. Differences in the “Kokkor” kinship systems include the placement of adopted relatives on the same level, (with the same rights) as relatives by blood and marriage.

Concerning kinship terminology, relatives in the 1<sup>st</sup> generation and the 4<sup>th</sup> generation were each addressed differently, but for the 2<sup>nd</sup> generation and the 3<sup>rd</sup> generation they were addressed using identical terminologies, See table 1.

Table 1. Similarities and differences of “Kokkor’ from six major patterns of kinship systems

Similarities	Differences
<ul style="list-style-type: none"> <li>● A bilateral descent kinship system</li> <li>● Recognizes relatives by blood, marriage, and adoption.</li> <li>● Kinship terminologies define the status, roles, responsibilities, and obligations of family members and relatives.</li> <li>● An individual’s age and gender are identified in terms for relatives</li> <li>● Marriage is allowed only outside social group (Exogamy)</li> </ul>	<ul style="list-style-type: none"> <li>● Kinship members all share a common ancestry</li> <li>● Does not differentiate between natural born and adopted relatives</li> <li>● “Kokkor” terminologies can identify individual’s age and gender such as พี่ป่าว Elder brother (Ebr), น้องป่าว Younger brother (Ybr), พี่สาว Elder sister (Esi), น้องสาว Younger sister (Ysi), พี่สะใภ้ Elder sister-in law, น้องสะใภ้ Younger sister-in law, พี่เขย Elder brother-in law, and น้องเขย Younger brother-in law</li> <li>● Relatives in the 1<sup>st</sup> generation and the 4<sup>th</sup> generation were addressed differently but the 2<sup>nd</sup> generation and the 3<sup>rd</sup> generation were addresses identically.</li> </ul>

## Discussion and Conclusion

“Kokkor” is a bilateral descent kinship system structure. Kinship members all share a common ancestry, and the “Tengrung” primogenitor is the focal point for group or core reference. The “Kokkor” kinship system values the ancestor-centered group, but not the Ego-centered group; therefore the core referent of the group does not vary from one generation to another. All family members are related by blood, marriage, or adoption, and are closely connected because they recognize the value of fraternity (sister and brotherhood). The research findings illustrated that “Kokkor” kinship system structure is supported by the concept of kinship and social organization which is a core basis of human society. The local culture and practices primarily apply in setting social regulations, guidelines, and controlling kinship members’ behavior and their interpersonal relationships. Moreover, the local “Kokkor” kinship system relationship structure is one of the social institutions with a specific interdependent function, much like the various organs of the body that work in coordinate with each other to live life normally. Similarly, Radcliffe-Brown, British anthropologist (2016) highlighted that a kinship system and marriage created by human, and it recreated again in a matter of linguistics that is necessary to make it understandable and to communicate among people in the society. A kinship system emphasizes the relationship between family members with their relatives because it related to their rights, role and behavior. Meanwhile Claude Levi-Strauss (1969), French anthropologist described that relative system will be linkage of people by various types of marriage such as the endogamy, the exogamy, and the subfamily alliance.

In terms of similarities, “Kokkor” kinship system’s terminologies are used to define marital roles, individual rights, and social obligations. “Kokkor” kinship terminologies distinguish age differences, genders, generational status, and types of relatives. “Kokkor”, as a local kinship system is similar to the Eskimo and Hawaiian systems. The big difference in the “Kokkor” kinship system in relation to the other six major patterns of kinship systems is that “Kokkor” does not differentiate between natural born and adopted relatives and related terminologies. As Gifford (1940), an American ethnologist believes that kinship terminologies used in different societies and in different systems each have a different structure. As a result of this study, the “Kokkor” kinship system was found to have both similarities and differences with the six other major patterns of kinship systems. The local “Kokkor” kinship system located in Trang that is one of the southern provinces of Thailand, on the west side of the Malay peninsula facing the Strait of Malacca clearly stands as a kindred society and social organization in another geographic area that will be beneficial to cultural anthropology in the future.

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## The Relationship between Perceived Teacher Autonomy Support, School Engagement for Enhancing Perceived Value in Vocational Education

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### Abstract

The drop-out rate represents a significant problem for vocational education in Thailand. In 2015, 40,700 or 25.34% of newly entered students dropped out of Thai vocational schools. The purpose of this study was to explore the factors related to decreasing the drop-out rate such as perceived teacher autonomy support, school participation, school identification, self-regulation strategies and perceived value in school. Self-report survey data were collected from 277 vocational students under the Office of Vocational Education Commission in Thailand. Correlation and regression analyses were applied to the data. The results indicated that school identification was the main factor associated with perceived value in school. The correlation of perceived value in school had a positive relationship with perceived teacher autonomy support, school identification and self-regulation strategies. Regression analysis results showed that school identification was the strongest predictor for perceived value in school. Implications of this study are important for educational planning and for decreasing the drop-out rates in the Thai vocational education system.

**Keywords :** Perceived teacher autonomy support, School identification, Perceived value, Vocational education

## Introduction

Globally, drop-out rates among vocational learners have been increasing rapidly, contrary to industrial sector labor demands [1]. “Student dropout” in the education has been gradually increasing and becomes a problem not only in American and European countries [2] but also in Thai education. Despite increasing attention on the part of the Vocational Education Commission in Thailand, the vocational school drop-out rate is still a serious issue. The literature on vocational education drop-out rates shows that vocational schools have more drop-out rates caused by un-preferable system of the vocational school, not suitable program and other related expenses or poor grade in the first year and these affect the unemployment problem, political and social apathy, and crime [3], [4].

In Thailand, high drop-out rates among vocational learners efforts to produce skilled labor for the needs of business and the industrial [5]. Statistics from the Office of the Education Council in Thailand (2013), showed that students enrolled in Thai education. The proportion ratio of general education and vocational education is 67:33 [3]. Due to the social value, Thai students prefer to graduate from the universities [6]. And vocational education graduates receive lower salaries than those with bachelor degrees [7].

The Minister of Education of Thailand aims to further increase the proportion of students in the vocational track. Ultimately, it is hoped to raise the proportion of learners in the vocational and general education streams to a ratio of 50:50, and to equip vocational graduates with the required knowledge and skills [5]. The challenges facing the skilled labor market make evident the need to better understand the factors affecting drop-out rates of vocational education students.

## Literature Reviews

There are certain factors that have been associated with decreasing the drop-out rate. In this paper, we focus on five factors as follows: perceived teacher autonomy support; school participation; school identification; self-regulation strategies; and perceived value.

Perceived teacher autonomy support refers to student’s perception from teacher autonomy support. When teachers support their students’ interests, students report relatively high levels of valuing of school and are less likely to dropout [8], [9]. And then developed in the classroom, motivation can therefore function as a student-owned internal resource that contributes significantly to the decision to persist in school [9] - [12]. Perceived teacher autonomy support will decrease students’ school distraction and, to a greater degree, increase their school identification [13].

School engagement composed of three components: behaviors, emotions, and cognitions [14], [15].

School participation (behaviors) refers to practices and the actions that students direct toward school and learning; it includes positive conduct, involvement in learning and academic tasks, and participation in extracurricular activities [16], [17].

School identification (emotions) represents a student’s affective reactions and sense of identification with school [18]. According to Voelkl [19], “the studies with youth of different age groups show that school identification, measured by belonging and value, was associated with better test scores for White students but not for African American students...” (p 4).



Self-regulation (cognitions) is defined as an individual being behaviorally and motivationally active in his own learning process [20]. Self-regulation strategies involve independent, self-initiated learners capable of using a variety of learning strategies to accomplish learning goals [21].

Perceived value refers to a valuing of education. When students are involved in activities in school and prove themselves to be interesting and relevant to students' lives. The basic needs of competence explain the motivational source underlying students' experiences of becoming interested in school and internalizing school-related values [22]. And that support their engagement and persistence in school [23].

## Purpose of the study

This paper reports on a study of factors that have been associated with decreasing the drop-out rate. The study was set in Thailand. However, its results may be relevant in other contexts where drop-out rates are high for vocational education. This study addresses the following questions:

- i. What is the association between perceived teacher autonomy support, school participation, school identification, self-regulation strategies, and perceived value in vocational school?
- ii. What are the factors (perceived teacher autonomy support, school participation, school identification, etc.) that influence perceived value in vocational school that predict intentions to drop out indirectly?

## Methodology

### 1. Participants

We used convenience sampling to select schools and respondents to participate in the study. Participants were 1<sup>st</sup> year students in the Vocational Certificate level from three Technical Colleges in the Institute of Vocational Education Bangkok. The final sample included 277 vocational education students of which 194 (70.0%) were male and the remaining 83 (30.0%) were female.

### 2. Instruments and procedures

This study took place in the first semester, 2015 – 2016. Data collection was by survey. Students responded to the survey questions without time limits. The survey was distributed in the classroom outside of class time. It was completed using pencil and paper. The survey consisted of the following sections:

- i. The demographic questionnaire regarding gender, school name, students' subject areas and students' age.
- ii. Perceived teacher autonomy support scale was a modified version of the learning climate questionnaire by Hardre and Reeve [23]. The LCQ asks students to think about the teachers they have taken classes from in their school, with the following eight questions. Each questionnaire item used a 7-point response scale, ranging from 1 (not at all true) to 7 (extremely true).

iii. The school engagement scale was first developed by Eccles, Midgley, Buchanan, Flanagan, Iver, Reuman and Wigfield [24]. That consisted of 14 items that measured school participation, school identification, and use of self-regulation strategies. Responses were rated along a 5-point likert scale, ranging from 1 (almost never) to 5 (almost always).

a) School participation, the behavioral component, described students' level of distraction in school. This subscale was represented by three items that measure the extent to which the students are distracted in classes and have trouble getting schoolwork done. Item responses for this scale were reverse coded so that higher scores indicate higher school participation.

b) School identification, the emotional component, represents students' sense of school belonging and valuing of school. This subscale has seven items that ask students to rate their feelings about school, the degree to which they feel part of their school, and the degree to which they feel it is important to go to school. Higher scores indicate greater school identification.

c) Self-regulation strategies, the cognitive component, captured students' perceived use of a strategic approach to learning. It was assessed by four items. Higher scores indicate greater use of self-regulation strategies.

iv. Perceived value scale was modified by Hardre and Reeve [23]. This subscale was represented by three items. Its three items were as follows: "Most of what I learn in school is valuable," "I value school-related activity and work," and "It is very clear to me how valuable and how useful what I am learning in school will be in my career." It correlated significantly with scores from the ASRQ's identified regulation scale ( $r = .69, p .01$ ). Higher scores indicate greater valuing of education.

**Table 1:** Correlations between perceived teacher autonomy support, school participation, school identification, self-regulation strategies and perceived value in school. (N=277)

	1	2	3	4	5
1. Perceived teacher autonomy support		-.098	.345**	.403**	.504**
2. School participation			-.110	-.152*	-.058
3. School identification				.421**	.563**
4. Self-regulation strategies					.536**
5. Perceived value					

**Table 2:** Multiple regression: Influence of perceived teacher autonomy support, school participation, school identification, self-regulation strategies toward perceived value in school. (N=277)

Dependent variables	Influence variables	Beta	Parameter estimates	
			t	p
Perceived value	Perceived teacher autonomy support	.271	5.584	.000**
	School participation	.050	1.146	.253
	School identification	.355	7.241	.000**
	Self-regulation strategies	.284	5.622	.000**

## Analysis

To test our hypothesis, Pearson's correlation was utilized to test any possible relationship among factors as mentioned. Then, the regression analysis identified the factors which are significant in predication of perceived teacher autonomy support, school participation, school identification, self-regulation strategies and perceived value in school.

## Results

Correlation, and regression were used to analyze the data. A summary of the descriptive statistics of factors related to decreasing the drop-out rate follows in Tables 1 and 2 respectively.

As can be seen in Table 1, in relation to the associations of the variables in this study, zero-order correlations were calculated. In terms of the outcomes of interest, the results indicated that a perceived value in school was positively related to perceived teacher autonomy support ( $r = .504, p < .001$ ), school identification ( $r = .563, p < .001$ ) and self-regulation strategies ( $r = .536, p < .001$ ).

To examine the extent to which perceived teacher autonomy support, school participation, school identification and self-regulation strategies relate to perceived value in school, a regression analysis was conducted.

The results of the analysis are shown in Table 2 and highlight the significance of perceived teacher autonomy support, school participation, school identification and self-regulation strategies in predicting the scale of perceived value in school. These results respond to the research questions about the important factors for predicting the perceived value in school. School identification is the strongest predictor for perceived value in school ( $\beta = .355, p < .001$ ). Furthermore, there are self-regulation strategies and perceived teacher autonomy support that support perceived value in school ( $\beta = .284, p < .01$ ), ( $\beta = .271, p < .01$ ) respectively.

## Discussion

This study explored the factors influencing perceived teacher autonomy support, school participation, school identification and self-regulation strategies in relation to perceived value in vocational school. With respect to support for relatedness, previous research has shown that students who feel about school belonging, they feel part of their school, and they feel it is important to go to school. Hardre and Reeve [23] reported that higher levels of school identification and engaged in higher levels of perceived value in school. Another key finding from this study is that school identification also positively influenced perceived value in school. School identification is the emotional that indicates learners' valuing of school to intention to persist in school. Our study demonstrated that students' school identification is significantly associated with perceived value in school which is similar to Wang and Holcombe [13]. We found that school identification is effective for decreasing the drop-out rate. However, students' school participation were not related to perceived value in school. The regression analysis (Table 2) also revealed that school identification is a significant positive predictor of perceived value in vocational school. The possible explanation is that learners who had sense of school belonging and valuing of school also had a value of education [10]. In relation to school identification,

students who feel in school-belonging when school activities were interesting. The perceptions of school identification affected students' internal motivational resources that supported their persistence in school. These results are similar to Wang and Holcombe [13] that when students perceived something good, they became intention to persist in school. Our finding was that school identification predicted students' intentions to persist in school which is similar to Hardre and Reeve [23]. The results also indicated that learners with school identification in learning tend to have relatively strong good perceived value to intent in school. Thus, to promote an interest in learning, a value of education and personal capabilities. Vocational schools need to find ways to support students' needs for school identification. This finding suggests that, to improve perceived value in school, learners' school identification should be highlighted.

Further research is needed to explore the possible influence of other factors, such as perceive teacher support and engagement. It would be valuable for future studies to involve learners of different learning levels and different cultures. Future studies are encouraged to use a qualitative approach or focus on a group for in-depth insights into students' self-regulation strategies in vocational education.

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## A Comparison of Creative Writing Achievement between TPR Teaching Group and Mind Mapping Teaching Group of Mattayomsuksa Two Students Using Thai as a Second Language

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### Abstract

The objectives of this research were: 1) To determine the efficiency of learning management plan in creative writing between TPR teaching group and mind mapping teaching group based on process/product (E1/E2) efficiency criteria at 80/80 of Mattayomsuksa two students using Thai as a second language; 2) to compare the learning achievement in creative writing on pre-test and post-test between TPR teaching group and mind mapping teaching group of Mattayomsuksa two students using Thai as a second language; and 3) to compare students' satisfaction towards learning in Thai language subject between TPR teaching group and mind mapping teaching group of Mattayomsuksa two students using Thai as a second language.

The results of the study revealed that the learning management plan of TPR teaching method as group 1 of 15 Mattayomsuksa two students at Pha Kwang Wittaya School showed E1/E2 at 87.87/85.47, and the learning management plan of mind mapping teaching as group 2 of 15 Mattayomsuksa two students at Pha Kwang Wittaya School found E1/E2 at 85.33/85.56 respectively. The learning achievement on the post-test in both groups was statistical significantly different at .01 level. As a result, the achievement on the post-test of the TPR teaching group was higher than the mind mapping teaching group. When comparing the satisfaction of Mattayomsuksa two students using Thai as a second language between TPR teaching group and mind mapping teaching group, the t-test independent was at 3.95, which was statistical significantly different at .05 level. In addition, the learning achievement of TPR teaching group was on average higher than the mind mapping teaching group.

**Keywords :** Learning Management by TPR Teaching Method, Learning Management by Mind Mapping Teaching Method, Teaching Creative Writing

## Background and Rationale of the Problem

Learning Thai language subject is one of learning standard groups to be defined in the basic education core curriculum B.E.2551 because Thai language represents a national identity and a cultural treasure, causing the unity and enhancing the personality of people in the nation to be proud of Thai beings and to have skills that are required the practice in order to be proficient to use language for communication and for learning effectively and to apply to use in real life skills including writing, listening, reading, and writing, principles of language, literature, and literary works. (Ministry of Education, B.E.2546 : 7)

Creativity is a feature that is inherent in all people who can foster this feature to be developed by teaching with the idea adapted from an original idea to be blended into something new. Writing is the art of using language to communicate and transfer of knowledge and ideas along with the feelings and emotions of the author to the reader by being trained until having the skills. At present the researcher is the teacher teaching in the Educational Opportunity Expansion School where all students are the hill-tribe people. The problems encountered in teaching and learning for the hill-tribe students are using Thai language in terms of incorrect writing skill and wrong writing in terms of Thai principles that affect other subjects. From the observation of teaching and having interviews from the teachers at Pha Kwang Wittaya School, where the researcher working at present, showed that the teachers did not enhance their students to think as usual. Most of them focused on writing by following the rules. In addition, teachers still taught with the traditional method by setting the topic for the students to write and to use language too strictly, and a new innovation was not brought into practice on creative writing that made the students deny to write and to have bad attitudes towards writing. Writing Thai language of students was not good enough, and the students could not write in several meanings. When looking at the picture, the students could think of only one sentence or two sentences. According to Ordinary National Educational Test (O-NET) of Mattayomsuksa two in academic year of B.E.2557 of Pha Kwang Wittaya School, it was found that the average percentage of Thai subject was at 41.52, and the learning standard 2.1 was shown the total scores of writing contents at 12.50, and the average score was indicated accounted for 5.16, which was less than 50 percent (Pha Kwang Wittaya School, B.E.2554:18). This was concluded that most students lacked writing skill, causing writing fewer contents, writing not to cover the contents, or writing ambiguous contents. These problems were the major problems that were needed to be solved urgently.

Therefore, the researcher was interested in studying the ability in creative writing of Mattayomsuksa two students using Thai as a second language between using the TPR teaching method and the mind mapping teaching method in order to develop creative writing skills of Mattayomsuksa two students and to determine the efficiency of teaching methods that might vary and would be applied to develop more effective teaching methods for students to learn more about their creative writing subject.



## Research Objectives

1. To determine the efficiency of the learning management plan in creative writing between TPR teaching group and mind mapping teaching group based on process/product (E1/E2) efficiency criteria at 80/80
2. To compare the learning achievement in creative writing on pre-test and post-test between TPR teaching group and mind mapping teaching group of Mattayomsuksa two students using Thai as a second language
3. To compare the students' satisfaction towards learning in Thai language subject between TPR teaching group and mind mapping teaching group of Mattayomsuksa two students using Thai as a second language

## Research Methodology

This research was conducted and the data was collected by the researcher. The research samples also comprised two groups of students from Mattayomsuksa two of the second semester in the academic year of B.E.2558 at Pha Kwang Wittaya School in Muang District, Chiang Rai Province. The study was also carried out according to the following steps:

1. The pre-test was used in both groups, the experimental group and the control group, through the achievement test of the subjective writing summary that had been constructed by the researcher.
2. The trial was carried out in creative writing with Mattayomsuksa two students by using the learning management plan that had been constructed by the researcher.
  - 2.1 The learning management plan was used for creative writing in the experimental group through the TPR teaching method involving a total of 5 plans.
  - 2.2 The learning management plan was used for creative writing in the control group through the mind mapping teaching method including a total of 5 plans.
3. After the trial was completed, the achievement test of the creative writing was assessed in both sampling groups along with the questionnaire of the students' satisfaction towards learning in Thai language subject between TPR teaching method and mind mapping teaching method, which was inquired in both sampling groups.
4. The achievement test of the creative writing was checked in order to determine the scores.
5. The questionnaire of the students' satisfaction was analyzed in order to determine 5 levels of rating scale.
6. The scores were analyzed in order to define the statistical value.
7. The analyzed scores were then compared to analyze the differences of the effectiveness between two types of teaching methods including TPR teaching method and mind mapping teaching method, and the data was then presented in the form of tables along with descriptions.

8. The satisfaction of students towards learning in Thai language subject between two types of teaching methods including TPR teaching method and mind mapping teaching method was compared to find out the differences, and the data was then presented in the form of tables along with descriptions.

## Research Instruments for Data Collection

According to this research titled "A Comparison of Creative Writing Achievement between TPR Teaching Group and Mind Mapping Teaching Group of Mattayomsuksa Two Students Using Thai as a Second Language," the research instruments had been constructed by the researcher for data collection as follows:

1. The learning management plan of TPR Teaching was used for creative writing achievement in Thai language subject of Mattayomsuksa two Students, and it had been constructed by the researcher involving 5 plans spending a 10-hour trial period of the learning management plan within 2 weeks.

2. The learning management plan of mind mapping teaching method was used for creative writing achievement in Thai language subject of Mattayomsuksa two students, and it had been constructed by the researcher involving 5 plans of a 10-hour trial period of the learning management plan within two weeks.

3. The subjective achievement test on creative writing was tried out for the pre-test and the post-test.

4. The questionnaire of students' satisfaction towards learning in Thai language subject between TPR teaching method and mind mapping teaching method was constructed by the researcher based on 5 levels of rating scale.

The statistics used for data analysis were percentage, mean, standard deviation, and t-test independent.

## Research Results

1. Regarding the efficiency of the learning management plan in learning creative writing through TPR teaching as group 1 of 15 Mattayomsuksa two students using Thai as a second language at Pha Kwang Wittaya School, it was indicated E1/E2 at 87.87/85.47, and referring to the efficiency of the learning management plan in learning creative writing through mind mapping teaching as group 2 of 15 Mattayomsuksa two students using Thai as a second language at Pha Kwang Wittaya School, it was found E1/E2 at 85.33/85.56. These two types of teaching methods were indicated to be higher than the setting efficiency criteria of process/product (E1/E2) at 80/80.

2. The results of a comparison of creative writing achievement between TPR teaching group and mind mapping teaching group of Mattayomsuksa two students using Thai as a second language were summarized as follows:

2.1 Regarding a comparison of learning achievement on pre-test and post-test through TPR teaching as group 1 of Mattayomsuksa two students using Thai as a second language at Pha Kwang Wittaya School, the t-test independent was used and was statistical significantly different at .01 level, and the average score of the post-test was higher than the pre-test.

2.2 According to a comparison of learning achievement on the pre-test and the post-test through mind mapping teaching as group 2 of Mattayomsuksa two students using Thai as a second language at Pha Kwang Wittaya School, the t-test independent was used and was statistical significantly different at .01 level, and the average score of the post-test was higher than the pre-test.

The result of a comparison of creative writing achievement scores between TPR teaching group and mind mapping teaching group was statistical significantly different at .01 level, and the learning achievement score of the post-test of TPR teaching group was higher than that of mind mapping teaching group, which was consistent with the setting research hypothesis.

3. The overall satisfaction of the students towards learning in Thai language subject through TPR teaching method of Mattayomsuksa two students using Thai as a second language at Pha Kwang Wittaya School was indicated at a high level ( $\bar{X} = 4.39$ , S.D. = 0.67); whereas, the overall satisfaction of the students towards learning in Thai language subject through mind mapping teaching method of Mattayomsuksa two students using Thai as a second language at Pha Kwang Wittaya School was revealed at a high level ( $\bar{X} = 4.14$ , S.D. = 0.58). As a result, a level of satisfaction towards the learning management of these two sampling groups was statistical significantly different at .05 level, and the average learning achievement score of TPR teaching group was higher than that of mind mapping teaching group.

## Conclusions and Discussions

From the results of this research titled "A Comparison of Creative Writing Achievement between TPR Teaching Group and Mind Mapping Teaching Group of Mattayomsuksa Two Students Using Thai as a Second Language," some interesting issues were discussed as follows:

1. The efficiency of the learning management plan in learning creative writing based on TPR

Teaching as group 1 of 15 Matthayomsuksa two students using Thai as a second language at Pha Kwang Wittaya School was indicated E1/E2 at 87.87/85.47, and the efficiency of the learning management plan in learning creative writing through mind mapping teaching as group 2 of 15 Matthayomsuksa two students using Thai as a second language at Pha Kwang Wittaya School was found E1/E2 at 85.33/85.56. The learning achievement of these two types of teaching methods was higher than the setting efficiency criteria of process/product (E1/E2) at 80/80, which was consistent with the setting research hypothesis.

The causes of the study were summarized as follows:

Firstly, the effective learning management plan in learning creative writing before learning and after learning between TPR teaching method and mind mapping teaching method of Mattayomsuksa two students using Thai as a second language was constructed by the researcher

systematically and well-written from the analysis of the curriculum, learning contents, learning standards, indicators, and learning objectives. The learning management plan was developed step by step. Besides this, the supplementary exercises and group activities were provided for the students to practice during their learning and to participate in their learning activities actually. An assessment was done during learning and after learning, which is consistent with Department of Curriculum and Instruction Development (B.E.2546 : 235), has mentioned the guidelines for learning management in teaching creative writing by starting from the basic knowledge of words or phrases called "Word Formation" in order to learn how to write various types of sentences easily and to know how to link words, phrases, or passages to become a paragraph by using an interesting instructional technique, which is corresponded to the concept of Puangkasem (B.E.2540 : 39), has said that the students can write the words into phrases or sentences by starting from the simple step to the complex one. This makes the students' learning achievement to be shown at a higher level because the activities are based on theories, and the elements are set affecting the students' learning achievement, which is in accordance with the concept of Sa-adluan (B.E.2551 : 28; cited in Maddox, 1965 : 9), has said that learning achievement of each individual depends on the components based on the intelligence and the capability of the brain at 50-60 percent, depends on an effort and an effective learning method at 30-40 percent, and depends on an opportunity and an environment at 10-15 percent respectively.

Secondly, the effective learning management in learning creative writing through TPR teaching group of Mattayomsuksa two students using Thai as a second language had obvious stages, and activities were implemented step by step and easily for learning, that is, the researcher has followed the teaching principles of Asher and James (1976 : 24-25). This teaching method has the main focus of teaching by using commands in English along with gestures of the verbs in order to practice using a command repeatedly about 2-3 times until the students can follow the actions on their own without looking at the model from the teacher. The teaching stages are as follows: 1) Introduction and revision of learning; the teacher reviews the previous lesson and brings students into a new lesson by using the commands in English along with gestures accompanying each command repeatedly by 2-3 times and then the students listen and perform those gestures. 2) Practice; when the teacher observes that students can understand the commands, the teacher will instruct the students to use those commands without looking at the model from the teacher. The teacher may have the students practice using the commands in the whole class, in groups, or in each individual. 3) Evaluation and feedback; the teacher will evaluate the performance through an observation and will give feedback by giving compliments when the students perform correctly. The teacher should give some advice and should solve the problem if the students do not understand. This stage the teacher has to observe and to give compliments all the time at all steps on running the activities. And 4) Doing exercises; to promote learning and to evaluate learning outcome, the teacher will emphasize and evaluate what the students have learned from doing exercises, which is in accordance with the concept of Auncharoen (B.E.2557 : Abstract) has studied a comparison of learning achievement and English communication skills of Prathomsuksa 4 students by using TPR teaching method and B-SLIM teaching method, which was indicated the efficiency criterion of process/product (E1/E2) at 82.71 / 80.75, and it was higher than the setting efficiency criteria of process/product (E1/E2) at 80/80.

Thirdly, regarding the learning management in learning creative writing through mind mapping teaching group of Mattayomsuksa two students using Thai as a second language, the researcher had synthesized according to the following sequence of stages; 1) introduction to the lesson, 2) pre-reading; to learn how to write mind mapping, 3) while-reading; to write mind mapping from the reading, 4) post-reading; to have the students express their ideas through mind mapping, and 5) conclusion of the lesson. The reading comprehension by using mind mapping in all five stages helps encouraging the students to read more understanding and allows the students to check their understanding of reading on their own. This technique is practiced by the students to think differently, to be enthusiastic to learn, to have a freedom to learn, and to be able to read by having aims until to understand the story eventually, which is consistent with the speech of Phon-anan (B.E.2551 : 90) has said that the key features that indicate mind mapping method include the topic, the theme being synthesized to become a picture of "core," the central related issues distributed the radius out to become "stem" or "branch" of "core" in the middle branch reaching out each to support the keyword (point) or a picture by a line connecting the details to come out around the branches that must be connected closely or linked together, like branches or roots, making the learning management by using mind mapping to be extremely useful for the students. In addition, Department of Curriculum and Instruction Development (B.E.2546 : 130 ) has noted the importance of mind mapping to be concluded to help integrate prior knowledge with new knowledge, to help develop the concept more clearly, to help emphasize on the important elements of the story, to help develop the reading, writing, and thinking, to help plan on writing, to support the discussions, and to help plan a teaching tool in the evaluation, which is corresponding to the research of Chanthakhin (B.E.2555 : Abstract) has studied a comparison of learning achievement in Science Subject and the critical thinking ability under the topic of the substance and properties of the substance of Mathayomsuksa 1 Students, and it was found that the learning management plan of Science Subject in learning through mind mapping teaching showed the efficiency criteria of process/product (E1/E2) at 83.56/82.56, which is corresponding to Pimpak (B.E.2555 : Abstract) has studied the development of creative writing using the multi-touch ideas and mind mapping technique of Prathomsuksa 5 Students learning in Thai Language Subject, and the study result showed that the learning management plan using the multi-touch ideas and mind mapping technique of Prathomsuksa 5 Students learning in Thai Language Subject indicated the efficiency criteria of process/product (E1/E2) at 84.64/85.19.

Therefore, the effective learning management in learning creative writing between TPR teaching group and mind mapping teaching group of Mattayomsuksa two students using Thai as a second language is an effective teaching model and is suitable for the contents of creative writing because these two types of teaching methods resulted in higher learning achievement of the students, the teachers can take one of these two methods to be used for teaching creative writing of Mathayomsuksa two students using Thai as a second language more effectively.

The results of a comparison of learning achievement on the pre-test and the post-test through mind mapping teaching method of Mattayomsuksa two students using Thai as a second language at Pha Kwang Wittaya School showed that the learning achievement on the post-test of both sampling groups was statistical significantly different at .01 level, and the learning achievement score on the post-test of TPR teaching group was higher than that of mind mapping teaching

group. This may be because the creative writing activities by using TPR teaching activities were corresponded to the interests and abilities or the potential of different students emphasizing the process of learning based on student-centered learning. The mind mapping activities allow the students to practice about the ordering ideas of reading in a systematic way, and these activities also provide the students to construct the knowledge on their own, which is consistent with Department of Curriculum and Instruction Development (B.E.2545 : 138), has mentioned that the teaching method that responds to gestures is aimed at improving the understanding of listening skill. In an early stage of learning using gestures is the primary command for teaching. The teacher uses the commands for the students to follow. If any student has the preparedness, he or she is able to give a command to other students to follow as well, which is consistent with Asher and James J. (1976 : 77) has stated the development of TPR teaching method is from the process of learning the language naturally as well as the psychology of learning. In teaching the language Asher gave priority to listening skill. Learning by practicing with the imperative sentences is a tool to help students learn primarily from listening skills and then continue to learn other skills. Meanwhile, the teachers need to bring psychological principles to be used in teaching and learning process as well, which is corresponding to the research of Nuansri (B.E.2556 : Abstract) has studied the development of Chinese communication skills by using TPR teaching method of Prathomsuksa 4 students at Wat Khu Yang, Office of Kamphaengphet Primary Educational Service Area 1. The study results of a comparison between pre-test and post-test scores showed that the Chinese communication skills by using TPR teaching method of the students on the post-test score was higher than that of the pre-test score, which was statistical significantly different at .05 level. When considering each skill, that was, listening, speaking, reading, and writing, showed that every skill had an average post-test scores higher than that of the pre-test scores, which is in accordance with the research of Auncharoen (B.E.2557 : Abstract) has studied a comparison of learning achievement and English communication skills of Prathomsuksa 4 students between TPR teaching method and B-SLIM teaching method, and it was indicated that TPR teaching method had higher learning achievement scores of English communication skills than B-SLIM teaching method, which was statistical significantly different at .05 level. Besides this, Sipor (B.E.2550 : 17) has mentioned the shortcomings of TPR teaching method in terms of teaching complicated language skills might not be effective enough to teach writing skill as well as other skills, so the teachers must plan to use the commands of each period very well, and each stage should be continued step by step contributing to being fun, interesting, and not boring.

Regarding the overall satisfaction of the students towards learning in Thai language subject through TPR teaching method of Mattayomsuksa two students using Thai as a second language at Pha Kwang Wittaya School, it was indicated at a high level. When considering each item, it was indicated that the highest level of students' satisfaction was the techniques used to manage learning were quite interesting and easy to understand, and the students could apply the knowledge gained from the teaching and learning process to be used in their daily lives. In addition, the learning management can help encourage the students to have more responsibilities.

Referring to the overall satisfaction of the students towards learning in Thai language subject through mind mapping teaching method of Mattayomsuksa two students using Thai as a second language at Pha Kwang Wittaya School, it was revealed at a high level. When considering

each item, it was indicated that the highest level of students' satisfaction was the techniques used to manage learning were quite interesting and easy to understand. This was due to all students had fun and enjoyed actual practice. They were pleased to exchange their knowledge with friends as a group and to help each other in group working. They were pleased to express themselves with their opinions confidently. Besides this, they were very pleased to be involved in learning and showing the exhibitions. These can help the students have the systematic thinking, remember things well, understand the contents and the full reading or tangible matters very well. The activity held each time was appropriate to the time given, and the teachers also reinforced with a good performance for compliments, which is consistent with the theory of Herzberg (1987 : 113-115) has mentioned the factors leading to satisfaction were motivation factors including the recognition in terms of a compliment or praise or an acceptance in the intelligence making the students to pay attention in doing their work the best, which is corresponding to the research of Auncharoen (B.E.2557 : Abstract) has studied a comparison of learning achievement and English communication skills of Prathomsuksa 4 students between TPR teaching method and B-SLIM teaching method, and it was indicated that TPR teaching method had the highest level of satisfaction towards learning English communication skills, and Nuansri (B.E. 2556 : Abstract) has studied the development of Chinese communication skills by using TPR teaching method of Prathomsuksa 4 students at Wat Khu Yang, Office of Kamphaengphet Primary Educational Service Area 1, the overall satisfaction of students towards Chinese communication skills by using TPR teaching method was indicated at a high level, which was consistent with Pimpak (B.E.2555 : Abstract) has studied the development of creative writing using the multi-touch ideas and mind mapping technique of Prathomsuksa 5 students learning in Thai Language Subject, and the study result showed that the learning management plan using the mind mapping technique of the students was revealed at the highest level.

As the students were satisfied with TPR teaching method, which had higher average score than mind mapping teaching method, TPR teaching method was taught by using a set of instructions related to TPR. The teaching media used for teaching included the pictures of objects or activities such as pictures of classrooms, schools, and houses and then the teachers checked out from students' writing Thai Language skill to identify how much they understood it in order to develop into more difficult skills affecting a great impact on students using Thai as a second language because they started learning Thai language from simple skills, which is corresponding to Primary Educational Service Area Office, Chiang mai Area 5 (B.E.2554 : 7), has mentioned that the TPR teaching method is the method of using the right brain in learning a second language because the language is taught through actions. Using the total physical response was to find out the way to avoid an interference with the functioning of the left brain as well as to avoid describing too long about the language used for teaching. As a result, there are two advantages; 1) to eliminate translating into students' native language; 2) to delete an intervention of the brain circuit that makes the possession of recognition or learning a language to be a difficult goal or a less difficult and to be an easier access. Therefore, the result of students' satisfaction towards mind mapping teaching method was less than that of TPR teaching method.

Thus, the researcher believe that TPR teaching method is very interesting and appropriate for Thai Language teachers to apply for their teaching in creative writing more effectively.

## Research Recommendations

From this research, the researcher has some recommendations for the research applications and recommendations for further research as follows:

### 1. Recommendations for Teaching and Learning

1.1 The learning management through TPR teaching method and mind mapping teaching method can be applied to develop the creative writing skill of the students using Thai as a second language in other grades.

1.2 The stories selected for students' writing activities should be appropriate to the students such as a difficulty level of the stories, a length of stories, and a variety of stories. In addition, the stories should be selected according to the students' interests as well.

### 2. Recommendations for Further Research

There should be the further research about a comparison of learning achievement between TPR teaching group and mind mapping teaching group in other grades of students, for example, Mattayomsuksa three students in order to compare whether the research results will be similar or will be different from the results of this research.



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## Morphologically Complex Words In Tai Khrang<sup>1</sup>

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### Abstract

This article aims to study morphologically complex words in Tai Khrang spoken in the lower northern part of Thailand to examine their syntactic and semantic associations. Data were collected from Ban Nong Moet (Saen To Subdistrict, Khanuworalakburi District, Kamphaeng Phet Province) and Ban Sa Yai Shi (Nong Sano Subdistrict, Sam Ngam District, Phichit Province) as well as from naturally occurring texts such as local narratives and dialogues on Face book. The result shows that morphologically complex words in Tai Khrang are composed in many distinctive word characteristics such as compounding, reduplication, similarity, membership, and opposition. As for the word compounding strategy, it is the most salient word formation in the language which is performed in three syntactic categories such as synthetic, verb-verb and noun-noun compounds. The synthetic compounding operates like simple clauses, nominalization, and phrases. The verb-verb strategy displays serial verb constructions. And the noun-noun strategy displays different semantic associations graduating from more to less transparent.

**Keywords:** Tai Khrang, compounding, reduplication, similarity, membership, opposition

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## 1. Introduction

Tai Khrang is a Tai ethnic group located in Thailand that still continues to speak its own language, a member of the Tai-Kadai language family which is closely related to Laotian and Standard Thai. The Khrang ethnic group in the northern part of Thailand maintain their traditional lifestyle and practices. They have many names called by the Thai people (both local and government) in different perspectives such as “Lao Khrang/Khi-Khrang” (people from Lao who use shellac as a dyeing red color), “Lao Phu Khang” (people who came from the Phu Khang area in Lao), “Lao Wiang” (people who came from the Vientiane in Lao), “Tai Khao” (Tai Khao ethnic group in Lao), “Lao Ka” (people who talk like crows), “Lao Phut” (Buddhist Lao), “Lao Dan” (Lao people who came to Thailand through Dan Sai District, Loei Province) and “Lao Tao Loeng” (Lao people who live in the land of yellow turtles or the lower northern part of Thailand) (Wongwattana 2017). This ethnic group is well-known for their textile called “Teen Chok Sarong”, a kind of woman long skirt with the red lower part, as shown in the following figure.



**Figure 1:** Tai Khrang women and Teen Chok Sarongs

Since the Tai Khrang are a minority group whose traditional practices and beliefs are quite different from those of the majority of people in Thailand, it is also considered an endangered language & culture and thus needs to be preserved. The best way to preserve these communities is to strengthen their minority rights. Linguistically, most of the previous studies concentrated on phonology and lexical words, e.g., Wilailak Decha (1987), Wichit Kamman (1992), Wanleeya Watcharaporn (1991), Chen Nakorn. (2001), Somsong Burusphat et al. (2011) and Unchalee Wongwattana (2017).

The last study reveals that the Tai Khrang dialect in the lower northern part displays 20 consonant phonemes such as *m, n, ɲ, ɳ, p, t, k, ʔ, p<sup>h</sup>, t<sup>h</sup>, k<sup>h</sup>, b, d, f, s, h, tɛ, l, w,* and *j*, and 18 vowel phonemes such as *i, iː, e, eː, ɛ, ɛː, ɨ, ɨː, ə, əː, a, aː, u, uː, o, oː, ɔ* and *ɔː*, including clusters such as *ia, ia/ia* and *ua*. There are 5 tones in this area: middle tone (33), high tone (44), rising tone (24/35), falling tone (42) and mid rising-falling tone (343).

However, no study has been elaborately conducted on word formation, a salient linguistic aspect of Tai Khrang, and even of other Tai languages (Singnoi, 2005), that could well reflect the people mind. We also claim here that most word compounds in the Tai languages such as Tai Khrang are relatively transparent in the manner that they are syntactic or could display both grammatical relations and semantic roles/relations in a complex and sophisticated manner, rather than arbitrary grammatical/semantic associations. Within this propose, the term idiosyncratic or transparent is best accounted for in continuum.

## 2. Objectives

This paper aims to study the combinatorial operations of morphologically complex words in Tai Khrang to examine its linguistic characteristics such as syntactic and semantic aspects.

## 3. Methodology and Framework

Methodologically, the research paper is descriptive. Data were mainly collected from two informants in the lower northern region, one at Ban Nong Moet (Saen To sub-district, Khanuwaralakhuri district, Kamphaeng Phet province), and another at Ban Sa Yai Chi (Nong Sano sub-district, Sam Ngam district, Phichit province). Data were also taken from naturally occurring texts such as narratives and daily dialogues found on Face book.

The analysis was mainly conducted on the basis of a functional typological linguistic perspective and cognitive linguistics. Following Givón (2001), the analysis makes use of a variety of sources of information aimed at understanding the core formal properties of syntactic constructions such as constituency, hierarchy, grammatical relations and semantic roles. At the same time, the cognitive (conceptual meaning) and communicative (propositional and information discourse coherence or pragmatics) underpinning of grammatical universals are elucidated and underscored, and the interplay between grammar, cognition and communication is outlined. Primary grammatical markers involve coding devices such as morphology and the sequential order of words or morphemes (intonation and rhythmic are also included in spoken communication). Although it (grammar-as-code) is located wholly in the phrase or clause, its functional scope is not primarily about the propositional information couched in the clause in which it resides. Rather, grammar is predominantly about the coherence relations between the propositional (clause) and its wider discourse context.

In this framework, the simple or basic clause is the main, declarative, affirmative, active clause. It is the most frequent clause-type in human discourse and is thus an unmarked syntactic construction. Such a clause-type has to have a privileged cognitive position used in a particular functional domain. It serves as the reference point for grammatical description. Describing the various types of simple clauses is tantamount to describing the various types of verbs, or predications, (states, events, and actions) used in language. Simple clauses are thus defined in terms of their two matching templates or frames, one semantic frame of participant roles, the other syntactic frame of grammatical roles. Clause types other than the basic one are seen as variations. The various clause-types found in the grammar of a language are nothing but differential grammatical packaging of propositional-semantic contents in different discourse-pragmatic functional domains. Compound words are considered as lexical constructions that have imitated a variety of clause types and phrases, either basic ones or variants.

## 4. Research Result: Combinatorial Operations

Combinatorial operations that should account for the difference in the contribution of the constituent morphemes in the Tai Dam language are found in a number of characteristics such as compounding, reduplication, synonymousness, similarity, membership, and opposition. Among these word strategies, compounding is the most salient type that obviously reflects the people worldviews and culture.

## 4.1 Compounding

As already known, the term “compounding” generally refers to the method or strategy where two or more totally different occurring words are picked up to form a compound word which refers to a new thing or idea that is different from any of the original words or the composition of the original words. The new word meaning is *idiosyncratic* (peculiar to the individual), rather than *transparent* (straight forward) like a phrase. We, however, would claim here that most word compounds in Tai Khrang are relatively transparent in the manner that they are syntactic or could display both grammatical relations and semantic roles/relations, rather than arbitrary grammatical/semantic associations. As stated in Singnoi (2005), the term idiosyncratic or transparent, however, is best accounted for in *continuum*, rather than two clear-cut conceptual poles. We could still see the track, obviously in the degree of transparency, from which the new meaning is metaphorically created. The following examples display the continuum of compounds in Tai Khrang from more transparent (less idiosyncratic) as in (1a) to more idiosyncratic (less transparent) compound words as in (1c), where an intermediate is in (1b).

- |     |                                  |                   |                 |
|-----|----------------------------------|-------------------|-----------------|
| (1) | a. <i>k<sup>h</sup>iː-hǔː</i>    | excretion-ear     | ‘earwax’        |
|     | b. <i>k<sup>h</sup>iː-hēː</i>    | excretion-earmpit | ‘underarm odor’ |
|     | c. <i>k<sup>h</sup>iː-kadīan</i> | excretion-moon    | ‘earthworm’     |

In (1a), the whole compound word is transparent or similar to a syntactic unit like noun phrases. In (1b), the second member, /*hēː*/, still keeps the original meaning, ‘earmpit’, whereas the first member, /*k<sup>h</sup>iː*/ has lost the original meaning ‘excretion/feces’. In (1c), the compound word is highly idiosyncratic: it is difficult to guess its meaning from its members.

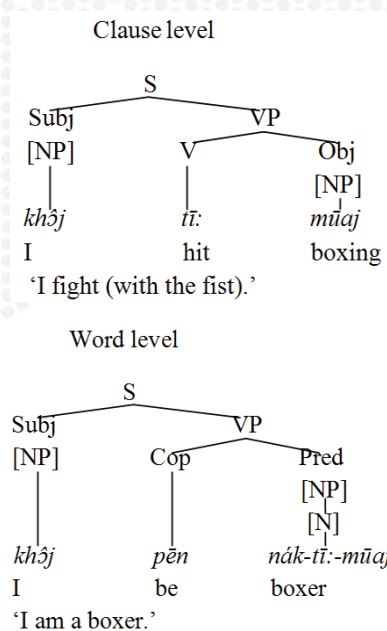
Word compounding is syntactic. Syntactic compounding refers to a word formation strategy used to create a word compound where its members are in a syntactic relation just like clausal or phrasal constituents are. Words may be compounded or combined in terms of their lexical relations such as reduplication, synonymousness, similarity, membership, and opposition, as illustrated in Wongwattana (2016), but these strategies are not our concern here. Similarly to other Tai languages; for instance, Thai (Singnoi 2005), Tai Dam (Wongwattana 2016) and the like, syntactic compound words in Tai Khrang are basically formed in three ways: synthetic, verb-verb and noun-noun, which are different in terms of structure, syntactic relation and semantic relation.

### 4.1.1 Synthetic compounding

Synthetic compounding is the word building strategy that imitates clauses and phrases. That is, certain compound members convey *argument structures*, the mapping of grammatical relations and semantic roles between the main verb and arguments (nominal constituents), just like clausal constituents do. Consider the following example where a synthetic compound word in (2a) and a clause in (2b) are compared.

- (2) a. *nák-tī:-mūaj*  
person-hit-boxing  
'boxer'
- b. *khôj tī: mūaj keŋ*  
I hit boxing ably  
'I fight (with the fist) well.'

In the example (2), the clause */khôj tī: mūaj keŋ/* in (2b) displays the argument structure where */khôj/* is an agent subject, */tī:/* a transitive verb and */mūaj/* a patient object. Similarly, the compound word */nák-tī:-mūaj/* in (2a) imitates such the argument structure: that is, */nák/* is the agent subject, */tī:/* the verb and */mūaj/* the patient object in the word level. The different levels of the clause and compound word could be illustrated in the figure below.



**Figure 2:** Different levels of clause and compound word

Synthetic compounds are found in two structures: *noun head* and *verb head* compounds. Regarding the argument structures of this compounding type, we have found that they reveal various mappings of *syntactic relations* (e.g., subject, object, adverbial) and *semantic relations* (e.g., agent, patient, dative, instrument,...) with the following verbs just like those of simple clauses. This thus results in a variety of synthetic compound patterns as exemplified below.

- (3) a. subject/agent-verb  
*mǝ:-bī:p* master-to massage 'massager'
- b. subject/dative-verb  
*təák-[k<sup>h</sup>ât-láj]* machine-[to think-to be ably] 'calculator'
- c. subject/instrument-verb  
*t<sup>h</sup>ǝ:-dǝ:t* pipe-to suck 'straw'

- |                                  |                                   |                        |                        |
|----------------------------------|-----------------------------------|------------------------|------------------------|
| d. subject/patient of state-verb | <i>bāj-jájjē:n</i>                | leaf-to be sustainable | ‘warranty’             |
| e. object/patient of change-verb | <i>pā:-hēt</i>                    | fish-to cook           | ‘fried fish-paste pad’ |
| f. adverbial/locative-verb       | <i>póη-jíam</i>                   | hole-to visit          | ‘window’               |
| g. adverbial/temporal-verb       | <i>mī:-[līaη-p<sup>h</sup>ǿ:]</i> | day-[to feed-spirit]   | ‘spirit-worship day’   |
| h. verb-object/patient of change | <i>ʔēp-kā:j</i>                   | to exercise-body       | ‘to exercise’          |
| i. verb-object/locative          | <i>lōη-t<sup>h</sup>ō:η</i>       | to get down-stomach    | ‘to have diarrhoea’    |
| j. copular verb-adjective        | <i>pēn-tahák</i>                  | to be-to be cute       | ‘to be cute’           |

Besides the finite-clause forms, it seems that compound words are in forms similar to *nominalization*. In such compounds, the head functions like a nominalizer and thus could be called a compound nominalizer (CN) – a grammaticalized unit that forms a compound from a non-nominal category such as clausal or verbal. This is a morpheme such as /ʔē:/, originated from a superordinate noun referring to ‘female human’, as exemplified below.

- |                     |                |                |
|---------------------|----------------|----------------|
| (4) <i>ʔē:-lō:j</i> | CN-to sprinkle | ‘watering can’ |
|---------------------|----------------|----------------|

In addition, many compound words have imitated or been lexicalized from *noun phrases* as shown in (5a) and *verb phrases* in (5b), conveying the noun and verb heads respectively.

- |                           |  |                       |                   |
|---------------------------|--|-----------------------|-------------------|
| (5) a. head noun-modifier | <i>nām-[tá:j-sí:k]</i>                 | water-[under-humus]   | ‘waste water’     |
| b. auxiliary-verb         | <i>k<sup>h</sup>ì:-t<sup>h</sup>ǿ:</i> | always-to be frequent | ‘to be niggardly’ |

#### 4.1.2 Verb-verb compounding

Verb-verb compounding should be separated from the verb-phrase compounding discussed above since it conveys a different grammatical relation; namely, *serial verb* constructions such as activity-objective as in (6a), direction-activity as in (6b) and manner-activity as in (6c) on the one hand and less-prototypical ones such as head-complement as in (6d) and head-preposition as in (6e) on the other hand.

- |                                   |                           |                |
|-----------------------------------|---------------------------|----------------|
| (6) a. <i>k<sup>h</sup>úa-kīn</i> | to fry without oil-to eat | ‘to fry        |
| b. <i>pāj-bāw</i>                 | to go-to be light         | ‘to go pee’    |
| c. <i>wíη-mǿn</i>                 | to run-to rotate          | ‘turbine’      |
| d. <i>hǿw-lāp</i>                 | be hungry for-to sleep    | ‘to be sleepy’ |
| e. <i>k<sup>h</sup>ít-hō:t</i>    | to think-to arrive        | ‘to miss’      |



### 4.1.3 Noun-noun compounding

Nominal or noun-noun compounding is a salient word-creation strategy where two nouns or nominal units are semantically associated. To be better construed, this compounding type would be classified in three different formulas in terms of transparency degree levels such as  $X-x \rightarrow x$ ,  $X-x \rightarrow X_y$  and  $x-y \rightarrow z$ , graduating from more transparent to less transparent.

#### 4.1.3.1 Formula I: $X-x \rightarrow x$

A number of noun-noun compounds in Tai Khrang display the semantic formula  $X-x \rightarrow x$ , where the first/head member is the class/higher term of the second member which could stand for the whole compound itself. The pattern could be separated into four different manners according to the semantic feature of the head parts; namely, *generic*, *shape*, *gender*, *whole* and *excretion* heads.

<sup>4</sup> See Wongwattana (2012) for further details in serial-verb constructions

<sup>5</sup> According to DeLancey (1986, 440), class terms are different from classifiers. The difference would obviously be predicted on the grounds that class terms occur with their classified nouns in lexicalized compounds, while classifiers occur with their classified terms in nonce syntactic constructions, so that it is perhaps unnecessary to connect this with any significant difference in semantic function.

#### a. Generic head

Lakoff states that “Every time we see something as a kind of thing, for example, a tree, we are categorizing. Whenever we reason about kinds of things – chairs, nations, illnesses, any kind of thing at all – we are employing categories” (Lakoff, 1987: 5). With evidence in the analysis of ‘eating’ terms in Thai, Singnoi (2006) concludes that, in order to understand individual things in the world, we have to understand them not only in terms of themselves but also as categories. This implies that the words of a language can be understood via the concept of categorization rather than only in terms of individual words.

Typically, people categorize *spatial/concrete entities* into *animate* and *inanimate* and further categorize *animate* into *human* and *animal* (Givón, 2001), as shown in a simply taxonomic diagram below.

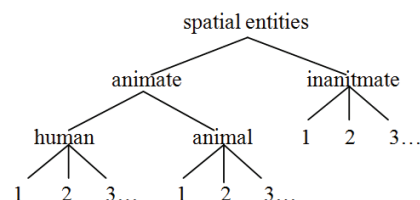


Figure 3: General taxonomic categorization of spatial entities

Similarly to Tai languages, such as Thai, Tai Dam and the like (Wonwattana, 2011, 2014 and 2016), a large number of noun-noun compounds Tai Khrang display a portion of folk taxonomic categorization in the way that the class-term head is a superordinate term followed by a subordinate term as the other member. It is the subordinate member that displays the meaning of the compound since the head is too basic or broad to present a communicative meaning, as illustrated in the following example.

- |        |                    |                   |               |
|--------|--------------------|-------------------|---------------|
| (7) a. | <i>tɛɔːn-pʰɔ̃n</i> | squirrel-mongoose | ‘mongoose’    |
| b.     | <i>mǎ:k-mōː</i>    | fruit-water melon | ‘water melon’ |
| c.     | <i>nā:m-môːk</i>   | water-fog         | ‘fog’         |

## b. Shape head

Rather than a subordinate term, the class-term head would be the shape class term of the other member, as shown below.

- |        |                     |                   |                    |
|--------|---------------------|-------------------|--------------------|
| (8) a. | <i>tɛʰĩn-wūa</i>   | lump-beef         | ‘beef’             |
| b.     | <i>kī:p-lép</i>     | hoof-nail         | ‘horse/cow’s nail’ |
| c.     | <i>hūa-katʰĩam</i> | head shape-garlic | ‘garlic’           |

## c. Gender head

A number of class-term head is the gender of the other member which display various kind of identities including, even though inconsistently, *kin*, *animal*, *fruit*, *important object* and *normal object*, as respectively shown below.

- |        |  |                  |                |
|--------|--|------------------|----------------|
| (9) a. | kin<br><i>ʔiː-pʰɔː</i>                     | female-father    | ‘father’       |
| b.     | animal<br><i>ʔiː-kīː</i>                   | female-millipede | ‘millipede’    |
| c.     | fruit<br><i>bâk-tʰáptʰĩm</i>              | male-pomegranate | ‘pomegranate’  |
| d.     | important object<br><i>méː-[kʰĩa-fāj]</i> | mother-kitchen   | ‘cooking area’ |
| e.     | normal object<br><i>ʔiː-dǎ:p</i>           | female-sword     | ‘sword’        |

## d. Whole head

A number of class-term head display the whole of a part presented by the other member, as exemplified in (10), where the part member conveys a communicative meaning.

- |         |                              |              |         |
|---------|------------------------------|--------------|---------|
| (10) a. | <i>k<sup>h</sup>ě:n-sǎ:k</i> | arm-elbow    | 'elbow' |
| b.      | <i>tōn-tō</i>               | oneself-body | 'body'  |

## e. Excretion head

Last but not least, there are many compounds whose head member is the excretion /*k<sup>h</sup>i:/* to present the negative interpretation of the other member, as shown below.

- |         |                                |                  |          |
|---------|--------------------------------|------------------|----------|
| (11) a. | <i>k<sup>h</sup>i:-kabē</i>    | excretion-navel  | 'navel'  |
| b.      | <i>k<sup>h</sup>i:-fīaŋ</i>    | excretion-straw  | 'straw'  |
| c.      | <i>k<sup>h</sup>i:-jǎ:kjāj</i> | excretion-cobweb | 'cobweb' |

### 4.1.3.2 Formula II: $x-y \rightarrow x_y$

There are a number of compounds in the noun-noun type displaying the semantic formula  $x-y \rightarrow x_y$ , where the two members are not related in the same manner as compounds in formula I. Rather, the second member modifies the head with a more specific information in various characteristics including *portion, whole, compared item, shape, color, amount, material, purpose, possessor, possessed item, body part, location, temporal, profession, expertise, nationality* and *gender*.

## a. Portion

A number of compounds in this formula reveal the metonymic model, a basic characteristic of cognition. Metonymy in the sense of cognitive linguistic theory like Lakoff and Johnson (1980) is the case that salient part or aspect is commonly used to stand for the things as a whole or for some other aspects or part of it. They display that an object name or concept is employed as a compound member for that of the other member to which it is related, or of which it is a part. Examples are shown below.

- |         |  |                 |                   |
|---------|--|-----------------|-------------------|
| (12) a. | <i>lót-tǎk</i>                                 | vehicle-machine | 'motorcycle'      |
| b.      | <i>[p<sup>h</sup>âk-k<sup>h</sup>ǒ:m]-nǎ:m</i> | spinach-thorn   | 'thorny amaranth' |
| c.      | <i>[bâ k-t<sup>h</sup>úa]-[fâk-jǎ:w]</i>       | bean-long pod   | 'long bean'       |

## b. Whole

Reversely, the modifying member could display the whole of the partial head, as shown below.

- |         |                 |             |               |
|---------|-----------------|-------------|---------------|
| (13) a. | <i>bía-māj</i>  | sprout-tree | 'tree sprout' |
| b.      | <i>kōŋ-kīan</i> | wheel-cart  | 'cart wheel'  |

## c. Compared item

A large number of compounds in this formula reveal the metaphorical model, another basic characteristics of cognition. Lakoff and Johnson (1980) proposes that metaphor is conceptual, not merely the use of language. It involves people's world view and thought in a social system. It helps us to understand some things in terms of others that we already understand. The compounds in this type show that the second member applies to an object that implies a resemblance with the head/first member. Examples are shown below.

- |         |                                     |                     |                       |
|---------|-------------------------------------|---------------------|-----------------------|
| (14) a. | <i>sabu:-fún</i>                    | soap-dust           | 'powdered detergent'  |
| b.      | <i>pā:-fǎ:</i>                      | fish-jar lit        | 'soft-shelled turtle' |
| c.      | <i>k<sup>h</sup>anǒm-[nǒm-sǎ:w]</i> | dessert-girl breast | 'stuffed dough'       |

## d. Shape

The modifying member is also found displaying the shape of the head when the compound does not refer to a normal-shape object, as shown below.

- |         |                              |               |                           |
|---------|------------------------------|---------------|---------------------------|
| (15) a. | <i>k<sup>h</sup>anǒm-sên</i> | snack-line    | 'vermicelli/rice noodles' |
| b.      | <i>jā:-sên</i>               | medicine-line | 'cigarette'               |

## e. Color

The modifying member could display the color of the head, as shown below.

- |         |                  |                        |           |
|---------|------------------|------------------------|-----------|
| (16) a. | <i>mót-sôm</i>   | ant-orange color       | 'red ant' |
| b.      | <i>lú:k-dē:ŋ</i> | daughter/son-red color | 'infant'  |

## f. Amount

The modifying member could display the collective amount of the item head, as shown below.

- |         |                            |                 |                 |
|---------|----------------------------|-----------------|-----------------|
| (17) a. | <i>māj-t<sup>h</sup>ú:</i> | stick-pair      | 'chopsticks'    |
| b.      | <i>p<sup>h</sup>âk-kum</i> | vegetable-group | 'sacred barnar' |

## g. Material

The modifying member could display the material of the head, as shown below.

- |      |                            |            |               |
|------|----------------------------|------------|---------------|
| (18) | <i>t<sup>h</sup>ŋ-jā:ŋ</i> | bag-rubber | 'plastic bag' |
|------|----------------------------|------------|---------------|

## h. Purpose

The modifying member could display the purpose of the head, as shown below.

- |         |                 |                |                  |
|---------|-----------------|----------------|------------------|
| (19) a. | <i>dén-dǎ:k</i> | outdoor-flower | badminton court' |
| b.      | <i>hóŋ-kā:n</i> | room-work      | 'office'         |

## i. Possessor

The modifying member could display the possessor of the head, as shown below.

- |      |                               |              |                         |
|------|-------------------------------|--------------|-------------------------|
| (20) | a. <i>lép-k<sup>h</sup>út</i> | nail-garuda  | ‘Rangoon Creeper’       |
|      | b. <i>pā:-t<sup>h</sup>ék</i> | fish-Chinese | ‘a kind of silver barb’ |

## j. Possessed item

The modifying member could display the possessed item of the head, as shown below.

- |      |   |            |        |
|------|---|------------|--------|
| (21) | <i>t<sup>h</sup>áw-t<sup>h</sup>ī:wít</i> | owner-life | ‘king’ |
|------|---|------------|--------|

## k. Body part

The modifying member could display the body part which involves the head, as shown below.

- |      |                               |           |        |
|------|-------------------------------|-----------|--------|
| (22) | a. <i>fīa-mī:</i>             | loom-hand | ‘loom’ |
|      | b. <i>t<sup>h</sup>áw-hūa</i> | god-head  | ‘monk’ |

## l. Location

The modifying member could display the location of the head, as shown below.

- |      |                               |               |                  |
|------|-------------------------------|---------------|------------------|
| (23) | a. <i>t<sup>h</sup>úa-dīn</i> | pea-earth     | ‘ground peanut’  |
|      | b. <i>láv-pa:</i>             | whisky-forest | ‘illegal whisky’ |

## m. Temporal

The modifying member could display the time of the head, as shown below.

- |      |                             |              |                 |
|------|-----------------------------|--------------|-----------------|
| (24) | <i>k<sup>h</sup>áw-lē:ŋ</i> | rice-evening | ‘dinner/supper’ |
|------|-----------------------------|--------------|-----------------|

## o. Profession

The modifying member could display the profession of the human head, as shown below.

- |      |                                |                |                  |
|------|--------------------------------|----------------|------------------|
| (25) | a. <i>nā:j-k<sup>h</sup>ū:</i> | mister-teacher | ‘male teacher’   |
|      | b. <i>sǎ:w-k<sup>h</sup>ū:</i> | miss-teacher   | ‘female teacher’ |

## p. Expertise

The modifying member could display the expertise of the human head, as shown below.

- |      |                                   |                 |                  |
|------|-----------------------------------|-----------------|------------------|
| (26) | a. <i>mǎ:-māj</i>                 | human-wood      | ‘fortune teller’ |
|      | b. <i>nā:j-p<sup>h</sup>ā:sǎ:</i> | mister-language | ‘interpreter’    |

## q. Nationality

The modifying member could display the nationality of the head, as shown below.

- |         |                             |             |                            |
|---------|-----------------------------|-------------|----------------------------|
| (27) a. | <i>tāj-t<sup>h</sup>āj</i>  | people-Thai | ‘Thai people’              |
| b.      | <i>k<sup>h</sup>ām-lā:w</i> | word-Lao    | ‘Laotian language/dialect’ |

## r. Gender

The modifying member could display the gender of the animate head, as shown below.

- |         |                            |               |                 |
|---------|----------------------------|---------------|-----------------|
| (28) a. | <i>tō:-m<sup>é</sup>:</i>  | animal-mother | ‘female animal’ |
| b.      | <i>tō:-p<sup>h</sup>ɔ:</i> | animal-father | ‘male animal’   |

### 4.1.3.3 Formula III: x-y → z

There are a relatively small number of compounds displaying the semantic formula **x-y → z**, where the two members are not related in the same manners as compounds in formula I and II and the compound meaning is not from the modified head in the same manner as those in formula II. Rather, compound meaning is difficultly related to any compound member. Differently speaking, the compound meaning is highly idiosyncratic or unpredictable from any compound member. Examples are shown below.

- |         |                                       |                 |             |
|---------|---------------------------------------|-----------------|-------------|
| (29) a. | <i>k<sup>h</sup>ām-tawēn</i>          | gold-sun        | ‘sunflower’ |
| b.      | <i>k<sup>h</sup>ī:-n<sup>ó</sup>:</i> | excretion-shoot | ‘ankle’     |

The study of syntactic word compounding in Tai Khrang reveals that the people intuitively create new words by employing a variety of syntactic aspects constituting their language. Also, the word formation are performed in a variety of complex and sophisticated manners. The taxonomic figure of syntactic compounds in Tai Khrang could be illustrated below.

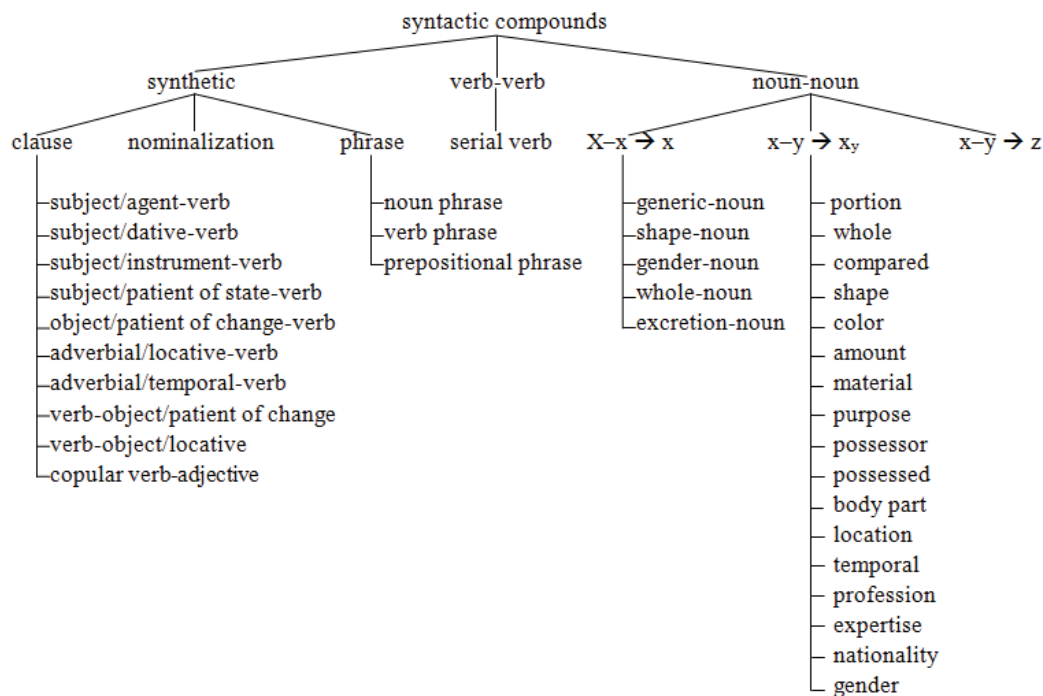


Figure 4: Taxonomic categorization of syntactic compounds in Tai Khrang

## 4.2 Reduplication

There is no head-modifier relation operated in complex words other than the compound type, including word reduplication. Word reduplication in Tai Khrang could be performed with phonological change – vowel change as in (30a), initial consonant change as in (30b) and final consonant change as in (30c) – or without phonological change as in (30d). The reduplicated words are underlined.

- |      |    |                              |                               |                     |
|------|----|------------------------------|-------------------------------|---------------------|
| (30) | a. | <i>j<sup>h</sup>lam-jā:m</i> | to visit-to visit             | ‘to visit’          |
|      | b. | <i>sēn-lēn</i>               | to be stubborn-to be stubborn | ‘to be stubborn’    |
|      | c. | <i>karák-karōn</i>           | to be anxious-to be anxious   | ‘to be anxious’     |
|      | d. | <i>hē:ŋ-hē:ŋ</i>             | strongly-strongly             | ‘somewhat strongly’ |

## 4.3 Similarity

Similarity composition is created by combining two words whose meanings are similar, as shown below.

- |      |    |  |                 |                        |
|------|----|--|-----------------|------------------------|
| (31) | a. | <i>mú:-p<sup>h</sup>úak</i>            | group-gang      | ‘gang’                 |
|      | b. | <i>tá:j-lá:ŋ</i>                       | under-below     | ‘spaceundera Taihouse’ |
|      | c. | <i>t<sup>h</sup>ĩ:-p<sup>h</sup>ā:</i> | to hold-to lead | ‘pregnant woman’       |

## 4.5 Membership

Membership composition is used to create the superordinate terms of entity sets. It is also common to other Tai languages such as Thai, but different from those of the western languages (Singnoi, 2005). In this type, a morphologically complex word is created by combining two different words that could be in the same semantic category to call that category, as shown below.

- (32) a. *p<sup>h</sup>ʔ:-só:n* father-father's mother 'father-in-law'  
 b. *p<sup>h</sup>ʔ:-nā:* father-mother's younger brother/sister 'stepfather'  
 c. *lú:k-táw* son/daughter-breast 'son/daughter'

## 4.6 Opposition

Opposition composition is performed by combining two words whose meanings are opposite. Similar to Thai (Ngamkasem and Singnoi, 2012), the meaning of the new word can be construed from one compound member or both, as shown below.

- (33) a. *ráp-tʔ:n* to receive-to round up 'to welcome'  
 b. [*nā-hák*]-[*nā-sāŋ*] to be lovely-to be hateful 'to be cute'

## 5. Conclusion

Morphologically complex words in Tai Khrang are composed in many distinctive word characteristics such as compounding, reduplication, similarity, membership, and opposition. It is word compounding which is very salient and syntactic. It could be discussed in three basic, structural ways: synthetic, verb-verb and noun-noun compounding. The synthetic strategy is a compound formation that imitates clausal/phrasal constructions such as simple clauses, nominalization, and phrases. Compound words imitating clausal structures conveys various patterns of argument structures such as subject/agent-verb, subject/dative-verb, subject/instrument-verb, subject/patient of state-verb, object/patient of change-verb, adverbial/locative-verb, adverbial/temporal-verb, verb-object/patient of change, verb-object/locative, and copular verb-adjective. The verb-verb strategy displays a different synthetic relation such as serial verb construction. The noun-noun strategy displays three semantic aspects that could be formulated as  $X-x \rightarrow x$ ,  $x-y \rightarrow x_y$  and  $x-y \rightarrow z$ , graduating from more transparent to less transparent. The first formula contributes to a number of head-difference semantic relations such as generic-noun, shape-noun, gender-noun, whole-noun and excretion-noun. The second formula provides various noun-noun patterns that display different semantic domains inherited in the second member such as portion, whole, compared, shape, color, amount, material, purpose, possessor, possessed, body part, location, temporal, profession, expertise, nationality and gender. The last formula reveals less-transparent noun-noun compounds in a relatively small number.

We could see that most word compounds in the Tai languages such as Tai Khrang are relatively transparent in the way that they are syntactic or could display both grammatical relations and semantic roles/relations in a complex and sophisticated manner, rather than arbitrary grammatical/semantic associations. Also, the term idiosyncratic or transparent is best accounted for in continuum.



The complicated strategies seen in Tai Khrang word compositions have implied that the Tai Khrang culture, like every other culture, is prestigious in its value. No culture is more prestigious than others. Realizing this could be the best way for multi-cultural countries, as stated by Wasi (2012),

“Regarding culture as the concept, every community or country is equally prestigious. No one is more prestigious than others since cultures vary and local cultures are not centralized and are accepted in their own values. This is the best way to carry on multi-culture communities and make them stronger and durable.”

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## The Applications of Corpora in Linguistic Studies and Teaching Pedagogy

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### Abstract

This paper was a brief review of the research and applications of corpora in linguistic studies and teaching pedagogy. First, the researchers discussed how the corpora were used for linguistic studies. This section was divided into two main areas: using corpora to investigate words and using corpora to analyze the function of words. The previous research, which applied corpora to investigate words and function in different fields, was reviewed. Then the researchers discussed the advantages of corpus in teaching pedagogy. The corpus was beneficially used to 1) compose textbooks, 2) exemplify the use of word, and 3) create dictionaries. The uses of corpus in teaching pedagogy were discussed and provided with the evident supports.

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## Introduction

The purposes of this paper were aimed to review the research and applications of corpora in linguistic studies and teaching pedagogy. The term 'corpus' refers to a source of linguistic data which is an empirical area of linguistic study (Hunston, 2002; McEnery & Wilson, 2010; Cheng, 2012). The linguistic data in a corpus is collected from recorded written texts or transcriptions of recorded speech (Sinclair, 1991; Boswood, 1997) which can be kept in paper-based or computer-based (McEnergy & Wilson, 2010). Therefore, corpus is closely to a tool or method that linguistic researchers used to analyze language. In addition, Biber, Conrad, and Reppen (2000) added that corpus is a study of a large collection of natural texts. It is a source of an authentic language that presents actual (Huston, 2002) and natural uses (Richards & Schmidt, 2010). A corpus is thus a tool for linguistic study and teaching pedagogy.

### 1. The applications of corpora in linguistic studies

A corpus is a collection of linguistic data that is purposively analyzed for linguistic purposes (McEnery & Wilson, 2010; Cheng, 2012). As the development of technology, the computer software has been produced and equipped with powerful programs that can explore the corpus in various aspects of language than ever before. Most software programs used to analyze data from a compiled corpus can identify word frequencies (Cheng, 2012). The software programs are basically processed to determine the frequency of word occurrences in a corpus which is useful for analyzing linguistic information. Therefore, the words in a corpus are respectively arranged following their frequencies. This is more practical when corpora are compared in case of word frequency. Consequently, the list of word frequency from corpora can facilitate researches to recognize possible linguistic variations between the corpora in more details. That is to say, the principal applications of corpora in linguistic studies are to investigate the aspects of words and functions.

#### 1.1 Corpora used to investigate words

The researchers used one or more corpora to investigate aspects of words associated with the *general*, *academic*, and *specific* disciplines (Nation, 2001). In this case, word frequencies play a vital role to determine the importance of word occurrence and its usage.

#### The General Service List (GSL)

For example, West (1953) created a list of the 2,000 most frequent words called the General Service List (GSL). See Table 1.1

**Table 1.1** Top-Forty Most Frequent Words in GSL

Rank	Word	<i>f</i>	Rank	Word	<i>f</i>	Rank	Word	<i>f</i>	Rank	Word	<i>f</i>
1	the	69975	11	that	10790	21	by	5307	31	would	3062
2	be	39175	12	for	9495	22	this	5146	32	all	3002
3	of	36432	13	they	8555	23	we	4931	33	will	2903
4	and	28872	14	I	8516	24	you	4695	34	there	2851
5	a	26800	15	with	7289	25	do	4389	35	say	2793
6	to	26190	16	as	7254	26	but	4383	36	who	2678
7	in	21338	17	not	6976	27	from	4371	37	make	2378
8	he	20033	18	on	6742	28	or	4204	38	when	2333
9	have	12458	19	she	6164	29	which	3560	39	can	2218
10	it	11247	20	at	5377	30	one	3480	40	more	2203

(West, 1953)

The GSL represents the words used in general, and it includes both content words and function words which cover around 80% of running words in texts.

### The Academic Word List (AWL)

The corpora also used to collect the academic words. For instance, Coxhead (2000) created the Academic Word List (AWL) which occurs in a wide range of academic texts (Table 1.2).

**Table 1.2** The Most Frequent Members of the Academic Word Families in Sublist 1

Sublist 1 of the Academic Word List					
analysis	constitutional	established	indicate	occur	role
approach	context	estimate	individual	percent	section
area	contract	evidence	interpretation	period	sector
assessment	create	export	involved	policy	significant
assume	data	factors	issues	principle	similar
authority	definition	financial	labour	procedure	source
available	derived	formula	legal	process	specific
benefit	distribution	function	legislation	required	structure
concept	economic	identified	major	research	theory
consistent	environment	income	method	response	variables

(Coxhead, 2000)

Coxhead's AWL contains 570 word families which divides into 10 sublists. Sublist 1 is the list of words occurring with the most frequencies in the Academic Word List (AWL). The AWL provides approximately 8 to 10% of text coverage in academic texts.

### The specialized wordlist

In addition, the corpus-based study was practical to collect the specialized or technical words used in a specific field. For example, Panjanon and Soranastaporn (2015) collected specialized words used in research articles of laboratory animal science (Table 1.3)

**Table 1.3 Top-Forty Most Frequent Words in Laboratory Animal Science Corpus**

Rank	Word	<i>f</i>	Rank	Word	<i>f</i>	Rank	Word	<i>f</i>	Rank	Word	<i>f</i>
1	zebrafish	675	11	rhesus	198	21	nonhuman	175	31	investigators	154
2	methylation	533	12	neuropathy	196	22	genomic	170	32	promoter	147
3	epigenetic	435	13	veterinary	195	23	pet	168	33	extinction	145
4	cocaine	372	14	macaques	188	24	influenza	165	34	obesity	145
5	genome	284	15	rodent	186	25	lesions	162	35	metabolic	143
6	canine	254	16	primates	185	26	primate	161	36	therapeutic	142
7	nicotine	237	17	swine	185	27	bartonella	160	37	alterations	141
8	rodents	219	18	ketamine	177	28	vervet	159	38	diabetes	141
9	histone	216	19	viral	177	29	transgenic	158	39	insulin	141
10	wildlife	206	20	invertebrates	175	30	activation	156	40	plasma	134

(Panjanon & Soranastaporn, 2015)

The result showed that the specialized words in laboratory animal science corpus covered more than the half of the corpus (65.87%). The five most frequently used words from the Table 1.3 included the words 'zebrafish', 'methylation', 'epigenetic', 'cocaine', and 'genome' displays that, the frequencies decreases dramatically. Unlike other words, the word frequency is slightly decreasing continually. It means that these five words were most frequently used in the laboratory animal science corpus. The applications of corpora not only display the words but also the function of words.

### 1.2 Corpora used to study the function of words

The linguistic researchers also conducted corpus-base studies in order to investigate the function of words such as collocations. Most readily available software programs used to analyze the corpus can provide the concordance lines of the target words. Therefore, the linguists can study the variations of word usage whether by identify an error or generalizing a pattern of words.

## Identify an error

The corpora were used to compare in order to identify the error uses of language between native and non-native speakers. For example, Nesselhauf (2003, 2005) conducted a corpus study used to compare English academic writing of non-native speakers (NNS) with native speaker students. She found that English essays written by German undergraduates and native speakers were differently significant in term of using the collocations. The results showed that learners' first language influenced on collocation used when they translated their first language into English. Another example, Lubis (2013) showed the common errors of collocations among Indonesian students as following.

<b>Common mistakes</b>	<b>Correct collocation</b>
take decision	make decision
drive a motorcycle	ride a motorcycle
find money	make money
work homework	do homework

(Lubis, 2013, p.24)

The example illustrates that non-native students usually used unusual collocations and combined the unsuitable words together. It is because of when producing L2 output, their L1 is possible to interfere with L2 especially the beginning learners. Therefore, by comparing the nonnative with native corpora, the linguists can have a view of possible errors and make learners be more aware of the error.

## Generalizing a pattern of words

The adequate size of corpora can used to find the pattern of words used so as to investigate the frequency and generalize the common use of word. For instance, Ackermann and Chen (2013) collected the academic words in order to find academic collocations used in research articles, the results showed that the 2,468 most frequent collocations found were relevant to EAP teaching pedagogy. In addition, Buakaew (2015) employed corpus-based study to organize the type of collocations and their characteristics in food and beverage advertisements. The results indicated that collocations of verb combinations such as phrasal were used mostly in the corpus of food and beverage advertisements. In addition, Soranastaporn and Panjanon (2015) investigated lexical collocations of 'zebrafish' the highest-frequency word from the laboratory animal science and found that the word 'zebrafish' mostly collocate with a noun to form a compound noun (65.81%). The use of compound noun can produce nominalization which means that the science researchers generally use nominalization in order to make sentences

concise. The examples are zebrafish sedation, zebrafish development, zebrafish user, euthanizing zebrafish, zebrafish reproduction, and zebrafish application.

In brief, it can be concluded from the reviewed researches that the corpus is a source of linguistic data that the researchers can apply to investigate words and compare the use of words. Words that the researchers aim to explore are related to the words used in general, academic, and specialized disciplines. Importantly, the corpus also gives a clearer use of words; therefore, the linguists can analyze the corpus to explain a common error produced by non-native speakers and to find the plausible ways of words used.

## 2. The Applications of Corpora in Teaching Pedagogy

Apart from words and functions, the information shown in the corpus is systemically designed and arranged (Biber, Conrad & Reppen, 2000; McEnergy & Wilson, 2010). The corpus software has been improved, and most data nowadays is storage in the computer. Consequently, the data can be processed and presented by either alphabets or frequencies in order. Moreover, the corpus software allows the users to find the target words and their concordance lines within a large context. As a result, the data in the corpus is reusable many times, and the use of data in the corpus can facilitate teachers teaching. The advantages of corpus are as follows.

### 2.1 Composing textbooks

The implications of the corpus are advantageous for teachers to write textbooks especially for English for Specific Purposes course (ESP). According to Hutchinson and Waters (1987), Jordan (2002), and Belcher, Johns, and Paltridge (2011), students' needs are so essential that an ESP course need to be designed for a specific group or purpose. The data from the corpus study will expect to help teachers design textbooks and ESP courses for learners who are in the specific disciplines. Moreover, English has been used and changed all the time whether by words or grammar use. Corpus can represent the use of language in the current time because the corpus is the source of linguistic data collected from the authentic materials. Thus, corpus can help teachers to improve textbooks to be more up-to-date. English textbooks, which were improved by the use of corpora, are such as Longman Grammar of Spoken and Written English, English Vocabulary in Use, Vocabulary in Practice, and Grammar in Context. These textbooks are published by Cambridge University Press. In Thailand, teachers used corpora to develop lessons and improved textbooks for ESP course by collecting and analyzing words, structures, and examples in the specific contexts form the corpora; for example; Mahidol University's *Reading and Writing for First Year Medical Students* textbook (2004). Another exam-



ple is *Effective Reading & Writing English Texts* (Soranastaporn, 2013). The writer collected the abstract and analyzed the structures of sentences as a model for teaching research writing.

## 2.2 Exemplifying the use of words

The results from the corpus are useful and worthy in facilitating teachers to develop more effectively teaching pedagogy. Teachers are able to use corpora as a knowledgeable source of language. For example, the corpus is the collection of actual used words (Steven, 1998, Flowerdew, 1993; Aston, Bernardini, & Stewart, 2009; Boulton, 2012); therefore, teachers can select vocabulary relating to the teaching field and use the corpus to show how the words used within the particular context. In addition to communicative function, teachers can use the patterns found in the corpus to teach student in writing course. For instance, teachers can apply the patterns of purposive function to teach student write the research objective. The corpus is benefit for exemplifying the use of words since it shows frequency, register, and function that facilitate learners use words to produce sentences effectively and appropriately.

## 2.3 Creating dictionaries

Corpora also are the source of references for creating dictionaries (Biber, Conrad & Reppen, 2000; Hunston, 2002). As the corpus can give a wide range of feasible meanings and usages in various fields, it helps researchers or writers understand the exact meaning of words in different contexts. Hence, dictionaries, which count on large corpora, are more reliable and acceptable. For example, Collins Cobuild Dictionary was created by using the Bank of English corpus. Longman Dictionary of American English used The Longman Corpus network as a reference, and Cambridge Dictionary of American English was composed by Cambridge International corpus. Overall, creating dictionary need to rely on corpora.

In conclusion, the corpus is benefit for teaching pedagogy. Corpus helps teachers to design reference materials such as textbooks and dictionaries. Corpus also represents the actual uses of words that teachers can use to exemplify learners while teaching. Therefore, teaching pedagogy can be enhanced by the use of corpus.

## Discussion

This section will discuss the overall application of corpora in linguistic studies and teaching pedagogy. Moreover, the recommendations of the corpus-based study were suggested for the researchers who are interested in creating their own corpus for academic purposes.

As noted, the previous research showed that the linguistic researchers collected and analyzed words by conducting corpus-based studies (McEnery & Wilson, 2010; Cheng, 2012).

Since the corpus is the collection of written and spoken data from the authentic materials, the data in a corpus represents the real language used, and it is thus available for linguistic analysis. Researchers can use corpus to investigate specific words in a particular field (Nation, 2001). Moreover, corpus also provides the uses of word by representing the concordance lines of the target word or the sentences that the target word belongs to. That is why the corpus is benefit for clarifying the uses of word. In this case, researchers can conduct a corpus-base study in order to investigate word collocations. In addition, the researchers can identify errors or measure language proficiency by applying more corpora to compare the use of English between non-native speakers and native speaker students. All in all, the application of the corpus described in the previous research was done to linguistic purposes.

The research also reviewed that corpora are advantageous for teaching and learning pedagogy. A corpus can be used as a pedagogical tool in the classroom, and as a valuable source of instances to create teaching and learning material. Using corpora in teach provides students authentic uses of language. This makes students understand how the words are used in different genres and situations. Moreover, students are able to understand the feature of word characteristics because a word can have various parts of speech and meanings. In addition, corpora are an effective reference sources for making textbooks (Soranastaporn, 2013) and dictionaries (Biber, Conrad & Reppen, 2000; Hunston, 2002). Since the corpora are collected from the authentic materials, the data in the corpora are reliable.

Due to the advantages of corpora, the corpus-based study is recommended to obtain a deep understanding about vocabulary and the uses of the words by following these suggestions. First, size of corpus and sub fields should be sufficient and various enough for investigation. The increasing of the number of running words in a corpus can generalize the uses of words within the discipline. Second, corpus-based studies were suggested for linguistic analysis such as word collocations, communicative functions, and genre analysis. Finally, the data and findings of the conducted corpus research can be used to develop the teaching materials. For example, word lists found in the corpus-based study can be further experimented in the real classroom in order to measure the achievement of the students' lexical knowledge.

In summary, this review paper overviewed the plausible outcomes of corpora in terms of linguistic studies and teaching pedagogy. Most linguistic researchers applied corpora to investigate words and their usages. Corpora are also obviously beneficial for teaching pedagogy as a useful and reliable reference source. Teachers normally use corpora to either exemplify the use of word or creating textbooks.

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## Organizational Cultures Of Schools Under The Secondary Educational Service Area Offices In The Northeast Region

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### Abstract

The objectives of this research were to study and compare the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region, classified by positions and schools. The samples were 444 school administrators and teachers from 15 Secondary Educational Service Area Offices in the Northeast Region, selected by multi-stage random sampling technique. The research instrument was a 5-rating scale questionnaire. The statistics used to analyze the collected data were mean, standard deviation, t-test; and F-test. The findings were as follows:

1. The organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region both in overall and each component were at the high level. The highest mean score was achievement culture followed by clan culture, bureaucratic culture, and adaptability culture respectively.

2. The organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region classified by positions were not different.

3. The organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region classified by school sizes showed statistical significant difference at .05 level.

**Keywords:** Organizational cultures, Secondary Educational Service Area Offices, Northeast Region

## Introduction

Every organization has its own culture. The organizational culture is the system of action, believe, and value together with an understanding of workplace's identity, operation, and long development of relationship between members which lead to familiar behavior of the organization. These indicate an action and expectation among members (Jenk, 1990: 410; Schermerhorn, et al. 1997: 267). In terms of sociology, organizational culture is what the organization has and helps explain overall operation of the organization (Moat, 1997: 22; cited in Cameron & Ettington, 1988). For these important cultural influences, many theorists and administrators of the organization realize and give more attention towards the patterns and invisible power of organization that relates to humans. Since humans' believes, values, and interpretation of information and situations are different (Conrad & Poole, 1998: 114), the organizational culture is a challenged problem in regulating and planning the organization.

Organizational cultures affect administration, interaction between people (Nahavandi & Malekzadeh. 1999: 74), how to make a decision, satisfaction of members, operation's quality, interpretation, environment of organization, and the process towards information (Gordon, et al. 1990: 621; Johns. 1996: 289; Jones. 1995: 170). They help create security, identity, and harmonious behavior among members (Ivancevich & Matteson. 1999: 75). Organizational cultures also influence members' impression in terms of operation, organizational commitment, quality in operation (Gordon, et al. 1990: 624 – 625; Robbins. 1997: 241), and the organization's outcomes and adjustment (Trice & Beyer. 1993: 29). These cause competitive advantages. The occupation of a person may be influenced from the conformation between personality and organizational cultures (Schermerhorn, et al. 1991: 274, 352). Moreover, bad cultures will affect the development of the organization (Gibson, et al. 1991: 48). School cultures are variables that highly predict work satisfaction and relationship with teaching career which lead to the bounding between teachers and schools and exist in forms of mutual value and believe of both sectors (Tanpitak. 2540: 110; cited in Foster. 1993; Nnadozie. 1993; Leungchuichok. 2539: 15; cited in Dlamini. 1994; Open. 1993; Shaw. 1993; Barnett. 1997: 1608-A; Jones. 1998: 1026-A; Squilini. 1999: 1861-A).

The highest achievement or effectiveness of an organization will not be accomplished if the administration of the organization is not in accordance with the officers' characteristics in that organization because the cultural aspect which influences the operation of organization is concerned with social value. The procedures in administration will affect the effectiveness of organization by having some cultural influences (Komin. 1995: 138). For school level, school culture has positive relationship and the highest impact with school achievement (Srikiat, 1997: abstract). The school administration strategy is a secondary factor that impacts the achievement (Clott, 1995: 263-A).

Organizational scholars and developers are interested in culture because an organization is a unit of society which is uncertain and dynamic (Reed, 1992, p. 75; Cherrington, 1994, p. 475). As a consequence, the organization has to set rules and practices for officers in order to overcome that uncertainty. This is how organization cultures are formed (Trice & Beyer, 1993, p. 1). The organizational culture; therefore, is important for administration of the organization because culture is a philosophy that determines policies to officers and clients of the organiza-

tion (Pascle et al., 1981). Understanding of cultures will help indicate a reason of successful or failure of the organization. Consequently, knowledge and understanding in creating and developing organizational cultures are necessary in order to regulate policies, administration, follow up process, and organizational development ranking.

From background and significances of organizational cultures mentioned above, the researchers were interested to study the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region. The synthesis of organizational culture theories from various scholars, factor analysis, and comparison were applied to find the results and used as a guideline in planning and supporting organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region.

## Research Questions

1. What are components of the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region? And what are levels of each component in general?
2. What are similarities or differences in opinions in terms of administrators' positions and school sizes of the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region?

## Objectives of the Study

1. To study the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region
2. To compare school administrators and teachers' opinions towards the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region classified by positions of administrators and teachers.
3. To compare school administrators and teachers' opinions towards the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region classified by school sizes.

## Research Methodology

This research employed quantitative research methodology to study and compare the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region. The procedures comprised 5 steps as follows:

- Step 1 Population and Samples
- Step 2 Research Instrument
- Step 3 Data Collection procedures
- Step 4 Data Analysis
- Step 5 Statistical Methodology

## 1. Population and Samples

1.1 The population of this research was administrators and teachers under the Secondary Educational Service Area Offices in the Northeast Region. There were 15 Secondary Educational Service Areas, 945 schools, and 40,893 administrators and teachers (Office of the Basic Education Commission, 2014: 59).

1.2 The samples were 444 school administrators and teachers from the Secondary Educational Service Area Offices in the Northeast Region. The multi-stage random sampling technique was applied as follows.

1.2.1 The sample in this study was randomly selected by cluster or area sampling technique, divided into 15 Secondary Educational Service Area Offices and then the number of schools located at each Educational Service Area Office was randomly selected by quota sampling technique from all schools in each of the Secondary Educational Service Areas. Finally, the sample was selected by simple random sampling technique via the table of numbers in order to get the lists of the schools. (Boonruangrat, 2003, p. 22) So, the sample selected in this study consisted of 148 schools from six Educational Service Area Offices as follows:

1. 22 schools from Secondary Educational Service Area Office 19
2. 27 schools from Secondary Educational Service Area Office 20
3. 33 schools from Secondary Educational Service Area Office 25
4. 14 schools from Secondary Educational Service Area Office 26
5. 26 schools from Secondary Educational Service Area Office 32
6. 34 schools from Secondary Educational Service Area Office 33

1.2.2 The sample totally consisted of 444 school administrators and teachers; one school administrator and two teachers from each school were selected by purposive sampling technique. They were shown in the table below.

Table 1: The number of population and sample according to school size in Secondary Educational Service Area Offices in the Northeast Region classified by Educational Service Area Offices and Upper and Lower Northeast Region Areas

Educational Service Area Offices	School size (population)			Total	School size (sample)			Total
	Big	Medium	Small		Big	Medium	Small	
SESAO. 19	8	19	27	<b>54</b>	3	8	11	<b>22</b>
SESAO. 20	13	21	35	<b>69</b>	5	8	13	<b>26</b>
SESAO. 25	13	31	40	<b>84</b>	5	12	13	<b>30</b>
SESAO. 26	9	9	17	<b>35</b>	3	4	7	<b>14</b>
SESAO. 32	13	25	28	<b>66</b>	5	10	11	<b>26</b>
SESAO. 33	12	26	47	<b>85</b>	5	10	15	<b>30</b>
<b>Total</b>	<b>68</b>	<b>131</b>	<b>194</b>	<b>393</b>	<b>26</b>	<b>52</b>	<b>70</b>	<b>148</b>



## 2. Research Instrument

The following were the stages for creating a research instrument:

2.1 The principles, concepts, and theories in developing the indicators of the organizational cultures from texts, academic materials, and other related domestic and foreign researches were studied, summarized, and synthesized for creating a questionnaire on the organizational cultures of Secondary schools in Northeast Region.

2.2 The law related to the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region was studied for creating the conceptual framework of the significance of the current schools which must bring the organizational cultures in order to legally achieve the instructional development.

2.3 The concepts of the organizational cultures from texts, academic materials, and other related domestic and foreign researches were studied for overall synthesis of the major and minor components and the indicators of the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region.

2.4 The conceptual frameworks/scopes of research were created by the researcher.

2.5 The conceptual frameworks/scopes of research were used for setting the major and minor components and the indicators of the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region.

2.6 The gained data were used for setting the major and minor components and the indicators of the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region in order to create the research instrument.

2.7 The letters issued by graduate school of Buriram Rajabhat University were sent to five experts for checking and approving the research instrument.

2.8 The gained data were used for developing the research instrument and then were presented to supervisor for correction and emendation.

2.9 After being corrected and emended, the research instrument was submitted to five experts for checking and examining the content validity with IOC (Index of Item Objective Congruence) and the questions were selected if they had the IOC of 0.50 -1.00

2.10 The draft of the questionnaire with 75 items examined and approved by five experts with content validity was found that there were 75 items which appropriately had IOC of 0.50-1.00.

2.11 The last draft of the questionnaire with 75 items analyzed with IOC was submitted to supervisor for consideration before it was used with the samples in this research.

2.12 The questionnaire was used to give a try-out to 30 samples which did not belong to the same target schools for collecting data analyzed by Cronbach's Alpha Coefficient to evaluate the quality of research instrument which had the reliability of 0.994.

2.13 The complete questionnaire with 75 items was used with the samples in the target group, divided into four main components as follows:

- 2.13.1 Clan culture with 16 items
- 2.13.2 Adaptability culture with 20 items
- 2.13.3 Bureaucratic culture with 19 items
- 2.13.4 Achievement culture with 20 items

### 3. Data Collection

The researcher collected the data with his own face validity, making a request for the letter from the faculty of Education, Buriram Rajabhat University and sending 444 copies of the letters by post to school directors as the sample under Secondary Education Service Area Offices in each provincial area of Northeast Region to ask them for replying the questionnaires and returning to the researcher within 14 days.

### 4. Data analysis

The statistical methodology used for analyzing the collected data was discussed as follows:

4.1 The collected data were prepared for the statistical analysis after getting the questionnaires back from the target samples.

4.2 The general data were analyzed by using the statistic of percentage.

4.3 The data of the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region were analyzed by using the statistics of percentage, mean, and deviation.

4.4 The comparison with opinions about the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region classified by positions was analyzed by using the statistic of independent sample t-test.

4.5 The comparison with administrators' and teachers' opinions about the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region classified by school sizes was analyzed by using the statistic of ANOVA (F-Test).

### 5. Statistical Methodology

The statistical methodology used for analyzing the collected data was discussed as follows:

5.1 The basic statistics are percentage, mean, and standard deviation.

5.2 The statistics used to examine the quality of the instrument are reliability and index of objective congruency (IOC).

5.3 The statistic used to test the hypothesis of the samples' general data is percentage.

5.4 The statistics used to show the findings of the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region are percentage, mean, and standard deviation.

5.5 The statistic used to show the findings of the comparison with opinions about the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region classified by positions is the independent sample t-test.

5.6 The statistic used to show the findings of the comparison with administrators' and teachers' opinions about the organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region classified by school sizes is ANOVA (F-Test).

## Results

The findings were as follows:

Table 2: The organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region both in overall and each component were at the high level.

organizational cultures	$\bar{X}$	S.D.	Level
Achievement Culture	4.29	.782	high
Clan Culture	4.12	.819	high
Bureaucratic Culture	4.39	.747	high
Adaptability Culture	4.37	.717	high
<b>Total</b>	<b>3.97</b>	<b>.501</b>	<b>high</b>

Table 2 showing the organizational cultures of schools under the Secondary Education Service Area Offices in Northeast Region consisted of major four components, 20 minor components, and 75 major component indicators as the details below.

1. The organizational cultures of schools in achievement culture were overall found to be at the high level. Taking each aspect into consideration, all aspects were also found at a high level: the highest mean score was item 56: *In your organization there is competitive work for creating achievement* ( $\bar{X} = 4.29$ , S.D.= .782), followed by item 75: *In your organization there are novelty, good quality, and expense reduction* ( $\bar{X} = 4.27$ , S.D.=.776), while the lowest mean score item 63: *the standard or goal is set for effective works* ( $\bar{X} = 3.65$ , S.D. = .937).

2. The organizational cultures of schools in clan culture were overall found to be at the high level. Taking each aspect into consideration, all aspects were also found at a high level: the highest mean score was item 10: *There are other factors such as community leaders who should have morality, devotion, and good model* ( $\bar{X} = 4.12$ , S.D. = .819), followed by item 8: *A person who is happy in life, is potential, have warm family, and is a good model is more helpful than one who is lack of warm love* ( $\bar{X} = 4.01$ , S.D. = .879) while the lowest mean score item 12: *Your organization enhances the earning and producing effectiveness without verification in details* ( $\bar{X} = 3.77$ , S.D. = .917).

3. The organizational cultures of schools in bureaucratic culture were overall found to be at the high level. Taking each aspect into consideration, all aspects were also found at a high level: the highest mean score was item 31: *Your organization has administrative staff* ( $\bar{X} = 4.39$ , S.D.= .747), followed by item 30: *Your organization has officially-fixed regulations*, while the lowest mean score item 20: *Your organization has the management system of salary* ( $\bar{X} = 3.70$ , S.D.=1.004).

4. The organizational cultures of schools in adaptability culture were overall found to be at the high level. Taking each aspect into consideration, all aspects were also found at a high level: the highest mean score was item 47: *Your organization has good working atmosphere* ( $\bar{X} = 4.39$ , S.D. 747), followed by item 46: *Social style of work pays respect to each other* ( $\bar{X} = 4.29$ , S.D. = .751), while the lowest mean score item 48: *There are design and new innovative presentation responding to the rapid change of globalization and becoming the heart of competitive level*, item 49: *Your organization has better productivity than before*, and item 50: *In your organization there are capital and budget reductions* ( $\bar{X} = 3.77$ , S.D. = .914) respectively.

Table 3: Compares the average opinion of the administrators and teachers of the Organizational cultures of schools under the Office of Secondary Educational Service Area in Northeast Region by overall position and individual aspects.

Organization culture	Level Comments			
	Administrators		Teachers	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1. Clan Culture	3.87	0.76	3.89	0.69
2. Bureaucratic Culture	3.97	0.58	4.06	0.53
3. Adaptability Culture	4.02	0.57	4.08	0.62
4. Achievement Culture	3.88	0.64	3.93	0.68
<b>Total</b>	<b>3.93</b>	<b>0.53</b>	<b>3.99</b>	<b>0.48</b>

Table 3 showing the opinions of administrators and teachers to the organization culture of the schools under the Office of Secondary Education in Northeast Region Overall indicated no significant differences when considering all the difference.

Table 4: Comparison of the opinions of administrators and teachers to the organization culture of schools under the Office of Secondary Educational Service Area in Northeast Region by size of institutions overall and specific

Dependent Variable	df	SS	MS	F
<b>Clan Culture</b>				
Between Groups	2	4.374	2.187	4.261*
Within Groups	441	226.357	.513	
Total	443	230.732		
<b>Bureaucratic Culture</b>				
Between Groups	2	.762	.381	1.226
Within Groups	441	137.080	.311	
Total	443	137.842		
<b>Adaptability Culture</b>				
Between Groups	2	4.123	2.062	5.696**
Within Groups	441	159.611	.362	
Total	443	163.735		
<b>Achievement Culture</b>				
Between Groups	2	11.777	5.888	13.737**
Within Groups	441	189.038	.429	
Total	443	200.815		
<b>Total Varial</b>				
Between Groups				3.139*
Within Groups	2	1.564	.782	
Total	441	109.903	.249	
	443	111.468		

\*\* There are statistically significant at the .01 level. \* A statistically significant level. 05.

Table 5: Comparison of the opinions of administrators and teachers to the culture of the organization of schools under the Office of Secondary Educational Service Area in Northeast Region the pair by size of school as a whole.

School size	$\bar{x}$	Big	Medium	Small
		4.01	3.99	3.85
Big	4.01	-	0.02	0.16*
Medium	3.99		-	0.14
Small	3.85			-

\*. The mean difference is significant at the 0.05 level.

Table 5 outlined the result of the opinions of administrators and teachers to the culture of the schools under the Office of Secondary Education in the Northeast Region. The pair by size of institutions overall, the school has a large and small. Opinions vary significantly statistical level. 05.

## Conclusion and Discussion

The findings of the organizational cultures of schools under the Secondary Education Service Area Offices in Northeast Region were discussed and concluded as follows:

### 1. Conclusion

The findings were as follows:

1. The organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region both in overall and each component were at the high level. The highest mean score was achievement culture, followed by clan culture, bureaucratic culture, and adaptability culture respectively.

2. The organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region classified by positions were not different.

3. The organizational cultures of schools under the Secondary Educational Service Area Offices in the Northeast Region classified by school sizes showed statistical significant difference at .05 level.

### 2. Discussion

As the above-mentioned conclusion, it is seen that the organizational cultures of schools under the Secondary Education Service Area Offices in Northeast Region consisting of 75 indicators and four major components that are achievement culture, clan culture, bureaucratic culture, and adaptability culture. All components have the construct validity for measuring the organizational cultures because they are the high construct validity including the achievement culture (1.00), the clan culture (0.99), the bureaucratic culture (0.99) and the adaptability culture (0.99) respectively. So, the organizational culture indicators of schools under the Sec-

ondary Educational Service Area Offices in the Northeast Region indicated that there are the significant properties with the perfect vision in the target of organization and leader, focusing on the particular achievement and being aware of serving the special users from the exterior environments regardless of rapid flexibility and change. These cultures focus on showing the results that tend to hold the competitive, industrious, self-creative values and to work hard for achieving the goal. Members are encouraged to strive for the standards of excellence and to set a goal for the challenging and possible achievement with a plan and a clear choice before proceeding (Moats. 1997, p. 59 ; cited in Cook & Lafferty, 1989 ; Gundry, 2001, p. 6). This was in line with Cameron and Attington's (1988) concept of the achievement culture, which was referred as the culture that emphasizes the proactive working value. Competition, expansion of working sector, production, and efficiency likely to focus on external customer services and pricing strategies, production, sale promotion and places for service including the achievement and the competitive victory. Besides, This was also consistent with the concepts of Gordon (1999); Deal & Kennedy (1982); Griffin and Moorhead (2007) and Davenport and Prusak (1998), corresponding to the concepts of organizational cultures that will contribute to the organizational success. The organizational cultures are the basic concepts and faith leading to the organizational success and are the working standard to be done for achieving the goal.

In conclusion, the organizational cultures under the Secondary Educational Service Area Offices in the Northeast Region are caused by four main components consisting of the achievement culture, the clan culture, the bureaucratic culture, and the adaptability culture. The main component is the achievement culture that has the key minor elements, that is to say, competition and personal creativity. So, leading the organizational success efficiently should pay more attention to the competition and the personal creativity in order to be able to find new approaches or peculiar methods to the different solutions. The initiative creativity is necessary, especially in the business. Administrators need to seek the new ways to solve the changing problems. Therefore, they need to create the initiative creativity and give organization members the opportunity to apply their knowledge, proficiency, initiative creativity in various aspects consisting of 1) fact -finding, 2) problem-finding, 3) ideal-finding, 4) solution-finding, 5) acceptance-finding, and 6) peculiarity.

## Recommendations

The researchers suggested all schools to create and develop achievement culture or effectiveness aspect due to it affects the effectiveness in terms of educational achievement. Creating organizational culture is to make achievement culture or effectiveness aspect exist and improve any procedures to create stronger culture especially achievement culture. Leader of organization is an important person to create and develop organizational cultures as Schein (1992:13) mentioned that organizational cultures and leadership are two sides of the same coin. The administrators regulate mission, strategy and goals of organization in order to satisfy organizational environment and create value and assumptions to be complied with organization's mission, strategies, policies, plan, etc. If the organization's goal meet with the mission planed, the administrators will apply that value or assumption creating organization's believes and practices.

The organizational leaders have to obviously specify organizational cultures for members to acknowledge and conform by applying various methods such as being a role model, communicating and emphasizing the important of these cultures. Additionally, projects and activities that support organizational cultures should be promoted, and advices, recommendations, and opinions towards these cultures, or even feedback should be given to members who both comply or neglect these cultures. Orientation and training, awards, and celebrations should be provided for members to create organizational values and practices. These will finally become organizational cultures or practices that members can comply as a guideline for daily organizational practices (Wongvaisayawan, 1997: 130).

Recommendations for future studies.

1. There will be studies on organizational culture in each university to identify the style and culture of the institution in changed circumstances.
2. Research will be conducted on the organizational culture of another education institution such as other ASEAN countries or another jurisdiction to get an indicator of cultural diversity as suited to the cultural context of the organization itself.



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## My Brief History

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## Communication Strategies Used By Tourism Students In Efl Classrooms

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### Abstract

This study aims to investigate communication strategies (CSs) used by EFL students during communication activities in EFL tourism classrooms. This study also addresses the strategies used in relation to students' individual differences. Data was collected from forty-five participants, sophomore students majoring Tourism and Hospitality, who enrolled in English for Communication course at the University of Phayao, Thailand. This mixed-method research utilized both quantitative and qualitative research instruments including open-ended questionnaires, semi-structured interviews and non-participants observations. By means of the interviewing process, six undergraduate students chosen by purposive sampling technique were divided into three groups according to their English proficiency levels (advanced, intermediate, and low), based on grade average of Fundamental and Developmental English in the first year. Then, six students were selected, observed and interviewed individually by using audio recordings. The findings revealed that the most frequently used strategies were fillers or hesitation devices-using filler words strategies with the mean score 3.79, followed by literal translation, appeal for help, used all-purpose words, message abandonment, approximation, code switching, circumlocution, word coinage, topic avoidance and foreignizing at least (the mean score 3.69, 3.52, 3.50, 3.40, 3.33, 3.32, 3.25, 3.06, 3.03 and 2.96 respectively). Similarly, in terms of observation results, low, intermediate and high-proficiency students always employed fillers or hesitation devices-using filler words strategies because students needed time to think when encountered with communication's difficulties. To elicit the finding of the interview, EFL students realized that CSs were useful techniques for solving and enhancing communication in contexts. This study suggests that it is beneficial to integrate teaching CSs into the English curricula for these EFL tourism students to improve their communication performances.

**Keywords:** Communication strategies; EFL; Tourism

## 1. Introduction

With the sustainable growth of economy, tourism is considered as a significant industry and contributor of developing among many countries. It is presented as one of the most powerful drivers of world commerce and prosperity. According to the number of international tourists, it reached 1,138 million in 2014, 51 million more than in 2013, a 4.7% increase over the previous year (World Tourism Organization UNWTO, 2015). As international tourism is a major source of income for many countries, there have been great demands for tourism-related undergraduates who have prominent skills in English communication.

Though there are more than 1,000 spoken languages across the world, English has increasingly become the official regional lingua franca in ASEAN. Based on Article 34 of The ASEAN Charter, "The working language of ASEAN shall be English" (ASEAN, 2008, p.28). In other words, English is inevitably selected as an official working language in The Association of Southeast Asian Nations (ASEAN) integration of ten countries comprising Brunei, Malaysia, the Philippines, Singapore, Cambodia, Indonesia, Laos, Myanmar, Vietnam, and Thailand. As in other parts of the world, English is taught in Thailand as a foreign language (EFL) in compulsory curriculum in order to support learners to listen, speak, write, and read effectively. This noticeable information leads to the Thailand government worked extremely hard to stimulate its citizens' English skill to be ready for joining in the ASEAN Community. Drawing upon Foley (2005), Thai government recognizes that language learning and teaching primarily is necessary in Thai higher education system.

Communication skill is one of the most essential skill in tourism industry as it is one of the major revenues sources in Thailand (Simpson, 2011). This can be defined as "a process of exchanging information, from the person giving the information through verbal and non-verbal methods" (Iksan, et al., 2011, p. 72). In this study, the researcher will focus only on verbal communication since it has high priority in tourism context. When Thai tourism workers have to communicate with tourists from different cultures and countries, verbal communication is required to deal with problem-related intercultural communication. Therefore, high achievement in English communication skill provides great opportunities for Thai employees to effectively cope with the tourists from all over the globe.

Although Thai undergraduates in tourism field are expected achieving high English proficiency to communicate with foreign tourists effectively, they still encounter with difficulties in English communication. For instance, they are unable to communicate English clearly, convey obvious messages, negotiate, and deal with any English obstacles while working with foreigner tourists. This is because, in EFL contexts, learning and using English are limited to inside classroom where focuses more on grammar usage rather than practice in real-life situations. Without being taught applying language in wide range of the real world contexts, the undergraduates struggle to employ linguistic-based knowledge learned in the classroom to the real world communication (Konchiab, 2015). Interestingly, Thai English proficiency still remains a matter of concerns because they perform less well than regional neighbors (Baker, 2008). Thus, in order to overcome communication problems, Thai undergraduates have to apply some CSs to reach the highly communication's goal. In other words, EFL students need to utilize communication strategies (CSs) which are able to bridge the gap between the linguistic knowledge of the second

language (L2) learners and interlocutors in real situations (Carmen & Ruth , 2012). As Doqaruni (2013) points out that there are two aspects of CSs' importance they are able to deal with communication problem, such as when a speaker do not know the exact words of something; CSs can also enhance fluency and efficiency of communication.

Recent studies heavily focus on new issues related to CSs pedagogy and learning such as Wei (2011) studied a relationship between Chinese English learners' attitudes toward the use of CSs and the reported frequency of using them in actual communication. Later, Wahyuni (2013) investigated L2 speaking strategies used by Indonesian EFL tertiary students. In teaching process, Konchiab (2015) conducted to develop CSs instruction for Thai tourism students to enhance their English oral communication performance. The gap of the study is that the research of CSs employed by Thai EFL tourism learners has been scarce and the previous studies use unvaried research design so, it is hard to gain a rich data which gives an in-depth picture of the study.

In the light of this view, and in an attempt to contribute to knowledge on the use of CSs in EFL tourism classrooms and provide recommendations for EFL teachers and EFL educators, the present study aims to investigate various kinds of CSs used by EFL learners during communication activities in EFL tourism classrooms and to examine how individual differences of EFL learners relate to their CSs use. The finding can be used for EFL teachers in raising their awareness of L2 CSs use among EFL learners. Furthermore, the curriculum developers can apply the integration of CSs training into teaching materials. The EFL learners can get benefits from the results of this study in terms of realizing what the most effective CSs used is in real life.

## 2. Theoretical Framework: Communication Strategies (CSs)

To overcome the communication's difficulties, L2 learners attempt to employ various CSs, which are considered as significant tools to achieve their communication goal. From different prospects, scholars define CSs in three major approaches: interactional, psycholinguistic and integrated approach. The interactional approach within CSs research is clearly seen in Tarone's (1980) taxonomy of CSs where she defined them as tools used in a meaning negotiation where both conversationalists agree to the same communicative goal. She identifies CSs as "mutual attempts of two interlocutors to agree on a meaning in situation where the requisite meaning structures do not seem to be shared" (p.220). Furthermore, Faerch and Kasper (1980) and Bialystok (1983) mention CSs from psychological perspective. They all dealt with CSs as internal mental plans that can be analyzed but that can never be taught because teaching CSs is teaching mental cognitive processes. Lastly, Dornyei and Scott (1997) presented an integrated model of CSs based on all the previous taxonomies with the idea of taking into consideration both meaning negotiation and communication maintenance.

### *Tarone's Classification (1980)*

Tarone (1980) studies CSs from the perspective of social interaction. In Tarone's (1980) taxonomy, there are three main categories of CSs namely; paraphrase, avoidance, and transferring. Each one of these major categories is further classified into subdivisions. To begin with paraphrase which consists of approximation, word coinage, and circumlocution. The approximation is employed by learners when they realize that vocabulary is incorrect, they

attempt to use the words which are synonyms or shares similar semantic features in common to satisfy conversation partners. Moreover, word coinage is used when language user made up a new word in order to communicate a desired concept. The circumlocution is applied when the learner chooses to describe the characteristics of the vocabulary. In addition, avoidance consists of topic avoidance and message avoidance. The former take place when the learners do not try to talk about concepts for which the TL they do not know. Message abandonment involves the learners stop in the mid-utterance because they are unable to continue the conversation. Lastly, transferring includes four strategies: literal translation, language switch, appeal for assistance, and mime. When learners translate word for word from the native language referred to using literal translation. Furthermore, in terms of language switch, the learners use the native language term without translation to the interlocutors. In the case of appealing for assistance, learners clarify meaning of word by asking the interlocutors, whereas mime involves the use of nonverbal strategies such as gesture in place of a lexical item.

### *Faerch and Kasper's Classification (1980)*

Faerch and Kasper (1980), who recommend CSs as psychological view, believe that CS is the solution to the individual's problems than the learners' common obstacles. They describe what happens in the learners' thought during two main different phases of the speech production model: planning phase (because of insufficient linguistic resources) and execution phase (retrieval problems). The CSs use during these phases are divided into two categories which are achievement strategies and reduction strategies (formal and functional). The achievement communicative strategies are governed by the learners when they attempt to solve problems in communication by expanding communicative resources, rather than reducing communicative goal. They are divided into two sub-classes which are compensatory or non-cooperative strategies and retrieval strategies. Compensatory strategies involve replacing the original plan with a strategic one (word coinage and code switching); whereas, retrieval strategies occur when the speaker retrieves the item to achieve the original plan. In contrast, reduction strategies are employed when the learners know that they make an insufficient utterance and therefore avoid making it. They are divided into formal and functional reduction strategies. Formal reduction includes the reduction of the phonological, morphological, syntactical or lexical reduction. This is employed when the learners in a specific communicative situation avoid items which in a different communicative situation to reach the communicative goal, while functional reduction involves the reduction of the communicative goal. Interestingly, the sub-types of reduction strategies in Faerch and Kasper (1980) classification are quite similar to Tarone's (1980) category.

### *Bialystok's Classification (1983)*

Bialystok (1983) is also CSs researcher who focuses on psycholinguistic perspective. Bialystok defines CSs as "all attempts to manipulate a limited linguistic system in order to promote communication" (1983, p. 102). In other words, she focuses on CSs used when learners are encountered with linguistic difficulties. Bialystok (1983) differently categorizes CSs from other researchers. She attempts to develop a psychological system of CSs classification, which is based on cognitive theory of language processing. There are five categories of communication strategies namely L1-Based-strategies, L2-Based-strategies, non-language strategies, analysis-based strategies, and control-based strategies. Considering the L1-Based-strategies,

language switch and literal translation are similar to Tarone's (1980) form of transferring. In terms of L2-Based-strategies, the sub-category semantic was related to Tarone's approximation; description was similar to Tarone's circumlocution, and word coinage is like Tarone's description. Another three sub-types of communication strategies are non-language strategies, analysis-based strategies, and control-based strategies. An analysis-based strategies try to "convey the structure of intended concept by making explicit the relational defining feature" (Bialystok, 1983, p. 133).

### *Dörnyei and Scott's Classification (1997)*

Dörnyei's and Scott (1997) classify communication strategies based on the work of Váradi (1973), Tarone (1980), and Faerch and Kasper (1980). Dörnyei and Scott (1997) classify communication strategies into three principal categories; avoidance or reduction strategies, achievement or compensatory strategies, and time-gaining strategies.

### *Theoretical and Analytical Framework for the Current Study*

In this study, the researcher grouped the communication strategies framework by two groups of researcher: Dörnyei and Scott (1997), and Tarone (1980). The taxonomy was selected for a number of reasons such as, the taxonomy was created by including well-known communication strategies or their subcategories, studies on repair, the negotiation of meaning, and hesitation phenomena, as well as lesser known communication strategies, and also three principal categories of CSs including; avoidance or reduction strategies, paraphrase/ achievement or compensatory strategies, borrowing, and time-gaining strategies as identified by Dörnyei and Scott (1997), and Tarone (1980) as Table 1:

*Table 1: Theoretical and analytical framework for the current study*

Framework of communication strategies	
1. Avoidance or reduction strategies (Dörnyei & Scott, 1997; Tarone, 1980)	1.1 Message abandonment 1.2 Topic avoidance
2. Paraphrase (Tarone, 1980)/ Achievement or compensatory strategies (Dörnyei & Scott, 1997)	2.1 Circumlocution 2.2 Approximation 2.3 Word coinage 2.4 Use of non-linguistic means: mime, gesture, facial expression, or sound imitation 2.5 Use of all-purpose words
3. Borrowing (Dörnyei & Scott, 1997; Tarone, 1980)	3.1 Literal translation 3.2 Foreignizing 3.3 Code switching 3.4 Appeal for assistance/help
4. Time-gaining strategies (Dörnyei & Scott, 1997)	4.1 Use fillers or hesitation devices- using filling words or gambits to fill pauses and to gain time to think

**Note:** The limitation of this study was researcher will focus only on verbal communication strategies, so use of non-linguistic means including mime, gesture, facial expression, or sound imitation was not analyzed because data was typically obtained by audio recording, and there were not data of non-linguistic behavior focused on this study.

### 3. Research Questions

1. What kinds of communication strategies do Thai EFL students majoring tourism and hospitality at the University of Phayao use during communication activities in EFL classrooms?
2. What are different practices of communication strategies use among EFL students with different levels of English proficiency?
3. What are EFL students' opinions towards the use of communication strategies?

### 4. Methodology

#### *Research Design*

A mixed-method research approach was employed in this study. To obtain quantitative data, the questionnaires were employed to explore the communication strategies use among 45 EFL tourism students. Furthermore, researcher used SPSS software to group the students into three levels of English proficiency: 3.00-4.00 = advanced; 2.59-2.00 = intermediate; and 1.59 or below = low. To elicit the qualitative data, semi-structured interview and non-participant observations were employed to collect the in-depth data. All data were analyzed based on research questions.

#### *Participants*

The participants of this study were forty-five samples, sophomore students majoring tourism and hospitality, who enrolled in English for Communication course at the University of Phayao, Thailand. The reason why the sophomore students were selected in this study is they were more developmentally ready and educationally prepared to examine in this research. The participants were chosen respectively by purposive sampling because "it allows the researcher to home in on people or events which there are good grounds for believing will be critical for research" (Denscombe, 2014, p. 41).

#### *Instruments*

The instruments used for data collection in this study included open-ended questionnaires, non-participant observations and semi-structured interview. The questionnaires were used to investigate communication strategies used by EFL students during communication activities in EFL tourism classrooms. It consisted of two parts. The first part asked the participants to provide demographic data such as grades, age, gender, and number of years studying English. The second part asked questions to gain information about the participants' use of communication strategies (CSs). A five-point Likert Scale was used to calculate the participants' level of frequency in their use of communication strategies (1 = never, 2 = hardly, 3 = sometimes, 4 = usually, 5 = always). The researcher proposed a 30-items Oral Communication Strategy Inven-



tory (OCSI) adapted from Toomnan (2014). Each question was presented in Thai so that there is no misunderstanding in meaning. Moreover, the observations were designed to examine how well students use CSs in different English proficiency levels. The audio recordings was made by researcher. The role of researcher was non-participant observer which mean "conducting an observation without participating in the activities or events from a distance" (Hennink, Hutter, & Bailey, 2011, p.185). Lastly, five semi-structured interview questions which were adapted from Toomnan (2014) were also employed in this study by asking all participants with the same set of questions in the same order. This was because it provided a space for sharing ideas and responses to the questions. The researcher expected some information involving communication strategies which might not be found in questionnaire, so interviewing was able to find out more in-depth information.

### *Data Collection*

The current study took place at the English for communication classroom at the University of Phayao, Thailand. The language instruction in classroom was English and classroom activities emphasized on both knowledge-based and activity-based teaching. There were four main steps of data collection. First, the students were given the research proposal and informed consent forms in order to read and sign. To ensure confidentiality of the students, pseudonyms were used and all data were collected and stored accessible only to the researcher. The students had a right to withdraw at any time without prejudice and without providing a reason. Later, open-ended questionnaires were distributed to forty-five students. The total time to complete the questionnaire was approximately 10-15 minutes. Then, six students were divided into three groups; two advanced, two intermediate, and two low proficiency by using Fundamental English and Developmental English grades in the first year. They were observed three weeks continually in EFL classrooms. Furthermore, six audio recording devices were distributed to six students in order to examine what actually happened in classroom regarding to the kind of CSs approximately 3-4 hours. After the completion of observations, the researcher conducted the semi-structured interview which revealed students' opinions of the effectiveness of each type of CSs. The six participants who were grouped into three levels were selected to take part in the interview, approximately 15-30 minutes.

### *Data Analysis*

The present study analyzed the data from questionnaires by using Mean ( $\bar{x}$ ) and the Standard Deviation (S.D.). In addition, the audio recording is transcribed to observe the differences of communication strategies use. Moreover, the interview is also employed with a digital audio recording, then it will be transcribed verbatim.

## 4. Findings

The findings were presented based on research questions as following:

### 4.1 Research Question 1: What kinds of communication strategies do EFL students use during communication activities in EFL classrooms?

Based on the analysis of the communication strategy questionnaires, the researcher has presented the reported frequency of use of CSs by forty-five students, sophomore students majoring tourism and hospitality, who enrolled in English for Communication course at the University of Phayao, Thailand. The overall communication strategies employed by the students are illustrated in terms of frequency of occurrence are presented in Table 2.

Table 2: The frequency of CSs used by the focus group with different levels of proficiency

Categories & types of CSs	High level group (N=4)		Intermediate level group (N=22)		Low level group (N=19)		Total (N=45)
	Mean ( $\bar{x}$ )	S.D.	Mean ( $\bar{x}$ )	S.D.	Mean ( $\bar{x}$ )	S.D.	Mean ( $\bar{x}$ )
<b>Category 1: Avoidance or reduction strategies</b>							
1.1 Topic avoidance	2.75	1.35	3.14	0.93	3.21	0.86	3.03
1.2 Message abandonment	3.25	0.91	3.15	1.12	<b>3.8</b>	0.98	3.40
<b>Category 2: Paraphrase / Achievement or compensatory strategies</b>							
2.1 Circumlocution	3.13	0.77	3.38	1.06	3.24	1.10	3.25
2.2 Approximation	3.5	0.58	3.55	0.85	2.95	0.97	3.33
2.3 Word coinage	3.5	0.58	2.95	1.21	2.74	1.19	3.06
2.4 Use of all-purpose words	4	0.82	3.55	0.96	2.95	1.13	3.50
<b>Category 3: Borrowing strategies</b>							
3.1 Literal translation	3.75	0.96	<b>3.91</b>	0.75	3.42	1.22	3.69
3.2 Foreignizing	2.75	0.96	3.18	1.29	2.95	0.91	2.96
3.3 Code switching	3.25	0.96	3.56	0.98	3.16	1.25	3.32
3.4 Appeal for assistance/help	3.63	1.13	3.53	0.88	3.4	0.98	3.52
<b>Category 4: Time-gaining strategies</b>							
4.1 Use fillers or hesitation devices-using filler words	<b>4.5</b>	0.58	3.45	0.8	3.42	0.90	<b>3.79</b>

**Bold:** used the most, *Italic:* used the least

Table 2 presented the results for each strategy and for each strategy in each group so as to show the general picture of the students' use of communication strategies. As can be seen, most of the students occasionally used fillers or hesitation devices-using filler words strategies the most with the mean score 3.79, followed by literal translation, appeal for assistance, use

of all-purpose words, message abandonment, approximation, code switching, circumlocution, word coinage, topic avoidance, and foreignizing at least (the mean score 3.69, 3.52, 3.50, 3.40, 3.33, 3.32, 3.25, 3.06, 3.03 and 2.96 respectively). From Table 2 above, it is revealed that use fillers or hesitation devices-using filler words were also frequently employed by the high level group, as students tended to overuse them when the students encounter with communication's difficulties. Meanwhile, literal translation strategies seemed to be the most frequently used strategy by the intermediate level group and message abandonment strategies were frequently used at the low level with the mean score 4.5, 3.91 and 3.8 respectively. On the contrary, topic avoidance and foreignizing have the least mean score, 2.75, for the high level students. Interestingly, word coinage was employed the least by the two groups, 2.95 in the intermediate level group and 2.74 in the low level group.

## 1.2 Research Question 2: What are differences among EFL students with different levels of English proficiency?

*Results from non-participant observation*

Table 3: The non-participant observation of three groups of English proficiency

Extract	Participant	Levels of Proficiency	Move	Dialogue	Communication Strategies (CSs)
1	Toey (T)	Low proficiency group	1 2 3 4 5 6	I: Where are you come from? T: I come from Phrae. I: Do you like Phrae? T: Yes, I do. I: Why? Why do you like Phrae? T: <b>Err...</b> because it is ... <i>Sa Ngop.</i> (peachful)	Time-gaining filler & Code switching
2	Toey (T)	Low proficiency group	7 8	I: When you make a Kratong, What do you put in? T: <b>Ah...</b> flowers, <b>err...</b> money ....and <b>Thoop.</b> (joss stick)	Time-gaining filler & Code switching
3	Aek (A)	Low proficiency group	9 10	I: What is the complaint of your mother? A: I have girlfriend... <b>Ah...</b> my mom want me to study <b>Korn</b> (first)... [laugh]	Time-gaining filler & Code switching
4	Aek (A)	Low proficiency group	11 12 13 14	I: What is your parents always complain you? A: <b>I'm Sok ka prok (dirty)...Aor...dirty in common life... and...Yes.</b> I: A: Can you give me example? <b>Everything...</b> [laugh]	Code switching, time gaining filler & message abandonment Use of all-purpose word
5	Bamboo (B)	Intermediate proficiency group	15 16 17 18	I: What is your favorite subjects in this semester? B: ... I: ... B: The subject you like the most. <b>Ah...</b> Finance <b>Krub.</b> [Thai ending style]	Time-gaining filler Time-gaining & Code switching
6	Eye (E)	Intermediate proficiency group	19 20	I: What is your complaint to your parents? E: <b>Again please.</b>	Appeal for help

Extract	Participant	Levels of Proficiency	Move		Dialogue	Communication Strategies (CSs)
7	Eye (E)	Intermediate proficiency group	21 22	I: E:	Where did you go on weekend? What did you do in there? <b>Um</b> ....I go to Chiang Mai to see temple and the zoo... and <b>...um</b> ... [laugh] <b>I don't know.</b>	Time-gaining filler & Message abandonment
8	Mummy (M)	High proficiency group	23 24	I: M:	What are the complaint of parents to Jason and Lisa? <b>Err</b> ... Jason always turns off Television loudly...and... ah ...ah...Lisa <b>making</b> ... no...put <b>everything</b> to the floor.	Time-gaining filler & All-purpose words
9	Mummy (M)	High proficiency group	25 26	I: M:	What about your hometown in Sakon-nakorn? We have <b>er</b> ... <b>dainosao</b> [Thai accent] (dinosaur).	Time-gaining filler & Foreignizing
10	Oven (O)	High proficiency group	27 28	I: O:	Where did you go on last weekend? I <b>tour</b> (travel) to Chiang Mai, Lamphun and Lampang... <b>err</b> ...with my teacher and friends.	Word coinage & Time-gaining filler
11	Oven (O)	High proficiency group	29 30 31 32	I: O: I: O:	When you say you put food there, what kind of food and drink? It is <b>...um</b> ... rice...and food for Thai people... It is a ... boiled egg. Boiled egg? Yeah and <b>everything</b> ... <b>everything</b> to eat.	Time-gaining filler  All-purpose words

*In this and the following conventions are used:*

Regular	English Dialogues by the students
<b>Bold regular</b>	Communication strategies applied by the student
<i>Italic</i>	Thai words employed by the student
(Parentheses)	Translation from Thai to English
(...)	A pause during conversation
[Bracket]	Information added by the researcher
I (Interlocutor)	Stand for the teacher

These above extracts showed that the students from three groups of English proficiency mostly employed the time-gaining filler. The time gaining filler was commonly required when students gained time to think and plan the utterances such as um, urr and ah, repetitions and fillers. To fill pauses, all students used one word fillers such as 'er', 'ah', and 'um' in order to avoid long pausing in communication as shown in Example 1 to 11. Regarding the low proficiency group, Extract 1 to 4 showed that both of Toey and Aek applied code switching which helped them to compensate for communication gaps to clarify the messages. As shown in Extract 1, Toey utilized Thai word 'Sa Ngop' (move 6) for describing her hometown referring to 'being in peaceful condition'. However, without any English descriptions, the interlocutor might not understand what she wanted to convey the meaning. Following this, Toey as in Extract 2 em-

ployed Thai word 'Thoop' (move 8) instead of saying joss stick because she could not say this word in English. Similar to Aek, shown in Extract 3, he also applied this strategy to repair his speech by changing the word 'first' in English to 'Korn' (move 10) in Thai. Furthermore, 'Sok ka prok' (move 12) in Thai was employed when he was not able think to the real word in English. Then, he can remember that he should speak this word in English so he repaired himself by saying 'dirty'. Interestingly, Aek in Extract 4 attempted to explain more about his experience but he could not so he stopped talking by saying *Yes*. Throughout this example, it was possible that he chose message abandonment strategy in order to avoid his language difficulties.

Compared with the low proficiency group, the intermediate proficiency group also used code switching but in different purposes. For answering teacher question of favorite subject, as shown in Extract 5, Bamboo used 'Krub' (move 18) or ending particles to show respect to the teachers and make the conversation more flow and polite. Appeal for help was the next strategy that student in the intermediate proficiency group preferred. In Extract 6, Eye asked the interlocutor to repeat her question by saying 'Again please' (move 20). Similarly, based on Koncieb (2015) results, both of the lower and medium level group also asked help from their teacher when they encountered with lexical difficulties. Interestingly, as shown in Extract 7, Eye employed message abandonment strategy by saying 'I don't know' (move 22) to leave the message. With regard to the high proficiency group, it can be seen that there were various communication strategies occurred in this group because they attempted to deliver the message effectively. As shown in Extract 8 and 11 respectively, Mummy and Oven applied the all-purpose words to help them to convey a clearer message. First, Mummy used lexical item such as *make* and 'everything' (move 24) to explain why she was complained by her mother. In the same vein, Oven in Extract 11, he also employed the word 'everything' (move 32) to demonstrate Thai food to teacher. However, this led to unclear message because teacher may not understand what he wanted to explain. Foreignizing was required by the high proficiency level as in Extract 9. Mummy used Thai phonological accent 'dainosao' (move 26) instead of 'dinosaur' in English. Referring to Extract 10, Oven misused the word 'tour' (move 28) instead of travel. Nevertheless, the word he used also shared semantic features which were general idea and were able to understand.

### 1.3 Research Question 3: What are EFL students' attitudes towards the use of communication strategies?

#### *Results from Students' Semi-structured Interviews*

The semi-structured interviews were conducted in the third phase of data collection with six students chosen by purposive sampling technique based on their English proficiency levels (high, intermediate, and low). The number followed showed the sequences of the students interviewed from the 6 participating. The results of students' semi-structured interviews were presented in the following sections.

**Question 1: Do you have communication problems when you communicate with others? If yes, what communication problems do you have? And how do you solve your problems?**

Table 4: The students' communication difficulties and solutions

No.	Participant	Levels of Proficiency	Interview Data	Summary of Solution
1	Toey (T)	Low proficiency group	When I encountered difficulties in communicating in English with foreigners, I usually stop talking and smile.	To give up with communication difficulties
2	Aek (A)	Low proficiency group	I often use body language and point at something to show the teacher what I mean. It's very useful method.	To use body language and to point at the objects
3	Bamboo (B)	Intermediate proficiency group	I encountered with lacking of confidence in communication with others in English so I tried to communicate with my family, my friends, and foreigners in English.	To practice with family, friends, and foreigners.
4	Eye (E)	Intermediate proficiency group	When I have problems, I will think the words in Thai before and then translate it into English, using simple words that make teacher understand me.	To think in Thai before English and to use simple word
5	Mummy (M)	High proficiency group	When I cannot find the meaning I try to use all the possible sources for learning CSs, such as surfing for information about CSs on the internet and watching English films.	To use all sources for learning.
6	Oven (O)	High proficiency group	I preferred to repeat what the interlocutor has said. It can help me better understand the interlocutor.	To repeat the interlocutor's saying

Table 4 represented that if the conversation did not go smoothly by keeping talking, the majority of the students reported employing various strategies to overcome their communication difficulties because they did not want to stop the conversation such as; using body language and pointing at the objects; practicing with their family, friends, and foreigners; using simple word; using all sources; and repeating the interlocutor's saying (as shown in Example 2 to 6). However, Toey in Example 1, the low proficiency students, represented that she did not want to carry on the conversation.

## Question 2: Do you think the communication strategies are able to improve your English speaking ability?

Table 5: The students' opinions towards communication strategies

No.	Participant	Levels of Proficiency	Interview Data	Summary of Opinion
1	Toey (T)	Low proficiency group	I think it might help to improve my English communication. I hope we have chances to use CSs in class. If it's practical, it should be very helpful.	CSs instruction are needed in classroom.
2	Aek (A)	Low proficiency group	I think it would be better if in an English course book added CSs content to help students practice speaking fluently.	CSs should be added in English course book.
3	Bamboo (B)	Intermediate proficiency group	Yes, they are helpful. The teacher should teach students CSs for communication in class because we are tourism-oriented students and we need to learn more practical CSs.	Teacher should teach CSs in classroom.

No.	Participant	Levels of Proficiency	Interview Data	Summary of Opinion
4	Eye (E)	Intermediate proficiency group	I think the teacher should encourage us to study CSs because we always lack of confidence when we have to talk with foreigners and we did not have the way to solve.	Teacher should teach CSs in classroom.
5	Mummy (M)	High proficiency group	We didn't have such kind of CSs in this class but I think it is very helpful for us to communicate with English speaking people. I think we need much more practical training.	She wants more practical training of CSs.
6	Oven (O)	High proficiency group	I think my English communication might much more excellent if I have chance to learn the CSs in classroom.	Her communication will be better if she was taught CSs.

Table 5 above showed that most of students reported that they needed more practical training of CSs in classroom because they thought that it was quite beneficial for their communication. For instance, Toey (No.1) mentioned that if she was taught CSs in classroom, it would help her to improve English communication. Similarly, Aek (No.2), Bamboo (No.3), Eye (No.4), and Oven (No.6) also said that it would be better if in English book among Thai students added CSs in the lesson in order to help the students improve speaking skill because Mummy (No.5) pointed out that there were not teaching CSs in her classroom.

#### 4. Discussion

With respect to the first research question, findings of the present study revealed that all communication strategies in the integrated framework were utilized by the students. This current study indicated that the EFL students tended to use fillers or hesitation devices-using filler words most frequently, indicating that the students attempted to gain time to keep the conversation flowing and maintain their interaction with the interlocutor. This is because the use of this strategy allowed the students to process their thought before speaking as well as did help the speech to flow naturally. This view was supported by Dornyei (1995) in which pause fillers and hesitation devices may provide students with the sense of security in the L2 by giving them gain time to think in the target language. Therefore, the EFL students in this study attempted to employ time-gaining strategies frequently when there was a communication obstacle emerging from interlocutor's performance or comprehension of the intended message. This finding is in line with Zhao's study (2013), conducted in China, in which the tourism students mostly used fillers or hesitation devices-using filler words strategies when they encountered with communication difficulties. Furthermore, this current results were also similar to Uztosun and Erten (2014) study, revealing use of filler also was the most popular strategies in their study because of learners' educational background. They mentioned that students might not be taught in applying CSs so they were unable to use in different categories of CSs. Thus, to overcome this, teachers needed to design communicative environments in English classroom in which students can build an awareness of the functions of different CSs and practice how to use CSs to overcome different communication problems.

To answer research question two, the results indicated that English-speaking proficiency have impact on choices of employing CSs among EFL students. This current study revealed differences between the three groups of English proficiency students in terms of their use of

CSs. Interestingly, all of students preferred to apply using fillers or hesitation devices-using filler words the most which is similar to the finding from questionnaire. The most popular strategies represented students' communicative needs. The greater number of strategies applied in the study concerned compensating speakers' lack of proficiency in English. Therefore, these issues should be one of the main concerns of curriculum designers and teachers and classes should be designed to improve learners' accuracy and fluency in speaking (Uztosun & Erten, 2014; Konchiab, 2015). Interestingly, the high-proficiency group's tendency to employ various types of CSs due to their greater skill of English resources such as word coinage, used fillers or hesitation devices-using filler words, all-purpose word, and foreignizing. For instance, as in Extract 8 and 11, when Mummy (Move 24) and Oven (Move 32) were not able to find the English word to explain some situation to teacher, they attempted to employ the word 'everything' or to use all-purpose word in order to convey the communication. Though the high proficiency students could not think to English word, they did not give up so they attempted to find out another CSs to reach their communication goal. In the same vein, Oven (Move 28) in Extract 10 represented that he employed word coinage strategy to help him explain the situation to teacher. Due to the larger stock of vocabulary, high proficiency students were more likely to be risk-takers, trying to use available resources to express what they wanted. It can be concluded that the greater English L2 knowledge speakers achieved, the more chance they have of noticing and correcting the mistakes while trying to get their message across. On the contrary, intermediate and low proficiency students attempted to use time-gaining fillers, message abandonment and code-switching the most. As shown in Extract 4, Aek (Move 12) said 'Sok ka prok' instead of 'dirty' in English even it was a standard vocabulary, while Bamboo (Move 18) used 'Krub' or Thai ending particles to show respect to the teachers and make the conversation more polite. Although these two students employed the same CSs or code switching, there were different purposes. The first student used this CSs because they were unable to think in English words, while the latter applied it because of background culture. In contrast with Wahyuni's (2013) study, which investigated L2 communication strategies used by Indonesian EFL students, students used circumlocution strategies the most. This is because in Indonesia, there was not ending style like Ka or Krub to show respect to the older people as in Thailand. This was possibly the culture was one of the significant factor which influenced the use of CSs in the present study. Furthermore, message abandonment or reduction strategies was often used among the intermediate and low proficiency. As Extract 4 and 7 clearly showed that Aek (Move 11) tended to explain more about his experience but he could not continue so he stopped talking by saying 'Yes'. Similarly, Eye (Move 22) said 'I don't know' to stop the conversation in the middle because she was unable to think more sentences in English. Due to the lack of vocabulary knowledge, the less abilities in communication were shown in the low proficiency students (Konchiab, 2015). This study carried out by Wei (2011) in a Chinese university revealed that there were two aspect why Chinese students mostly employed reduction strategies. The reasons why are English teaching in China has overemphasized the accuracy of language in which the students might not be willing to take the risk of using terms or rules which they are not sure about; the natural context of language learning in Chinese classroom is lack of necessary information gap, thus Chinese students often reduce their communicative goal to avoiding the problem. In doing so, as suggested by Nakatani (2005), instead of avoiding or reducing the intended message, students should be encouraged to use English communicatively and use the opportunities to practice speaking English.



With regard to research question three, most of students encountered with similar communication difficulties but they represented in different solutions. For example, Mummy and Oven as in No 5 and 6, when they confronted with communication problem, they attempted to apply all possible methods or sources to help them convey the messages. In contrast with Toey (No 1) in low proficiency, when she met the communication difficulties, she said that she gave up and didn't find out the ways to solve her problems. However, all of the three proficiency groups agreed in the same position that communication strategies should be added in the curricula, particularly for tourism students because it was the best beneficial instrument to help them in the future occupation. The current finding could be explained that no matter how L2-proficient they are, Thai EFL learners seemed to have the target language problems, thus leading them to use communication strategies as the tool to overcome communication difficulties. In other words, each student had an ability to tackle with individually communicative problems by employing communication strategies.

## 5. Conclusion

From the data analysis, it is revealed that communication strategies (CSs) served a variety of functions when EFL students encountered with the difficulties of communication. It is also worth pointing out that among eleven communication strategies, fillers/hesitation devices appeared to be the most-frequently used strategies as they tended to be overused when the students performed their communication because students needed time to think when encountered with communication's difficulties. In terms of observation results, low, intermediate and high-proficiency students also employed fillers or hesitation devices-using filler words strategies the most which is similar to the finding from questionnaire. However, the high-proficiency group's tendency to employ more various types of CSs due to their greater repertoire of English resources than the intermediate and low proficiency. Interestingly, Thai culture also influenced to the use of CSs among Thai EFL students. Moreover, based on this current findings, it can be concluded that students encountered communication problems as the results of their target linguistic inadequacy. In addition, a number of students reported that they just had little knowledge about CSs because they have not been taught or introduced in English classroom. In this way, EFL students could develop their communication skill through using various kinds of CSs as some previous researchers have confirmed that CS training in the classroom could literally help students to communicate more effectively, raise students' awareness of CSs, and enhance students' confidence in speaking English (Konchiab, 2015). Moreover, teacher should encourage students to exploit the use of achievement strategies rather than reduction strategies (Wei, 2011).

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## An Investigation Of Thematic Progression Patterns In The Reading Comprehension Texts Of The Standardized Tests: A Preliminary Study

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### Abstract

Within the framework of the systemic functional grammar of Theme-Rheme analysis (Thompson, 2004) and the model of thematic progression (Daneš, 1974), this preliminary study aims to investigate the frequency of thematic progression types in the TOEFL and IELTS reading comprehension texts in an attempt to understand the structure of the reading texts in the world-renown standardized tests. As a pilot study to the larger research scale, the researchers analyzed 6 TOEFL and 6 IELTS reading comprehension passages, and categorized the texts into three thematic progression types: linear, constant, and derived. The findings of the analysis illustrated that derived thematic progression was the dominant thematic progression pattern, while constant thematic progression was the least frequently used pattern in both standardized tests. From the study, it is suggested that understanding of thematic progression could facilitate EFL teachers and learners to unpack the text structure, and lead to effective preparation for reading comprehension of the standardized tests, and reading comprehension in general.

**Keywords:** Theme-Rheme, Thematic progression, Standardized test, Reading comprehension

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## Introduction

### Reading comprehension and thematic progression

Reading can be briefly defined as a way to draw and interpret information from written texts (Grabe & Stoller, 2013). Reading is a necessary skill, especially in this information technology era. In other words, people usually access to new information through reading (Wei, 2005). Possessing high level of reading proficiency, readers can effectively access all kinds of information to gain and process further experience and knowledge. The readers read for many purposes, for example, read to write, read to integrate information, and read to comprehend general information, the basic purpose of reading. Reading to comprehend general information, or reading comprehension, thus refers to the process of making meaning from written texts (Woolley, 2011).

Thai EFL learners' proficiency of reading skill is critical. The results of the reading comprehension tests of TOEFL and IELTS tests, the two globally recognized standardized tests, support this claim. For TOEFL reading comprehension test, it was found that when comparing the score to the ASEAN neighboring countries (e.g., Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, and Vietnam), and the AEC plus 3 countries such as China, Japan, and Korea. Thais ranked 8th out of these 12 countries (ETS, 2015). It is also unfortunate that the similar results were found in IELTS reading comprehension test. IELTS.org (2015) revealed that Thais was at the bottom of the list, as compared to its Asian neighboring countries (e.g., Indonesia, Malaysia, Philippines, Vietnam, China, Japan, and Korea). This indicates that the proficiency of Thai EFL learners is behind many countries and requires immediate intervention.

To enhance EFL learners' reading comprehension, thematic progression theory can be applied. In a productive skill of writing, writers develop their information in a systemic way in order to create the cohesive and coherent discourses. The systemic functional grammar of thematic progression is a significant factor in the discourse structuring because it facilitates writers to cohesively and coherently connect the clauses together (Hawes, 2015). Therefore, in a receptive skill of reading, to understand how the text is organized is helpful for readers as they can use as a tool to unpack the text structure, and thus are able to comprehend the intended meaning of the text. Also, analysis of theme and thematic progression facilitates understanding of the main idea of each paragraph and of the whole text (Alvin, 2015).

### Previous studies

Studies about thematic progression can be categorized, by aims, into four groups: 1) to analyze thematic progression in a specific genre, 2) to compare thematic progression between different genres or groups, 3) to find relationship between thematic progression and other factors, and 4) to investigate the role of thematic progression in writing and reading teaching. In the first group, researchers analyzed thematic progression of a specific genre to find whether a specific pattern is normally used to write texts in such genre. For instance, Patpong (2013) analyzed thematic progression in Thai Song Dam folktales and found that the most frequently used thematic progression pattern in the folktales was constant thematic progression, and the second most used thematic progression pattern was liner thematic progression.

The second group of researchers analyzed and compared thematic progression used in different genres or different groups of participants. Liu and Tucker (2015) conducted a comparative study on thematic choice and progression in English and Chinese radio news texts. They investigated the occurrences of four thematic progression patterns including constant, liner, concentrated, and alternative thematic progressions. The results illustrated that there were both similarity and difference between the news from the two languages. The similarity was that the most preferable thematic progression patterns in both languages were the constant and linear thematic progression. The main difference was that the Chinese news used higher concentrated progression than the English news. Liu and Tucker suggested that similarity relates to the genre of the texts, while the difference occurs because of the different grammatical structure of two languages.

The third group tried to find relationship between thematic progression and other variables, for example, Guijarro and Zamorano (2009) studied the relationship between thematic progression of children's stories and different stages of cognitive development. The findings of their study showed that the constant and liner thematic progressions were the most utilized. However, the tendency of the use of thematic progression patterns was different in the different developmental periods. It was found that the use of constant and liner thematic progressions was decreased in the later phrases. It indicated that the use of the derived progression make the organization more complicated, which is not appropriate for the young children.

The final group of researchers investigated application of thematic progression theory in teaching writing and reading. In terms of writing, Leonard's (2011) applied thematic progression in teaching writing. He suggested that understanding of thematic progression provides students a writing toolkit of their own linguistic choices and their strengths. Regarding reading, Chen, Song and Wang (2011) and Wang (2015) studied an application of Theme-Rheme theory in EFL reading teaching. They found that the theory is an effective and feasible system to facilitate reading and it also has positive influence on reading teaching and learning.

Combining the concepts of the analysis of thematic progression in specific genre and the application in teaching reading, this study aims to investigate the frequency (i.e., occurrence) of thematic progression types in the TOEFL and IELTS reading comprehension texts. In order to respond to the research purpose, the research question of this study is that 'what are the frequencies of thematic progression types (linear, constant, and derived) used in the TOEFL and IELTS reading comprehension texts?'

## Theoretical framework

In systemic functional grammar (SFG), the text meaning is a product of three metafunctions: experiential, interpersonal, and textual. The experiential metafunction consists of going-on (Verbs) involving things (Nouns) which may have attributes (Adjectives) and which go on against background details of place, time, manner, etc. (Adverbials) (Thompson, 2004). The interpersonal metafunction is represented by some lexico-grammatical systems which express the users' assessment and signal negotiation with their interlocutor. The textual metafunction focuses on ordering of the information, or text organization, to create a coherent and cohesive discourse. In short, these three metafunctions enable the language users to present

their experience, to interact with others, and to create coherent and cohesive texts, respectively (Derewianka & Jones, 2010).

## Theme-Rheme analysis

Theme refers to the first constituent of the clause, the initial point up to and including the first experiential element of the clause (Thompson, 2004). From this perspective, Theme consists of only one experiential element. This experiential element functions as the topical Theme, an essential element of the Theme. There are three constituents that can be realized as experiential element in the Theme position: Participant (realized by nominal group or pronoun), Process (realized by verbal group), or Circumstance (realized by adverbial or prepositional phrases) (Chanyoo, 2013). Apart from one of these experiential elements, textual and interpersonal elements can be constituents in the Theme position. The textual Theme can be realized by Continuative (e.g., 'yes', 'well', and 'now'), Conjunction (e.g., 'and', 'then', and 'because'), and Conjunctive Adjunct (e.g., 'for instance', 'in fact', and 'meanwhile'). The interpersonal Theme can be realized by Modal or Comment Adjunct (e.g., 'probably', 'always', and 'surprisingly'), Vocative (e.g., personal name), and Finite Verbal Operator (e.g., 'is', 'can', and 'would'). Rheme is, then, the remainder of the clause.

According to Halliday and Matthiessen (2004), there are three types of Theme in English. The first type is a **simple Theme**. This kind of Theme typically comprises one unit of experiential element, Participant (e.g., nominal group or pronoun), Process (e.g. verbal group), or Circumstance (e.g., adverbial or prepositional phrases). The Theme can also be a **multiple Theme**. It is a combination of two or more elements that perform distinct metafunctions. The multiple Theme contains one topical theme, which is experiential element, with either interpersonal or textual elements, or both interpersonal and textual elements. The last type is a **clausal Theme**. In a clause complex, the dependent clause is considered as the Theme when it is stated before the independent clause.

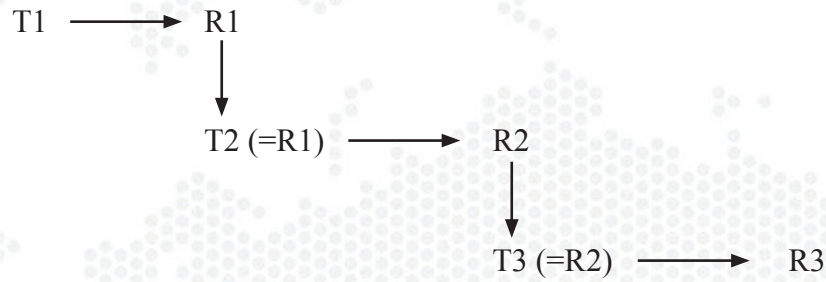
## Thematic progression analysis

Thematic progression refers to a pattern which those Theme and Rheme in each clause are connected together to make a cohesive and coherent texts.

According to Daneš (1974), three thematic progression (TP) types are dominant and interconnected in a text. The three thematic progression types are as follows:

### 1. Linear thematic progression (LTP)

In this pattern, the Rheme of a clause becomes the Theme of the subsequent clause.



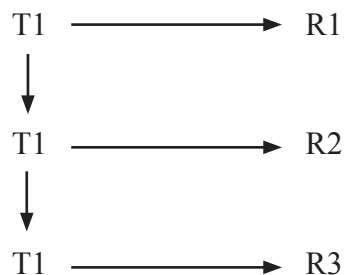
**Figure 1:** Linear Thematic Progression

An example of the linear thematic progression is shown as following:

<i>Sigmund Freud</i>	<i>published</i>	<i>his book, The Interpretation of Dreams' in 1899.</i>
Participant	Process	Participant
<b>Theme</b>	<b>Rheme</b>	
<i>His book</i>	<i>marked</i>	<i>the real beginning of research into the human mind.</i>
Participant	Process	Participant
<b>Theme</b>	<b>Rheme</b>	

## 2. Constant thematic progression (CTP)

In this pattern, the same Theme repeatedly appears in the utterances. The same Theme not only refers to the exact particular Theme, but also its referents such as synonyms, paraphrasing and pronouns.



**Figure 2:** Constant Thematic Progression

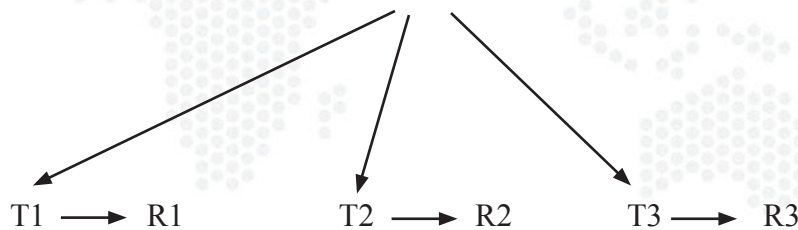


An example of the constant thematic progression is shown as following:

<i>Plants</i>	<i>have evolved</i>	<i>a wide variety of methods to reproduce themselves.</i>
Participant	Process	Participant
<b>Theme</b>	<b>Rheme</b>	
<i>Some plants</i>	<i>reproduce</i>	<i>asexually by splitting off new roots or blubs or even branches, stems, or leaves.</i>
Participant	Process	Participant
<b>Theme</b>	<b>Rheme</b>	

### 3. Derived thematic progression (DTP)

In this pattern, Themes of the successive utterances are derived from Hypertheme (HT), the general concern of the utterances. [Hypertheme: HT]



**Figure 3:** Derived Thematic Progression

An example of the derived thematic progression is shown as following:

<i>American parents today</i>	<i>are faced</i>	<i>with a stark choice.</i>
Participant	Process	Circumstance
<b>Theme</b>	<b>Rheme</b>	
<i>The country's public school</i>	<i>are becoming</i>	<i>more crowded, more violent, and less effective.</i>
Participant	Process	Participant
<b>Theme</b>	<b>Rheme</b>	
<i>Private school</i>	<i>is</i>	<i>too expensive or unavailable.</i>
Participant	Process	Participant
<b>Theme</b>	<b>Rheme</b>	

Thematic progression analysis facilitates readers to unpack how the information of the texts is structured. The patterns which Theme and Rheme are connected illustrate the 'method

of development' of the texts (Patpong, 2013).

## Methodology

### Sample texts

This study recruited overall 6 reading comprehension practice texts, 3 texts of the TOEFL and 3 texts of the IELTS. The texts were purposefully drawn from two recognized preparation books, 'Kaplan TOEFL iBT Premier 2016-2017' and 'Barron's IELTS Practice Exams book,' as a sample to analysis. Table 1 shows the details of the texts, including the source, the topic, and the number of text.

**Table 1:** Details of the TOEFL and IELTS reading comprehension texts

Test	Source	Topic	Number of sample text
TOEFL	The book 'Kaplan TOEFL iBT Premier 2016-2017'	Homeschooling	1
		The sense of balance	1
		The interpretation of dreams	1
		Total	3
IELTS	The book 'Barron's IELTS Practice Exams'	Catastrophe theory	1
		Pollination	1
		Braille system	1
		Total	3
<b>Overall texts</b>			<b>6</b>

## Research instrument

The current study used the thematic progression checklist as a research instrument to investigate the frequency of thematic progression types. The checklist, accompanied with an analysis manual, consists of two parts of the analysis; Theme-Rheme identification and thematic progression analysis. See appendix A for detail of the manual and analytical scheme.

## Data analysis

To analyze the texts, all texts from both TOEFL and IELTS tests were divided into clauses, these clauses are called 'segments,' because studies in systemic functional grammar normally identify clauses by a segmentation technique. After the segmentation, all segments were identified Theme and Rheme and analyzed thematic progression by using the thematic progression checklist. The occurrences of the thematic progression types were described in terms of frequency and percentage.

## Results

The findings of this current study is presented by its research questions of the frequencies of different thematic progression types used in the TOEFL and IELTS reading comprehension texts.

The reading comprehension texts included in this study consist of overall 180 segments, 86 segments from the TOEFL test and 94 segments from the IELTS test. The lengths of the texts in both tests are similar, between 600 to 700 words in each text.

The frequencies and percentages of thematic progression patterns in the TOEFL and IELTS reading comprehension texts are shown in Table 2 below.

**Table 2:** Frequency of thematic progression types

Test	Text	LT		CT		DT		Frequency of occurrence of progression types
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
TOEFL	Text 1	3	10.34	7	24.14	19	65.52	29
	Text 2	6	22.22	4	14.81	17	62.96	27
	Text 3	8	29.63	3	11.11	16	59.26	27
	<u>Total</u>	17	20.48	14	16.87	52	62.65	83 (100%)
IELTS	Text 1	10	29.41	5	14.71	19	55.88	34
	Text 2	6	21.43	9	32.14	13	46.43	28
	Text 3	9	31.03	8	27.59	12	41.38	29
	<u>Total</u>	25	27.47	22	24.18	44	48.35	91 (100%)

It was found that the dominant progression type in the TOEFL test was derived thematic progression ( $n = 6, 62.65\%$ ). While linear ( $n = 6, 20.48\%$ ) and constant ( $n = 6, 16.87\%$ ) thematic progression occurred respectively fewer. The similar results were found in the IELTS test. The derived thematic progression was the dominant progression type ( $n = 6, 48.35\%$ ), whereas the linear ( $n = 6, 27.47\%$ ) and constant ( $n = 6, 24.18$ ) thematic progressions were found less frequent in the test.

The current study is a preliminary study of the larger research scale. The researchers did not intent to operate any statistical analysis. Therefore, to compare only frequencies and percentages is sufficient to answer its research question and study objective.

## Discussion and Conclusion

The current study investigated the frequency (i.e., occurrences) of thematic progression types in the TOEFL and IELTS reading comprehension texts. The results of the study illustrated that derived thematic progression was the dominant progression type used in both TOEFL and IELTS tests. Meanwhile, constant thematic progression was found as the least frequent progression type in both test types.

Regarding Daneš (1974) thematic progression patterns, it is not surprising that the dominant thematic progression used in the TOEFL and IELTS tests was the derived thematic progression. One of the possible reasons is the test takers' proficiency. Both tests aim to measure test takers' ability to use and understand English at university level, so they test high proficiency test takers rather than lower proficiency level. To test high proficiency test takers, the language should require higher analytical thinking. According to Chanyoo (2013), "a novice writer should start their texts from the simplest thematic progression, constant TP (repetition of Themes), then move to linear TP (the Rheme from the previous sentence becomes a Theme of the sentence), and then finally be able to use derived TP (Themes and Rhemes are under the same Hypertheme) as their thinking process becomes more complex in terms of analytical ability." In the same line of this idea, a reader demands less analytical thinking to unpack the constant, linear, and derived thematic progressions respectively. For this reason, derived thematic progression, requiring the most complex analytical thinking, was the most frequent pattern in both tests. Moreover, the use of constant and linear thematic progression can be too monotonous for the high proficiency readers (Guijarro & Zamorano, 2009). Another reason is genre of the texts. Fries (1995) stated that texts in different genres embody different features and trends of thematic progression. In other words, there is a preferable type of thematic progression pattern in a particular genre. In this study, the texts are in academic genre, so they are relatively more complex. Since the derived thematic progression is the most complex thematic progression pattern, it serves for academic purposes. Hawes (2015) also agreed that derived thematic progression provides more academic impression because it involves readers' background knowledge to make the connection with the Hypertheme which the Themes are derived.

In terms of testing preparation, the results of this study suggest that thematic progression analysis benefits in twofold. Firstly, it helps EFL learners to prepare themselves for standardized reading comprehension tests, and reading comprehension in general. As stated earlier, thematic progressions facilitate writers to create cohesive and coherent texts (Hawes, 2015). Thus, understanding the technique the writers use to organize the texts is helpful for readers to unpack the text structure and to comprehend the meaning of the text. Secondly, it helps EFL teachers to facilitate the learners to improve reading comprehension, especially for the tests. The teachers can apply thematic progression theory in teaching reading since it facilitates readers' reading comprehension. In addition, knowing that the main thematic progression pattern that is used in the reading tests, the teachers are able to sequence the priority of each thematic progression patterns in their teaching.

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## Appendix A: Thematic Progression Checklist

### Thematic Progression Checklist

**Direction:** (1) Underline the Theme in the segment

(2) Check (P) to identify the Theme type and the thematic progression type of each segment. You may consult the manual provided.

The first five segments are done as an example.

No.	Segment	Theme Types			Theme Patterns			Description
		1	2	3	A	B	C	
1.	The city of Teotihuacán, <u>[which lay about 50 kilometers northeast of modern-day Mexico City]</u> , began its growth by 200 –100 B.C.	✓			-	-	C	<b>Theme Types</b> 1: Simple Theme 2: Multiple Theme 3: Clausal Theme
2.	<u>At its height</u> , [between about A.D. 150 and 700], it probably had a population of more than 125,000 people and covered at least 20 square kilometers.	✓				✓		<b>Thematic Patterns</b> A: Linear TP B: Constant TP C: Derived TP
3.	It had over 2,000 apartment complexes, a great market, a large number of industrial workshops, an administrative center, a number of massive religious edifices, and a regular grid pattern of streets and buildings.	✓				✓		
4.	<u>Clearly</u> , <u>much planning and central control</u> were involved in the expansion and ordering of this great metropolis.		✓				✓	
5.	<u>Moreover</u> , <u>the city</u> had economic and perhaps religious contacts with most parts of Mesoamerica (modern Central America and Mexico).		✓		✓			

## The Manual for Thematic Analysis

**Directions:** Use the terms of definition and descriptions in this manual to identify the Themes and categorize the thematic progression patterns

### 1.1 Theme Identification

Theme refers to the first constituent of the clause, the initial point up to and including the first experiential element of the clause. There are three constituents that can be realized as experiential element in the Theme position: Participant (e.g., nominal group or a pronoun), Process (e.g., verbal group), or Circumstance (e.g., adverbial or prepositional phrases). The remainder of the clause, then, is the Rheme.

There are three types of Theme in English.

#### 1.1.1 The Simple Theme

It typically comprises one unit of experiential element. The examples of the simple Theme, classified by moods, are shown as following:

#### *Examples of the Simple Theme*

Mood of the clause	Simple Theme	Explanation	Example
Declarative clause	Participant	The element which is normally realized by nominal group or pronoun	<i><u>She</u> went to birthday party.</i>
	Circumstance	The element which is normally realized by adverbial or prepositional phrases	<i><u>On Friday night</u>, she went to birthday party.</i>
Imperative clause	Predicator	The element which expresses the action represented by the verb	<i><u>Open</u> the window.</i>
	The word 'Let's'	The word 'Let's' in imperative clause	<i><u>Let's</u> play game.</i>
Interrogative clause	Wh-element	Group or phrase in which Wh-word occurs. Wh-words can be 'what', 'where', 'when', 'who', 'why' and 'how'	<i><u>Why</u> did he go there?</i>
Exclamative clause	Wh-element or How-element	The exclamatory Wh-element or How-element in exclamative clause.	<i><u>What a massive hall</u> it is!</i>



## 1.1.2 The Multiple Theme

It is the combination of two or more elements that perform distinct metafunctions. The multiple Theme contains one topical theme, which is experiential element, and either interpersonal or textual elements. The textual and interpersonal elements are illustrated as following:

*Examples of the Textual and Interpersonal Theme*

Metafunction	Non-topical Theme	Explanation	Example
Textual Theme	Continuative	Words which signal a move in the discourse such as 'yes', 'no', 'well', 'oh' and 'now'	<i>Oh, I like it.</i>
	Conjunction	Words or group that either links or binds the clauses together such as 'and', 'yet', 'then', 'although', 'because' and 'in order to'	<i>Because she is very nice, many people love her.</i>
	Conjunctive Adjunct	Adverbial groups or prepositional phrases which relate the clause to the preceding text such as 'in other words', 'for instance', 'at least', 'moreover', 'before that' and 'as a result'	<i>As a result of greenhouse effect, the world becomes warmer.</i>
Interpersonal Theme	Modal or Comment Adjunct	Words or phrases which express the speaker or writer's judgment on or attitude to the content of the message such as 'probably', 'sometimes', 'occasionally', 'in general', 'as expected' and 'to be honest'	<i>To be honest, I disagree with him.</i>
	Vocative	The items, typically (but not necessary) a personal name, being used to address	<i>Kate, will you go there?</i>
	Finite verbal operator	Finite auxiliary verbs construing primary tense or modality such as 'is', 'am', 'are', 'can', 'will', 'should', 'may', 'might', 'need' and 'dare'	<i>Should I buy that shirt?</i>

### 1.1.3 The Clausal Theme

In clause complex, the dependent clause is considered as the Theme when it is stated before the independent clause. The example of the clausal Theme is shown as following:

*Example of the Clausal Theme*

<i>Wherever he has gone,</i>	<i>the prime minister has tried to build the good relationship with other countries.</i>
Theme: clausal	<b>Rheme</b>

### 1.2 Thematic Progression Analysis

Thematic progression refers to the pattern which those Theme and Rheme in each clause are connected together to make a cohesive and coherent texts.

There are three thematic progression (TP) types.

**1.2.1 Linear thematic progression (LTP):** In this pattern, the Rheme of one clause becomes the Theme of the subsequent clause. The example of the linear thematic progression is shown as following:

*Example of the liner thematic progression*

<i>The east coast of Australia</i>	<i>was discovered</i>	<i>by Captain James Cook in 1770.</i>
Participant	Process	Participant
Theme	Rheme	
<i>He</i>	<i>claimed</i>	<i>the whole of the east coast of Australia for Great Britain.</i>
Participant	Process	Participant
Theme	Rheme	

**1.2.2 Constant thematic progression (CTP):** In this pattern, the same Theme repeatedly appears in the utterances. The same Theme not only refers to the exact particular Theme, but also its referents such as synonyms, paraphrasing and pronouns. The example of the constant thematic progression is shown as following:

*Example of the constant thematic progression*

<i>Panda bear or panda</i>	<i>i</i>	<i>s</i>	<i>a native bear of South Central China.</i>
Participant	Process		Participant
Theme	Rheme		
<i>I</i>	<i>t</i>	<i>is easily recognized</i>	<i>by the large, distinctive black patches around its eyes.</i>
Participant	Process		Participant
Theme	Rheme		

**1.2.3 Derived thematic progression (DTP):** In this pattern, Themes of the successive utterances are derived from Hypertheme (HP), the general concern of the utterances. The example of the derived thematic progression is shown as following:

*Example of the derived thematic progression*

<i>New York</i>	<i>i</i>	<i>s</i>	<i>a state in the Northeastern United States.</i>
Participant	Process		Participant
Theme	Rheme		
<i>The New York City Metropolitan Area</i>	<i>i</i>	<i>s</i>	<i>one of the most populous urban agglomerations in the world.</i>
Participant	Process		Participant
Theme	Rheme		
<i>Two-thirds of the population</i>	<i>lives</i>	<i>in the New York City Metropolitan Area.</i>	
Participant	Process	Circumstance	
Theme	Rheme		

## Participation Of People In Community Environmental Management Of Khaosamyod Town Municipality, Manug District, Lopburi Province

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### Abstract

This research is mixed method research with the main objective to study the level of Participation of People in Community Environmental Management of Khaosamyod Town Municipality, Manug District, Lopburi Province. The mixed method research consists of quantitative research by means of survey research. The sample group consisted of 395 out of 30,065. The sample size was calculated by the sample size calculation of Taro Yamane with the statistical significance of 0.05. The data collection was completed by the questionnaire and analyzed by using statistical techniques such as percentage, mean, and standard deviation. The qualitative research was completed by In-depth Interviewing of the seven community leaders and the data were analyzed by Content Analysis technique. The findings indicated that the level of Participation of People in Community Environmental Management of Khaosamyod Town Municipality, Manug District, Lopburi Province, was found at the high level ( $\bar{x} = 4.29$ ). When considered in each aspect, it was also noted at the high levels in all aspects and the aspect that ranked the most in terms of mean score was 1.) Participation in decision making ( $\bar{x}=4.44$ ) of the participation in community environmental survey, 2.) Participation in operation of environmental management policy setting was at ( $\bar{x} = 4.32$ ), 3.) Participation in community benefit of community activities that held by the municipality was at ( $\bar{x} = 4.21$ ), and 4.) Participation in follow up assessment by the representative committee was at ( $\bar{x}=4.19$ ).

**Keywords:** Participation, Environment, Community

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## Introduction

Natural Resources and Environmental disasters in Thailand have intensively affected the living-life and properties are now being realized. In 2011, Thailand encountered the worst flooding which caused the waste generating and public health problem, etc. has created the obvious impacts on the lack of community participation of environment management. The unbridled industrial growth is a huge problem of natural resources expenditure without the prudent, awareness and consciousness of the human. The effective environmental management has become the important component to solve the problems and prevent the future issues of nature and environmental disasters. A small group of people in community should join the environmental management as the primary stakeholders to create and manage from their awareness and consciousness in terms of subsidiary decision-making processes. Thai culture and society are the mutual community; a virtual ecology, so there are many environment problems such as garbage, waste water, dust, noise what are needed to be solved in order to provide clean environment community and moreover, to develop the living-life quality from the local people participation in the community.

Khaosamyod Town Municipality has been received the award of excellence in the local government transparency and public participation promoting for 7 years; 2005-2008 and 2010-2012, where is the interesting place to conduct the study of the level of people participation in community environmental management

## Objective

To study the level of people participation in community environmental management at Khaosamyod Town Municipality, Manug District, Lopburi Province

## Methodology

1. This study is the mixed method research which consists of the quantitative research by means of survey research and the qualitative research by In-depth Interviewing.
2. The sample group consists of 395 out of 30,065. The sample size was calculated by the sample size calculation of Taro Yamane with the statistical significance of 0.5 and the key informants were seven community leaders.
3. The data collection was completed by the questionnaire which consisted of three parts as follows:

Part I: Personal information of the respondents was consisted of the general background information.

Part II: The level of participation in Community Environmental Management of Khaosamyod Town Municipality, Manug District, Lopburi Province. The questionnaire consisted of four aspects with a five – point Likert rating scale was put to score the level of participation as follows:

- 1.) Decision making.
- 2.) Environmental management policy setting.
- 3.) Benefit of community activities voting.
- 4.) Follow up assessment tracking.

Part III: The suggestion and In-depth Interviewing of the local people participation that concerned the community environmental management activities.

4. Data Collection, the data were collected from two sources: 1. primary data were conducted from the interview and the questionnaire by the researcher, and 2. secondary data were conducted from the Khaosamyod Town Municipality agenda and journal.

5. Data Analysis, the personal information of the respondents were analyzed by the frequency and percentage. The levels of participation in Community Environmental Management of Khaosamyod Town Municipality, Manug District, Lopburi Province were analyzed by descriptive, mean, and standard deviation. In addition, the qualitative data were analyzed by content analysis technique which was to confirm the content matching from the questionnaire.

## Results

1. The general personal information' respondents were completed from the sample group which consisted of 395 out of 30,065 who lived in Khaosamyod Town Municipality, Manug District, Lopburi Province. The results showed that:

1.) 63.3% of respondents were male. 2.) 58.10% was the age between 51-60 years old. 3.) 50.0% was the family leader. 4.) 61.2% was 1-3 members in family. 5.) 53.3% was the respondents who got a bachelor degree. 6.) 63.3% was the government officer. 7.) 33.3% was the respondents who earned 15,001-20,000 a month. and 8.) 33.3% was the respondents who lived in the community more than 11 years.

2. The findings indicated that the level of people participation in community environmental management of Khaosamyod Town Municipality, Manug District, Lopburi Province, was  $\bar{x} = 4.29$  at the high level. By the all aspect consideration presented that was also at the high level and the aspect that ranked the highest in terms of mean score as follows:

2.1 Participation on decision making was  $\bar{x} = 4.44$  and followed by three aspects as follows: 1.) the participation in setting and planning the projects of nature resource and environment conservation with the official and private organization, 2.) the participation in meeting to find the problems and the causes of nature resource and environment impacts on community, and 3.) the participation in methods' opinion expression and suggestion to solve the nature resource and environment issues respectively.

2.2 Participation on operation of environmental management policy setting was  $\bar{x} = 4.32$ . The result presented three aspects; 1.) the participation to join the meeting to set the policy of environment management, 2.) the right to share community nature resource and environment, for example, water resource consumption and public park to exercise or relax, and

3.) the participation to manage the activities to promote the nature resource and environment conservation, such as the Beauty Home and Landscape Recreation Campaign.

2.3 Participation on community benefit was  $\bar{x} = 4.21$ , the results presented respectively that the highest level of participation on activities that were promoted by the Municipality. Moreover, people could imply their knowledge of nature resource and environment conservation to publicize the community and gain more the understanding to prevent the risk of pollution.

2.4 Participation on follow up assessment tracking was at  $\bar{x} = 4.19$ , the result identified that the participation on development with the official organizations was noted by the public communication as follows: local newspaper, radio, journal, community radio station and seminar and invited them to be a part of benefit and effective consideration of environment management by including participation in assessment for expression the suggestion.

3. The results from 69 suggestions showed that the first 3 highest average score issues were 1.) the need of the right place for the waste keeping, 2.) the enough providing garbage truck as the schedule with the Municipality plan system by enthusiasm work, and 3.) the continue of promoting nature resource and environment conservation campaign.

## Discussion

1. According to the study, most of respondents were male between 51-60 years old. They were the family leader who had 1-3 members in family and got a bachelor degree. Most of them were the government officer who earned 15,001-20,000 a month and lived in the community more than 11 years. The results indicated that the data was related to the research of Cohen & Uphoff (1980 referenced in Suiti Teianpo, 2006, p. 28) what the factors were the significance in the participation of age, gender, marital status, education level, occupation, income, property and the length of living that effects to the community activities' joining.

2. The findings indicated that the level of people participation in community environmental management of Khaosamyod Town Municipality, Manug District, Lopburi Province, was  $\bar{x} = 4.29$  at the high level. In addition, the consideration on each aspect was noted at the high level for all aspects and the aspect that ranked the highest in terms of mean score was 1.) Participation on decision making was  $\bar{x} = 4.44$  of community environmental survey for setting and planning the nature resource and environment conservation projects and the participation on expressing opinion and suggestion was the lowest. 2.) Participation on environmental management policy setting was  $\bar{x} = 4.32$  as the highest score and the last was the participation to manage the activities to promote the nature resource and environment conservation, such as the Beauty Home and Landscape Recreation Campaign. 3.) Participation on community benefit presented the first issue of activities that were held by the municipality was  $\bar{x} = 4.21$  which followed by the people satisfaction to join the activities and gained more the understanding to prevent and reduces the risk of pollution was the lowest. and 4.) Participation on follow up assessment tracking by the representative committee was  $\bar{x} = 4.19$  as the highest score and the lowest was to express the suggestion. However, these findings were indicated that the data was not related to the research of Wanwisa Yeung-yen (2012), which studied the level of people participation in Community Environmental Conservation of Hua Hin Town Municipality, Manug District, Prachuap Khiri Khan Province, which was at the good level of  $\bar{x} = 2.82$ .

According to the consideration on each aspect the results showed from the highest to lowest level were 1.) Participation on community benefit, 2.) Participation on community activity, 3.) Participation on follow up assessment tracking, and 4.) Participation on decision making. According to the crowded and tourist community with increasing the number of tourist activities, so they damaged the environment and affected to a huge problem of ecology including the economy, social, and culture. By the people lack of the awareness and consciousness to conserve the environment of their community then it lead to community nature resources and environment degeneration.

## Suggestions

1. The Municipality and the community leaders should hold the Thai Environment Day every year, in order to promote the people to have the awareness and consciousness on the global warming and invite all a part of community to join the campaign, for example the Good Act for Nation to Conservation the Environmental Campaign.

2. Encourage the local people to involve the cause and effect finding 'activity of the environment problem and brainstorm to set a project plan together with the Municipality then emphasize the people to have the awareness and consciousness to conserve the community nature resources and environment.



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## Use of Note-taking Strategies among Thai Undergraduate Students

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### Abstract

Knowledge could be gained through reading, but reading alone may not help readers to memorize what they have read. In order to keep information better, note-taking may be alternatively used as a strategy. Thus, this paper aimed to investigate note-taking strategies employed by 10 undergraduate students from a Thai private university. The participants were assigned to take notes when they read an academic passage. In the present study, McWhorter's (1988) note-taking framework was applied to probe the similarities and differences of each set of notes. The subjects were also interviewed by the researchers in order to find out their attitude towards note-taking and the reason of using particular note-taking patterns. Findings revealed the note taking strategies produced by the participants. The interview data also showed the reasons for choosing their specific note-taking style and the rejection for some styles frequently used by some readers.

**Keywords:** note-taking strategy, reading, attitude

## 1. Introduction

Reading for comprehension is a basic skill that every student should have. Students should be able to identify the main idea from the text they read and select useful information for specific purposes. While reading, some students are taking notes to record important details and review them later. Guthrie (2009) suggests some strategies which could help student to understand more easily, those of which are skimming, scanning, SQ3Rs and note-taking. Among them, note-taking strategy is considered as one of several strategies which can facilitate readers and help them recall what they have read effectively (Oxford, 1990).

A number of previous studies have shown the positive effects of note-taking (Anderson & Armbruster, 1986; Crawford, 1925; Carter & Van Matre, 1975; King, 1992). According to Anderson and Armbruster (1986), there is a benefit to students when they take notes. Taking notes can help them learn and remember information for future use. While students are taking notes, they are deeply processing the information. King (1992) confirmed this finding. He found that the deep processing of the information, summarizing or making connections among the lecture ideas, promoted long-term retention of information. During the lecture, notetakers compared and contrasted the ideas. Some also identified strengths and weaknesses. This processing not only helps them remember the information but also helps them comprehend the lecture or the text more precisely and more meaningfully.

Moreover, note-taking has a benefit to students when they review notes before taking a test (Anderson & Armbruster, 1986). Taking notes while listening to the lecture and reviewing them later is an effective learning strategy (Crawford, 1925) which increases retention and recall efficiency and result in good performance (Carter & Van Matre, 1975). However, Carter and Van Matre (1975) argued that the benefit appeared to be derived from reviewing notes rather than note-taking itself. He stressed that reviewing notes allows notetakers to supplement their notes from the textbook or the lecturer's notes in order for them to know a complete set of ideas (Anderson & Armbruster, 1986). As a result of doing this, the notetakers can gain a wider range of knowledge outside—not only of their own notes.

According to Buzan and Buzan (2002), good notes should be brief. For this reason, they suggested using mind mapping because the relationship between ideas is clearly shown in graphic form which includes headings and sub-headings in one lesson. Locke (1977) also agreed with the fact that good notes should have only keywords or headings or phrases because readers can be confused with too much information, most of which is irrelevant. McWhorter (1988) suggested that key words and phrases are very common in note-taking.

Referring to McWhorter's (1988) note-taking framework, notes consist of two aspects: organization and language used. In each aspect contains specific attributes. The organization attributes are listing, heading, table, chart, visual diagram, mapping and paragraph. The language attributes are shortened form, keywords, phrases, incomplete sentences, marking, underlining, highlighting and other symbols. Moreover, she also points out that the use of L1 and L2 is also helpful when students want to take notes. The note-taking framework is presented in Table 1.

Table 1 *Note-taking framework*

Notes attributes	
<b>Organization</b>	Listing
	Heading
	Table, chart
	Visual, diagram and mapping
	Paragraph
<b>Language used</b>	Complete sentences
	Key words
	Incomplete sentences, phrases
	Symbol, shortened form
	Marking
	L1 and L2

In this study, McWhorter's (1988) note-taking framework was used to examine the similarities and differences of each set of notes produced by 10 undergraduate students majoring in Business English Communication. Based on McWhorter's (1988) note-taking attributes, a checklist was created to identify the note-taking patterns of each set of notes. From the notes, individual's note-taking strategies were identified. Moreover, the motives for those strategies were also explored.

## 2. Objectives

The objective of this study aimed (1) to investigate how undergraduate students take notes when reading an academic text in English and (2) to explore the reasons why they used a specific note-taking format when taking notes.

## 3. Methodology

The subjects of this study were the Business English Communication students who had enrolled in Effective Reading Skills in the first semester of the 2016 academic year. Effective Reading Skills is a compulsory course for students who major in Business English Communication. Ten students were chosen based on a voluntary basis or convenience sampling. There were 6 females and 4 males.

In this study, a note-taking framework proposed by McWhorter (1988) and the semi-structured interview were used as research instruments. Based on McWhorter's (1988) note-taking attributes, an observation checklist was created in order to analyze the organization and the language used so that the researchers can put a tick mark on the attributes that students used in their own notes. The checklist was adapted from the note-taking attributes proposed by McWhorter (1988) (See also the checklist in Findings and Discussion). Moreover, the semi-structured interview could help the

researchers to explain why specific note-taking attributes were used. The interview questions were adopted from Tangamornsuksan and Boonmoh's (2016) study on note-taking and the questions were categorized into two groups:

#### General questions

1. Do you take notes when you read? How often?
2. If so, what type of reading (textbooks, research articles, news) do you take notes?
3. Have you been taught how to take notes before?
4. In Effective Reading Skills course, was the lesson “note-taking strategies” taught?
5. What did you think about the lesson?
6. Was it useful? Did you apply these concepts in your note-taking?

#### Justification of using a specific note-taking format

1. Why did you use this format when you took notes?
2. Apart from reading academic text, will you use the same note-taking format?
3. Apart from this task, when do you normally take note?

In order to collect data, the subjects were asked to read a academic passage and take notes within forty minutes. The title of the passage was *Changing English: the African American Influence*. The reason for choosing this passage was that it was suitable for college students whose language proficiency was intermediate. The length of 300 words was appropriate for taking notes within 40 minutes. The passage was also easy to read as it was well-organized into an introduction, body, and conclusion paragraph. Lastly, the passage was not too difficult for the subjects who majored in English.

After the subjects submitted the notes, the researchers identified and analyzed note-taking patterns by putting a tick mark on the observation checklist, which include note-taking attributes. After that, the subjects were interviewed individually for the reason of using specific note-taking attributes and their note-taking habits.

## 4. Findings and Discussion

### 4.1 Finding I

According to Table 2, all ten subjects (Subjects A-J) spent less than 40 minutes on taking notes. 16 minutes was the minimum time used by subject A, while 39 minutes was the maximum time spent by Subjects F, I, and J. Subjects E, D, C, B, E, and H spent 38, 35, 32, 31, 25 and 25 minute, respectively. The average time used for reading one academic passage and taking notes was 31.9 minutes. Table 2 shows that all subjects used only one attribute when they took notes, that is, the paragraph format with full sentences.

Table 2 Organization of the notes

Subject		A	B	C	D	E	F	G	H	I	J	Average Time (mins)
Time Spent		16	31	32	35	38	39	25	25	39	39	31.9
Organization	Listing											
	Heading											
	Table, Chart											
	Visual, diagram & mapping											
	Paragraph	/	/	/	/	/	/	/	/	/	/	

When the subjects were asked about the reasons for choosing a paragraph format, all of them reported that only a paragraph format was taught in Effective Reading Skills course. Whenever they were assigned to read a text, the instructor always asked them to take notes in a paragraph form. It can be seen that the instructor did have influence on their choice of note-taking strategy. Indeed, there are many note-taking strategies which may be preferable to them. With teacher's obstruction, they might have missed some techniques that may help them learn best.

Even though the subjects were instructed to use a specific note-taking strategy, they were happy with it. The interview data revealed that they liked to summarize what they have read in their own words and in a paragraph form because it is easy for them to memorize the content. Furthermore, this evidence is in line with the data shown in Table 3 in that all of the subjects paraphrased the text they have read; none copied any piece of information when doing note-taking. When being asked about using one of the most popular note-taking strategies, mind mapping, subject D and G stated that they did not like do mind mapping as it made them think twice, saying that first they have to do a summary then digest it into a mind mapping format. It is too complicated for them.

## 4.2 Finding II

Table 3 shows the language attributes that students used in their notes. Like the organization, the subjects did not use various features in the notes.

Table 3 Language used in the notes

Subject	A	B	C	D	E	F	G	H	I	J
No. of complete sentences	8	5	14	12	16	8	11	10	12	7
complete sentences	P*	P*	P*	P*	P*	P*	P*	P*	P*	P*
Key words										

Subject	A	B	C	D	E	F	G	H	I	J
Short phrases or incomplete sentences	/	/			/	/	/		/	
Symbol, Shorten form										
Mark or highlight										
L1										
L2	/	/	/	/	/	/	/	/	/	/
Both L1 and L2										

\*\*P refers to Paraphrase and C refers to copy and paste\*\*

Analyzing the subjects' notes, the researchers found that every note share something in common. Complete sentences in every note were paraphrased and language in every note was written in English. Six subjects (Subjects A, B, E, F, G, I) produced short phrases or incomplete sentences mixed with complete sentences when they took notes. There were only four that produced all complete sentences. Interestingly, all of the subjects took notes in English. As mentioned in the Methodology section, all participants were English majors. It is not surprising why they took notes in English. As English majors, the subjects were encouraged to write complete sentences. Incomplete sentences are acceptable in some cases. As we all know, the subjects are not the native who can produce the sentences which are all complete. It is, however, unacceptable that English majors use keywords or symbols in their writing. For this reason, keywords or symbols were not found in their notes.

For the attitude towards note-taking, all subjects stated that they took notes when they read. Seven of them reported that they only take notes when they read academic textbooks or study for the exam. They do not take notes when they read for pleasure such as reading novels, reading magazines, etc. There were only three subjects (Subjects F, H, and I) who stated that they took notes when they read every type of texts, especially the texts written in English. They like to look up an unfamiliar word in dictionary and write down the meaning in a notebook or a piece of paper. Additionally, subject H also informed that not only did he take notes when reading, but also did that when listening. He likes to find out the meaning of the unknown words when watching English programs on YouTube and jot them down on his cell phone.

When the subjects were asked about note-taking experience, seven subjects reported that they had learned note-taking before taking Effective Reading Skills course and the other three said that they had learned it by themselves. In this course, they were also given note-taking lessons and they were happy with it because note-taking helped them save time when reviewing the lessons in order to study for the exam. Furthermore, it also helped them memorize the concepts learned from those lessons more systematically. This finding is in line with the previous studies (e.g. Anderson & Armbruster, 1986; Crawford, 1925; Carter & Van Matre, 1975) in that note-taking can facilitate readers and help them make sense of the lecture more precisely. With the deep digesting of information, readers are able to retain the content longer and recall it more efficiently for future use.

In addition, two female subjects suggested that they might learn best if they use highlighter or Post-it note to mark words or sentences in their own notes. Subject I stated that she normally uses highlighters to mark important information when she read. Like subject I, subject J also uses highlighters to help her memorize the content. Sometimes, she uses Post-it notes on which she jotted down the meaning of unknown words or must-know concepts or ideas. Creatively, she decorates her note with cute cartoon stickers in order to make it more attractive for her to read. Nevertheless, these two subjects did not use these techniques in the present study as they did not have enough time to do it.

## 5. Conclusion

Note-taking is a very useful strategy as it can help readers remember the information for future use, especially for students when reviewing the lessons for the exam. Thus, the present study aimed to investigate how Business English Communication students take notes when reading an English text for academic purposes and interview them to find out the reasons why they used a specific note-taking format. The findings revealed that all subjects used the same note-taking strategy, that is, a paragraph format. In Effective Reading Skills, the teacher instructed them to take notes of what they have read in a paragraph form with full complete sentences despite the fact that there are many other strategies that may help them learn better. All the notes were paraphrased and written in English, which is a must for all English majors. Among them, note-taking was mostly used when they read an academic text or study for the exam because note-taking could help them save time from reading a whole textbook.

## 6. Suggestions

In the present study, the course instructor has most influence on the students' choice of note-taking strategy. The instructor allowed them to use only a paragraph format when they took notes. Practically, the instructor should present and allow them to use other strategies such as listing, heading, table, chart, visual diagram and mapping, etc. because the students may learn best when using other strategies which are preferable to them. If possible, the students should be allowed to use colorful highlighters, Post-it note, or even cartoon stickers that the female subjects suggested. These things may motivate them to learn better. In a way, this can be further research for those who are interested to compare the effectiveness of each strategy on learners' academic achievement or reading comprehension.



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## Construction of Exercises on Word-ending Protocols Pronunciation for Chinese Students at Ching Rai Rajabhat University

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### Abstract

This aims of this study were: 1) to investigate the effectiveness ( $E_1/E_2$ ) of exercises on word-ending protocols pronunciation; 2) to explore the students' achievement on word-ending protocols; and 3) to examine students' satisfaction towards the development of the developed supplementary exercises. The population consisted of 26 Chinese students who were certificate program of Thai Studies in the second semester of 2015. The populations was collected by purposive sampling. The research instruments were 6 sets of word-ending protocols exercises ([ng] sound, [g] sound and [d] sound), 80 words of achievement test, fifteen-item students' satisfaction evaluation form and open-ended questions. The data analysis used mean, percentage, standard deviation, and efficiency proportion values ( $E_1/E_2$ ).

The findings showed that:

1. The effectiveness of the exercises on word-ending protocols pronunciation which used with the experimental group, was 89.84/87.92. It meant that the exercises were effective as the mean scores were higher than 80/80 of criterion.
2. The students' learning achievement posttest after using exercises was 68.92. The average score was 86.15 which was higher than the pretest score and was statistically significant at .01 level.
3. The students showed high satisfaction towards the exercises ( $\bar{x}=4.38$ )

Keywords: Teaching Thai, Chinese Students, Thai language exercises

## Rationale and Significance of the Study

Thai language consists of 4 skills; listening, speaking, reading and writing. Teaching Thai for foreign students require these basic skills. Reading is one of important language skills and it is very necessary in daily life. Nowadays, the communication is boundless and information technology has been developed substantially. It is the society of communication and consequently reading and listening are important for communication process. Therefore, pronunciation is also essential to communicate with each other.

A correct pronunciation can definitely support an effective communication and the audience can receive the message completely. It should be practiced proficiently in order to communicate in everyday life. Reading aloud is the process of text interpretation from written to spoken language (Sunanta Mansettawit, 2004:132). Good pronunciation is very important for foreign students. Process of communication is learning how to pronounce, then remember the meaning in their mother tongue and after they can remember the meaning then they can communicate by speaking or writing. From this process, it can be revealed that learning to pronounce correctly is the first step required for foreign students. If the words or alphabets are not clear, it will contribute to the foreign students to communicate with Thai people misunderstandingly. For example, Students order food in the restaurant and they would like to know fried recipes. They ask "tîi niî mii khǎng thǎo à lai baâ" (Yang Xingyu, 2015). It makes the employees do not understand.

Chinese people who study Thai as a foreign language, acquiesce to Thai is not easy as their mother tongue. Sriwilai Ponmanee (2002:8) stated about second language acquisition that first language acquisition happens naturally to every child. If the child does not have physical and brain disabilities. Child can interact with the people around. Second language acquisition does not happen easily to everyone, although there is more time to study than the first language.

Some people may be successful in studying than others, even though the environment is the same. This is because many factors affect learning a second language such as age, gender, intelligence, background, attitude, society and environment. Pronunciation problems were found in every institute which provides Thai program for Chinese students in Thailand and abroad. Chanikarn Kukiet (2007:52) has shown that the Thai and Chinese language structure are very different. Thai has 9 word-ending protocols meanwhile Chinese does not have. Thai and Chinese have different tone. Therefore it is more difficult for Chinese students to pronounce vowels, initial consonants and final consonants (the stops -t, -k). Some people cannot pronounce consonants -d, -b, -r, -l, -ng, -n. Those also cannot pronounce consonant -ph but -f instead or they pronounce -t instead of -p. Chanika Khampud (2002:115) stated that Chinese students have problems with pronunciation of final consonant -ŋ, -t, -k. Mi Na (2009) shown that Han Chinese students cannot pronounce final consonants. In particular, the most common found that -ŋ instead of -n, -n instead of -ŋ, -m instead of -ŋ, -k instead of -d and -d instead of -k respectively. Coinciding with the Chinese educator Lu Sheng (2010: 110) summarized that Chinese students cannot distinguish the final consonants -ŋ, -n, and -m. in addition, they cannot pronounce final consonants -t and -k clearly.

These mentioned problems have occurred with students in Chiang Rai Rajabhat University as well. From the investigation of 8 words ending protocols (final consonants

protocols) pronunciation from vocabularies that students have studied, the most mistake is -ŋ, -k and -t respectively. Learning Thai for Chinese students requires to practice regularly and repeatedly in order to help the students achieve accuracy and proficiency in lessons (Kannikar Puangkasem, 2002:43). This is consistent with Wang Feng (1999:21) stated that the accurate and fluent speaking of foreign students studying Thai requires regularly practice. Exercise is one of good instructional media which allows students to practice from the lesson. It is the instrument provided from teacher to improve students' ability according to objectives. After students have studied, they should do exercises repeatedly to be more skillfully (Wiwat Prasarnsuk, 1998:10). Exercise is a tool that allows students to learn and it is evaluation instrument to help students succeed in their studies. Exercises can ease off the teacher's work load and help teachers realize defect in teaching. For students, exercises help them to be practiced and to promote the better language skills and retention (Kanittha Saengpakdee, 2000:11). In addition, exercise is also the media to practice specific skills that students need because it can help the students to use language more fluent (Leera Somnam, 2008). For the reasons mentioned, the researcher is interested to construct exercises on word-ending protocols pronunciation (ŋ, -k, -t), which is the biggest problem for Chinese students studying Thai language at Chiang Rai Rajabhat University so that they could develop an accurate pronunciation skill and which can be used in studying and in everyday communication.

## Objectives of the Study

1. To construct the exercises on word-ending protocols pronunciation (ŋ, -k, -t) for Chinese students studying Thai language at Chiang Rai Rajabhat University based on the standard criteria 80/80.
2. To explore the students' learning achievement on word-ending protocols pronunciation (ŋ, -k, -t) of Chinese students after using the exercises.
3. To examine students' satisfaction towards the teaching with the developed supplementary exercises.

## Benefits of the Study

1. Chinese students learning Thai language can use developed on word-ending protocols pronunciation (ŋ, -k, -t) as a tool to improve their learning ability in pronouncing and writing Thai language correctly.
2. Teachers of Thai language for Chinese students can use the word-ending protocols pronunciation (ŋ, -k, -t) exercises to know Chinese students' satisfaction toward the teaching with the supplementary exercises.

## Hypotheses

1. The exercises on word-ending protocols pronunciation (ŋ, -k, -t) for Chinese students studying Thai language at Chiang Rai Rajabhat University is effective based on the standard criteria 80/80.

2. Students' learning achievement for word-ending protocols pronunciation ( $\eta$ , -k, -t) of Chinese students after using the exercises is higher than before using the exercise.

3. Chinese students who study Thai language at Chiang Rai Rajabhat University show satisfaction with studying by using word-ending protocols pronunciation ( $\eta$ , -k, -t) exercises in high level.

## Scope of study

### Content Scope

Research has analyzed vocabularies from textbook which is studied by in.

The researcher has analyzed the vocabularies from textbooks used to teach foreign students in Chiang Rai Rajabhat University. The vocabularies that Chinese students always mispronounce.

### Population Scope

The population includes a class of 26 Chinese students who study in Graduate Diploma Program in Thai Studies at Chiang Rai Rajabhat University. They are collected by specified sampling.

### Variable Scope

#### 3.1 Independent variable

The exercises toward word-ending protocols pronunciation ( $\eta$ , -k, -t) for Chinese students studying Thai language at Chiang Rai Rajabhat University.

#### 3.2 Dependent variable

3.2.1 Students' learning achievement for word-ending protocols pronunciation ( $\eta$ , -k, -t) exercises of Chinese students studying Thai language at Chiang Rai Rajabhat University.

3.2.2 Students' satisfaction toward the teaching by using word-ending protocols pronunciation ( $\eta$ , -k, -t) exercises with Chinese students studying Thai language at Chiang Rai Rajabhat University.

### Timing Scope

The duration of the study was conducted in the second semester of academic year 2015 in the students' free time. It took 2 hours per session. There were 6 exercises, each exercise had 3 learning management plans. Therefore, the total were 18 learning management plans which each plan was taught for an hour and they amount to 18 hours exclude pretest and post-test for each exercise.

## Research Methodology

The population includes a class of 26 Chinese students who study in Graduate Diploma Program in Thai Studies at Chiang Rai Rajabhat University in the second semester of academic year 2015.

Research instruments consists of

1. Six word-ending protocols pronunciation (η, -k, -t) exercises.
2. Achievement test in word-ending protocols pronunciation (η, -k, -t) for pre-test and post-test forms.
3. Learning management plan in Thai language about word-ending protocol pronunciation exercises amount 6 units. Each unit includes of 3 plans, so they add up to 18 plans.
4. The Satisfaction evaluation forms of word-ending protocols pronunciation exercises for Chinese students who study Thai Language in 5 levels of rating scale.

## Data Collection

Researcher had collected data from population of Chinese students who study in Graduate Diploma Program in Thai Studies at Chiang Rai Rajabhat University. The data collection were as follow;

1. To test the population with the test of word-ending protocols pronunciation (η, -k, -t) for collecting the score before they do word-ending protocols pronunciation exercises (η, -k, -t).
2. To use the word-ending protocols pronunciation exercises (η, -k, -t) for teaching the population by taking 3 hours for each period. Then, to use the post-test to test their pronunciation every single period for collecting their testing score to analyze the achievement of the exercise base on 80/80 criteria by using E 1 / E 2 formula.
3. To test the students after learning with the word-ending protocols pronunciation exercises (η, -k, -t) and their score had been compared for the learning achievement between before and after learning with the word-ending protocols pronunciation exercises (η, -k, -t) by using standard derivation and the difference between mean by t-test
4. To ask students complete satisfaction questionnaire after learning with word-ending protocols pronunciation exercises (η, -k, -t). Then, the result was analyzed base on mean and standard derivation for each topic.

## Data Analysis

1. To analyze the effectiveness of the exercises conforming to the 80/80 criterion of with E1 / E2 formula. (Nopporn Tanachaikan, 2009:1)
2. To analyze the instruments quality

The index of correspondence values of word-ending protocols pronunciation exercises for Chinese students (Nopporn Thanachaikhan 2009:1)

### 3. Statistics used to analyze the instrument quality

3.1 To calculate the reliability of word-ending protocols pronunciation exercises for Chinese students by KR-20 formula of Kuder Richardson (Nopporn Thanachaikhan 2009:1)

3.2 To calculate the mean ( $\bar{X}$ )

3.3 To calculate the standard deviation

4. To find the difference of learning achievement of Chinese student's ability of pronunciation Word-ending between before and after learning word-ending protocols pronunciation exercises for Chinese students by using dependent t-test (Bunchom Srisa-ard. 2002:109)

5. To analyze the reliability of questionnaire by Cronbach's alpha coefficient method. (Nopporn Thanachaikhan 2009:31)

### Research findings

1. The effectiveness of word-ending protocols pronunciation exercises for Chinese students at Chiang Rai Rajabhat University (E1/E2) used by the main group was 89.84/87.92.

2. The comparative score between pre-test and post-test toward word-ending protocols pronunciation exercises for Chinese students at Chiang Rai Rajabhat University shows that the population have a post-test score at 68.92 or 86.15 percentage, so it is higher than pre-test score. After learning word-ending protocols pronunciation Exercise, the learning achievement of post-test is higher than pretest statistically significant at the 0.01 level

3. Students' satisfaction of learning word-ending protocols pronunciation exercises is in high level (= 4.06).

### Discussion

This research aimed to achieve 3 results which consist of (1) finding the learning achievement of word-ending protocols pronunciation exercises for Chinese students at Chiang Rai Rajabhat University, (2) studying the learning achievement of the students who study word-ending protocols pronunciation and (3) studying students' satisfaction of learning toward word-ending protocols pronunciation exercises for Chinese students at Chiang Rai Rajabhat University. The results discussion were as follows:

1. The efficiency (E1 / E2) of word-ending protocols pronunciation exercises for Chinese students at Chiang Rai Rajabhat University is higher than the defined 80/80 efficiency criterion at 89.84/87.92 that probably because the researcher had built the exercise on the principles that well planned and developed exercise systematically by studying associated curriculum, researching and finding on documents, using the theory in order to create an effective exercise, correcting by the expert and thesis advisor and trialing follow the experimental procedure.

This exercise is the learning activities that mainly focus on the student center. The degree of difficulty is sort form easy level to hard level based on learning process and there are the activities that can be used continuously for expertise and good understanding about the content. According to Thorndike's Law of Learning, Law of Exercises states those things more often repeated can help the learners have skillfulness and can do them as well (Law of Use) but those things less repeated will be weak and disappear (Law of Disuse). Thissana Khaemane, et al. (2011: 50 –51) had stated Thorndike's Learning Law which believe that the learning is accompanied between stimulus and responses. People usually take part in trial and error then adjusted it indefinitely until they found pleasant and they will choose appropriate pattern of response to associate with their learning. Law of Effect states the importance of the association between stimulus and response which both are accompanied to each other if in a satisfactory condition, so it will be an incentive for learner to interest in practicing skills and regardless of difficulty to fit their age and level. This approach make students interested to do activities if students have the opportunity to get more score. Consistent with Karnjana Prasai (2014:102) which had researched to build Word-ending protocols pronunciation exercise for grade 1 Thai hill tribe primary school student at Rak Phaen-din School, Primary Educational Service Area Office 4, the result shows that the exercise has learning efficiency score at 83.46/82.44 that higher than the 80/80 criterion and consistent with Watcharee Tawong (2006: 38) which had researched to construct word-ending protocols pronunciation exercise for hill tribe people and the result show that the exercise has learning efficiency score at 96.69/93.04 that higher than the standard 80/80.

2. The comparison score of the learning achievement of pre-test and post-test showed that the achievement post-test is higher than pre-test significantly at .01 level. This is probably because the exercise has appropriate contents and evaluation methods for learner and has learning activities toward the Gagne learning theory that has the learning sequence from easy to difficult scale and the learner achieve the learning skills by doing the activities (Pongpan Pongsopa,2001:70).

Good exercise will help the learner acquire knowledge and be able to do activities by themselves that is in accordance with Thissana Khaemane, et al. (2554 : 51 - 73) who used Thorndike theory to summary the learning standard consist of Law of Readiness states that individuals learn best when they are ready to learn, Law of Exercise states that individuals most often repeat to do activity will be skillfulness, Law of Effect states that the exercise should have interesting content, appropriate difficulty, learning stimulation and immediate evaluation.

In addition, picture is the important material to appeal learner's attention because the consistent picture can inspire imagination and understand the meaning easily. Another important aspect is the red font used as the final consonant which easy to remember for Chinese student. Consistent of Sirilak Sakoolwit (2002:95) who had researched to build the pronunciation and writing words ending protocol exercises for people who use Thai language as a second language and the result found that the learning achievement pre-test and post-test had increased with statistically significant at the .01 level. Consistent of Jinda Khamring (2007) who had researched to build the pronunciation exercises through consonants and vowels spelling distributions and picture for grade1 students and the result found that the achievement of pronunciation increased with statistically significant at the .01 level.



Chinese students in Chiang Rai Rajabhat University have high level of satisfaction at the average 4.06 because the exercise can finely develop their pronunciation skill so it can be noticed from the post-test score that higher than pre-test score. The content of the exercise can be used on daily life, which consistent with Sukanya Imjai (2005:32) who stated that the satisfaction is positive feelings and can change over time or changed circumstances so the learning satisfaction is the pleasant for achieving the goal of learning. Consistent with Bhudsarakham Yordcharood (2014:102) has studies about the development of reading comprehension about Thai tradition through graphic chart learning management technique for Chinese Student in Chiang Rai Rajabhat University. The result found that the student's satisfaction was in maximum level at the average 4.69. Consistent with Orathai Khunto (2014:150) who had studied about speaking Thai language in daily life toward direct instruction model for Chinese student in Chiang Rai Rajabhat University, the result found that the student's satisfaction was in high level at the average 4.89.

## Recommendations

### 1. Recommendations for Application

1.1 Teacher can apply the concept of research to teach the correct pronunciation for Chinese students.

1.2 Teacher should consider the procedure and provide material carefully before use the exercise.

1.3 Teacher should speak Thai slower than normal to communicate with Chinese students and repeat over and over as well as teachers may need to use mother tongue for describing the pronunciation to Chinese students to ensure that all students understand and pronounce accurately.

1.4 Teacher should instill ethics during use the exercise such as unity and integrity in correct the answer.

### 2. Recommendations for Further Study

2.1 It should be provided initial consonants pronunciation of Thai language exercise (-η, -d, -b, -r) because there was problem with Chinese student to pronounce those sounds and it cause to incorrect writing and communication.

2.2 It should be provided the research through various media such as Computer Assisted Instruction (CAI) because it is the efficiency media which has images and audio for helping learner to pronounce correctly conforming to Thai grammar.

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## Sago Palm: Plants for Local Wisdom of Housing and tools in Trang Province

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### Abstract

This research article presents the study of the local wisdom from using sago palm for housing and inventing tools. The objectives of the study were 1). to investigate the local wisdom from using sago palm and its benefit in aspect of housing and inventing tools of people in Trang province, and 2). to conserve the sago forests and the local wisdom from sago palms in Trang province. It was a part of the research project entitled *Distribution and Utilization of Sago Forest in Southern Thailand: Trang Province*. Trang is one province of southern Thailand where it was plenty of sago forest. People used sago palm in many ways of their living. It was an important plant for culture and tradition. One of them is as the local architecture such as housing decoration and tools invention. Sago leaves were used as the component to build roofs and others that were appropriate with the weather condition in the south of Thailand. The special property of sago leave was durable. When roofed with sago leaves, they kept the houses cool. In addition, people used sago palm and other plants to invent the household tools such as mats, trays, baskets, and they also created the inland fishery tools such as Sai and Sum. Sago forest, moreover, had an important role in maintaining the wetlands to store water for agriculture and to conserve the soil. People in the village were not only looking sago in the value of trading, but they were also emphasizing in the value of living. Due to the fact that sago palm was indicative of community living as the term of cultural landscape, local wisdom and cost of living. Therefore, people in the community of Trang province learned and inherited their local wisdom of sago palm utilization from the previous time until the present.

**Keywords:** sago palm, local wisdom, housing and tools, Trang province

## Introduction of the study

Sago or sago palm is a perennial plant in the palm species found in tropical lowland and freshwater swamps like peat, creek and marsh (Chaipuem, 2006, 2007). Sago palms are native to Papua New Guinea, and are widely distributed in Indonesia and countries in Southeast Asia such as the Philippines, Malaysia and Thailand. In Thailand, sago palms are found in the area from Chumphon province to Narathiwat province. It is a kind that its stem has thorns, and its average lifecycle is about 12 years (Flach, 1997:12, cited in Chaipuem, 2008). The sago palms are tillering grown like lipstick palms or bananas. Its trunk seems similar to the coconut tree with about 8-15 meters tall. The trunk diameter is about 0.30 -0.60 meters. Its leaves are shaped as pinnately compound leaf with about 5-8 meters long. One ford bears about 22 – 24 pinnate leaves (Sanguanseripanit, 2013). Inside the trunk consists of starch that it uses to produce its flowers and fruits. The amount of starch will be increased when the sago grows up.

Trang is one province of the southern part of Thailand where there are plenty of sago palms. The sago palm has an important role for people as it is the plant of cultural knowledge, especially about the local architecture like housing and inventing tools. People use sago leaves to make the house roof and other parts to decorate the house since this kind of tree is suitable for the local weather in the south of Thailand. The special property of sago leaf was durable. When roofed with sago leaves, they kept the houses cool. In addition, people used sago palm and other plants to invent the household tools such as mats, trays, baskets, and they also created the inland fishery tools such as Sai and Sum.

This research is about the study of local wisdoms of housing and tools that are gained the benefits from sago palms. As has been previously noted, sago palms are the beneficial plants. Only a few people are interested and appreciated it. To survey and collect data in Trang province, it was found that the ones who knew well about sago palms and its benefits as well as the local wisdoms from sago palms were a group of people who were more than 37 years old of age. Lower 37-year-old people did not know any information about sago palms.

Not knowing the benefits and the local wisdoms from sago palms can cause people to destroy the sago forest and to lose their ancestors' local wisdoms of the community. Thus, this article will be presented the qualitative data of the deep interview from the samples in the aspect of the benefits of sago palms as well as the utilizing parts of sago palms for housing and inventing tools. This will at least help preserve and further extend the former knowledge of using sago palms to the new generations. They will be appreciated and need to conserve this plants to be forever remained in their community.

## Objectives of the Research

1. To study the local wisdoms of housing and tools made from sago palm in Trang province
2. To conserve the sago forests and the local wisdoms from sago palms in Trang province

## Research Methodology

This research is a qualitative study for investigating the local wisdoms of housing and tools made from sago palms in Trang province. The data was collected during March to September, 2016 by having the interview 18 samples who knew well about local wisdoms from sago palms. The samples were the community leaders, villagers who lived and used sago palms, and the women group in the community. The researcher went in to the village and met people. As a field study, the researcher surveyed the remained sago forests and observed the way of life of people in the community. They were willing to give information and answer the interview. Consequently, the collected data were analyzed to interpret the results of the study. The researcher analyzed the data from interviewing the samples and surveying in the community. The related literature and information were reviewed to support the gathered data of local wisdoms from sago palms. Then the entire data was classified and categorized in order to be precise and accurate. Lastly, the synthesized data was described and explained in the report.

## The Results of the Study

The study of the benefits of sago palms in the aspects the local wisdoms for housing and inventing tools in Trang province can be described in 2 aspects as follows.

### 1. The local wisdom of housing and tools made from sago palms in Trang province

#### *Thatched Roofs made form Sago Palms*

Sewing the thatched roofs is basically the general work or hobby of people who live closer the sago palm forests. The thatched roofs can be made from 3 years young sago palms. Most sewers are women who stay and work at home while the duty to cut the sago leaves and to find other materials belong to men and their male children.



Figure 1 Thatched Roofs from Sago Leaves

## Materials and Equipment



Figure 2 Sago Leaves



Figure 3 Betel Palm Stick



Figure 4 Catathea (Clar)

### *How to Sew Thatched Roofs*

Thatched roof does not cost much in producing because the materials and equipment can be found from the forest and around the community. Making thatched roofs can help people earn incomes to the household. The steps of sewing the thatched roofs are described as follows.

#### *1. Sago Leaves Selection*

To sew the thatched roofs, sago leaves used must be dark green. The sago palms are more than 3 years old because the leaves are thick and proper to make the roofs. 1 stem of sago palms can make 2-3 thatched roofs depending on the size of the stem. 1 thatched roof is made from 40 leaves. Each two leaves is stacked and folded in half together. The side of the leaf tip is 50 centimeters longer than the other side.

#### *2. Betel Palm Stick*

Betel palm stick is used to be the axle of the thatched roof. The palm must be more than 7 years old. 1 betel palm tree can be cut to 6-9 trucks. The length of the truck that is suit to make the stick of the axle is about 1.20 meters. Its thickness is about 1 centimeter. So, 1 betel palm trunk can make 30-50 sticks.

#### *3. Robes for Sewing Thatched Roofs*

The robe for sewing the thatched roofs is natural. It is made from catathea (clar). Catathea is also the wetlands plants similar to sago palms. This kind of plant can be used for making various tools. One of that is effectively making the robe for sewing the thatched roof. Catathea is peeled off only outer bark. It is cut to be proper with the length of the betel palm stick. Indeed, making the thatched roofs, each person can finish 60-80 thatched roofs per day. The price in local markets is around 15-20 Baht per one. Some areas in Trang province, people make a lot of thatched roofs, especially in Khaokaw subdistrict. The merchants buy as a whole of roofs; therefore, the thatched roof costs only 11-12 Baht.

The results from the study showed that making the thatched roofs with sago leaves helped people earn income to the household, and it was obviously supported by both the domestic and international market. The merchants ordered the thatched roofs for selling to the resorts at the

tourist attractions nearby the sea, and some ordered for making the roofs of animal farms or even for the normal house roofs.

### *How to Thatch the Roofs*

To thatch the roofs made from sago leaves is different from the roof tiles. The architects have to plan and design of the roof structure in order to suit the size of the thatched roofs. Briefly, if it is a small hut, the roof structure of rafters will use the 3-inch-thick reeds instead of the real wood. As a big building, the roof structure will be wide and long. The rafters must have the hard wood strip as a structure to be attached with 40-centimeter-long reeds. This length will fit the 120-centimeter-long thatched roofs of 3 blocks. The roofs will be tightly tied with the rafters. The steps to thatch the roofs describes as follows.

1. Draft the position to place the thatched roofs from one edge of the roof to other side which the end of the roof is extended approximately 5 centimeters.
2. Drag the rope to place the thatched roofs from in the front edge of the roof to the back edge of the roof.
3. Place the thatched roofs on the rafters which the top of thatched roofs is in line with the rope stretched.
4. Tie the roofs with the rafters by firstly tying the rope to the rafters, then stab the roof from inside out to outside and stab it down inside. Tie twice with the rafters, move straight with line then tie the fast knot.
5. Place the end row of entire line of the roofs completely.
6. Place the second row roofs and the next row on both sides.
7. Cover along the top triangle gable with galvanized iron roofs.
8. Overlaid with a strong wooden board on the galvanized iron roofs and nail the roofs to prevent the wind and rain.
9. Beatify and cut the edge of the thatched roofs.
10. Check inside the roof to prevent the leaks.



Figure 5 Thatched Roofs from Sago Leaves



Importantly, the thatched roof must be neat and strong. Each roof must not be too far apart. It can be checked inside the roofs that there are no leaks. Moreover, each roof must be tied tightly together until the roofs could not move. The sago leaves that are used to make the roofs and partition wall are more durable than other plants. Normally the roofs from sago leaves can be used last for about 7-10 years. If it is soaked in the water before making the thatched roofs for about 20 days, it is more durable and has more than 10 years of use.

### ***The Woven Mat with the Sago Palm***

Mat weaving is a traditional type of handicraft products of southern part of Thailand. When referring to the mat weaving, it would recall to the mat weaving from the sago palm fronds. In addition, the mat can be weaved with sago leaves which the weaving process is similar, but the mats made from sago leaves are not durable. So, the duration of usage is shorter than the mats made from sago fronds.

Weaving mats from the sago fronds is the way that people adopt the waste from making thatched roofs to produce and modify the useful products. The data inquiries from people in Nayong district, Trang province revealed that the wisdom of weaving mats is so long inherited from their ancestors. Sago frond mats are commonly used for the seat, and some are used for drying agricultural products. There are two popular patterns to weave the mats that are Lukkeaw Pattern and Song Pattern. Lukkeaw pattern is popularly used for seat or for the partition wall decoration, because it looks beautiful and neat. Importantly, the process of weaving is quite difficult.

### ***Materials and Equipment Used***

1. Sharpening knives or small machetes
2. 400 lines of outer bark of sago frond with 1 centimeter long and 220 centimeters wide. One mat uses about 40-50 sago fronds. The thickness of the line depends on the purpose of the mat use. If it is used for the seat or sleep pad, the lines must be thin for easy storage. However, if it is used to make the ceiling or wall, the thick lines are used to make it for the stability and the strength.
3. Rattan to hold the edge of the mats.

### ***How to Make the Lines for Weaving Mats***

1. Peel off the outer bark of sago fronds that its size is 1 meter long and 1 centimeter wide.
2. Grate each line of the sago frond bark to be thin and flat evenly with the sharpening knives or small machetes.
3. Soak some of sago frond bark lines in the mud for two days in order to naturally blacken them. Then wash the mud off and dries them through the sunshine damply. Aerate the lines in the shade until thoroughly dry. If it is not completely dry, it will be moldy. However, for not drying them blank, some lines are just aerated in the shade. So, there are two colors of sago frond outer bark lines.

4. The dried sago frond outer bark lines are rolled to be smoothly flat that it can be used to weave the mats.

From the area survey and data gathering, the mat weaving is a local wisdom of people in the community of Trang province. There are two popular patterns to weave the mats that are Lukkeaw Pattern and Song Pattern. Both patterns are quite easy to weave and seem very popular among users and customers. It looks beautiful and neat of which the pictures illustrate as below.



Figure 6 Weaving Mats



Figure 7 Different Pattern of Mats

## 2. The Conservation of Sago Forest and Local Wisdom from Sago Palms in Trang Province

The local wisdoms of housing and tools made from sago palms were recently known by elderly people only. The new generation in the community was not interested in seeking this knowledge. So there is a gap of period to be inherited these local wisdoms. Not knowing the benefits and the local wisdoms from sago palms can cause people to destroy the sago forest. Since the sago forests grow in the wetlands like peat, creek and marsh, the trees will block the waterway. People decide to cut off and to dredge the wetlands for expanding the waterway. With this intention, the sago forest conservation should begin by disseminating its advantages through the community in the province. Sago forests are commonly found in Trang province. Therefore,

it should start by promoting in the areas where there are sago palms, and then expand to other areas. When people already know the benefits of sago palms, they will love and cherish their natural resources. Therefore, all people can take the advantages from sago palms for their daily living with the appreciation, suitability and sustainability.

Being interested in sago palms, people learn how to make use and evolve them as the local wisdoms in many fields. They can earn a lot of income from their local wisdoms in inventing useful tools made from sago palms. All parts of the plants are worth for making value, for example, the groups of women in that area are cooperated to produce the products from sago palms such as the thatched roofs, the mats for decorating the famous resorts and hotels both in international and domestic area. In a word, this plant is worth and value that is indicative the way of life of people in the community as a marvelous cultural landscape. Sago forests, thus, obviously seem to be the cost of life of people in the community who have accumulated and evolved learning from utilizing sago palms as their local wisdoms. This kind of plants provides people the benefits that they are able to employ it sustainably.

## Research Discussion and Conclusion

From the study of sago palms, the plants of local wisdoms in housing and tools in Trang province, it was found that the sago palm has many advantages in every parts of it. This kind of plant can be made use both for cooking and inventing the tools. Sago palm, as mentioned earlier, has its average lifecycle about 12 years. If there is no utilization, at the time of its life cycle, sago palm will itself die. Importantly, the sago palm is a tree that will maintain the balance of the natural ecosystem. It remains the balance condition of nature to keep people, animals and plant harmoniously. Otherwise, this article will present and emphasize how to make use from sago palms that it has been evolved as the local wisdoms of people in the community. The knowledge begins from the trial and error that people try to do and use. It will more make an effort to crystallize the ideas and local wisdoms of housing and tools.

Likewise, to invent the useful tools, people have to observe the environment growth and adapt their daily living to suit with the nature. It is apparently seen that the products of the community such as the thatched roofs from sago leaves or the beautiful pattern weaving mats from sago leafstalks are strongly appropriate and suitable with the nature. Being interested in sago palms, people learn how to make use and evolve them as the local wisdoms in many fields. Sago palms can not only provide people the advantages in using, but it also provides a lot of income from the local wisdoms in inventing useful tools. However, if this utility is neglected and not preserved, living according to nature will not happen. So, the mutual dissemination of knowledge is a good way to create awareness and appreciation of sago forest that contributes to the conservation and further research study.

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## Analysis of Final Tasks in French as Foreign Language Handbooks

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### Abstract

This study was the qualitative research. The purpose of this study was to analyze the final tasks of each lesson. The target of this research was composed of French as a foreign language handbooks published by French publishers from 2013 to 2015 and focused on the Action-Oriented approach. Thus, two handbooks entitled *Mobile A2* (Didier, 2013) and *Entre Nous 2* (Maison des Langues, 2015) were considered.

In this study, the research instrument was the grid analysis adapted from previous researches. To validate this tool, a validation procedure was conducted by the lecturer specializing in teaching French as a foreign language. Following the specialist's suggestion, this grid was modified. Finally, it consisted of 3 content analysis: general information of the handbook, theme of tasks and interactive activities.

The research outcomes were included as follows:

1. The handbooks of French as a foreign language offered the activities based on the Action-Oriented approach.
2. The activities called "finals tasks" were related to particularly relation theme.
3. They proposed the interactive activities referred to a detail description of interactive activities (Level A2) represented in CECRL.

**Keywords** : Action-Oriented Approach, Analysis of handbooks, Teaching French as a foreign language

## Introduction

Currently, classrooms of French as a foreign language are inspired by an Action-Oriented approach. The French as foreign language handbooks are based on this approach. Most Thai lecturers apply this approach to teach French and use French as foreign language handbooks based on the Action-Oriented approach in classrooms. In others words, the Action-Oriented approach plays an important role in teaching French as foreign language.

In regards to a new method, it proposes the new learning objective. This approach aims to train learners to be the populations of global society that can live in plurilingual and pluricultural situations. To reach this goal, the developments of the communicative skills in foreign language and the act with others were emphasized.

The Action-Oriented approach, form of language use and learning have been changed. The Common European Framework of Reference for Language or CEFR determined that

“Language use, embracing language learning, comprises the actions performed by person who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.” (2001, p.9)

During carry out the tasks, learners also realize interactive activities divided into 2 categories: speaking and writing interactions. The purpose of these activities is to improve the communicative skills and act with other people. This objective relates to the purpose of Action-Oriented approach. It can help the learners to live in plurilingual and pluricultural society.

This is why, in this research, the interactive activities in final tasks presented in French as foreign language handbooks were analyzed. The results of this study will be adapted in classrooms of French as a foreign language.

## Objectives

1. To observe activities in French as a foreign language handbooks
2. To analyze communication theme using in activities
3. To analyze the final tasks of each lesson presented in French as foreign language handbooks

## Methodology

The type used in this study is qualitative research. This qualitative research aims to analyze the interactive activities in the final tasks represented in French as foreign language handbooks. To study, the current research included the following elements:

1. Choosing a research problem
2. Literature review

According to literature review, books, scholarly articles and previous work in French, in English and in Thai related to research problem were concerned.

3. Data collection

The population of this study refers to the final tasks in French as foreign language handbooks. Due to collected handbooks, purposive sampling was concerned. In other words, French as foreign language handbooks published by French publishers during the last three years (2013 – 2015) and focused on Action-Oriented approach were considered. As a result, two French handbooks called *Mobile A2* (Didier, 2013) and *Entre Nous 2* (Maison des Langues, 2015) were selected.

4. Formulating research instrument

To analyze data of this research, the grid analysis adapted from previous works are related to analyzing French as a foreign language handbook. A validation procedure is conducted by the lecturer specializing in teaching French as a foreign language. As a consequence, this grid is consisted of 3 content analysis: general information of the handbook, theme of tasks and interactive activities.

5. Analysis of Data

After the instrument is adapted, the data collected is examined by using the grid analysis. The data is concerned with describing the general information, the theme of final tasks and the characteristics of interactive activities presented in the final tasks.

6. Results and discussion

The results of this research are presented with the help of tables and explication.

7. Preparation of the report

## Results

This study tries to analyze the final tasks. This means answering questions: Which interactive activities offer in French as a foreign language handbooks?

To clarify this research question, we observe the final tasks of each lesson in handbooks collected by using the research instrument formulated. The finding of this research shows in 3 parts following:



## 1. Final tasks themes

Regarding of the themes of final tasks in French as foreign handbooks selected, they offer many themes. We can distribute them according to criteria defined by CEFR as follows:

Table 1.1 Communication themes (2001, p.52)

Themes of final tasks	Handbooks selected	
	Mobile A2	Entre Nous A2
Personal identification	/	/
House and home, environment	/	/
Daily life	/	/
Free time, entertainment	/	/**
Travel	/	-
Relations with other people	/	/
Health and body care	/	/
Education	/	/
Shopping	/**	/**
Food and drink	/**	/**
Services	/**	/**
Places	/	/
Language	-	-
Weather	/	-
Employment*	/	/
Arts & Culture*	/	/
Sport*	-	/

Note: \* referred to communication themes which do not appear in CEFR

\*\* referred to activities which do not clearly present in handbook

According to an observation, the final tasks present almost all the communication themes specified by CEFR. In handbooks considered, all of the tasks show *Relation with other people* theme. Moreover, some tasks introduce communication themes, involving *Employment*, *Art & Culture* and *Sport*. We observe that these themes do not refer to CEFR.

## 2. Interactive activities

In terms of interactive activities, handbooks selected offer many interactive activities. According to CEFR, they can be classified as twofold: speaking and writing interactions. To explain interactive activities found in French as foreign language handbooks, we can classify by using table as follows:

Table 2.1 Speaking interaction

Speaking interaction	Handbooks selected	
	Mobile A2	Entre Nous A2
Transactions	/	/
Casual conversation	-	-
Informal discussion	/	/
Formal discussion	-	-
Debate	-	-
Interview	/	/
Negotiation	-	-
Co-planning	/	/
Practical goal-oriented co-operation	/	/

With regard to speaking interaction, handbooks entitled *Mobile A2* and *Entre Nous A2* reveal similarly many speaking interactive activities proposed by CEFR. Speaking interaction called *Co-planning* and *Practical goal-oriented co-operation* are offered in all of the final tasks observed.

Table 2.2 Writing interaction

Writing interaction	Handbooks selected	
	Mobile A2	Entre Nous A2
Passing and exchanging	/	/
Correspondence	/	-
Negotiating the text	-	-
Participating in on-line or off-line computer conference	-	-

Concerning writing interaction, *Mobile A2* and *Entre Nous A2* expose similarly writing interactive activities called *Passing and exchanging* in some final tasks. Among the writing interaction specified by CEFR, activity titled *Correspondence* presents in only one final task entitled *Trouver un emploi* in *Mobile A2*.

## Discussion and conclusion

1. The handbooks of French as a foreign language offered the activities called “final tasks” that are based on the Action-Oriented approach. According to realize these activities, the learners activate in the various activities: reception, production, interaction and mediation. These activities aim to improve communicative language competences and act with other people.

2. French as foreign language handbooks selected offer 26 final tasks: 10 final tasks in *Mobile A2* and 16 final tasks in *Entre Nous A2*. Majority of these activities are related to particularly *Relation with other people* theme. Moreover, two handbooks selected propose other communicative themes involving *Employment, Art & culture* and *Sport*.

With regard to *Employment* theme, we note that it aims to prepare the learners for enter and navigate the world of work. For instance, *Mobile A2* offers final task is about CV and letter of motivation writing. *Entre Nous A2* proposes activity is about organizing a conference on the topic of conflict in the world of work.

Concerning *Art & culture* and *Sport* themes, we remark that the final tasks dealing with these themes aim to improve not only communicative language competences but also non-communicative language competences.

In addition, communicative themes offered in two French handbooks refer to three domains: personal, public and occupational domains. *Entre Nous A2* shows also educational theme in final task of first lesson. In conclusion, *Entre Nous A2* nominates all of domains determined by CEFR.

3. According to interactive activities, all of the final tasks in French as foreign language handbooks propose the interactive activities referred to a detail description of interactive activities of level A2 specified in CECRL.

According to speaking interaction, we notice that many activities in research data refer to speaking interactive activities of level A2. CEFR (2001, p.74) defined that the learners

“can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time and can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord”.

Moreover, some activities observed such as *Jouer une scène de dispute entre deux échangeurs de maison* in *Mobile A2*, *Réaliser une interview sur l’histoire de la famille de ses camarades de classe* in *Entre Nous A2* relate to a detail description of level B1. CEFR (2001, p. 74) determined that the learners

“can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling, can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life...”.

Regarding of writing interaction, we remark that the final tasks observed propose the writing interactive activities dealing with level A2. CEFR (2001, p.83) determined that the learners “can write short, simple formulaic notes relating to matters in area of immediate need”. Moreover, to realize the final task of lesson entitled *Trouver un emploi*, the learners have to write their letters of motivation. We note that this practice relates to a detail description of level B1. CEFR (2001, p.83) defined that the learners “can write personal letters describing experiences, feeling and events in some detail”.

In conclusion, speaking and writing interactive activities in handbooks selected relate to a detail description of level A2. Moreover, some activities refer to level B1. We notice that they aim to prepare the learners for posterior level.

## Suggestions

In classroom basing on Action-Oriented approach, the lecturers can use handbooks entitled *Mobile A2* and *Entre Nous A2* for teaching French as a foreign language. They propose many tasks and interactive activities relating to CEFR.

For classroom focusing on interactive activities, French as a foreign language handbook entitled *Mobil A2* is suitable. It proposes various speaking and writing interactive activities. In addition, it offers the final tasks relating to many communication themes. However, the lecturers who are interested in this handbook should add certain activity dealing with educational domain.

According to *Entre Nous A2*, it is appropriate with classroom focusing on realizing final tasks. It offers 18 final tasks involving four domains defined by CEFR: personal, public, occupational and educational domains. For the lecturers who are interested in this handbook, it is necessary to modify many final tasks for getting various communicative themes and interactive activities covering the criteria defined by CEFR.

According to the discussion, we propose that the lecturers should modify final tasks. For posterior study, researcher can realize final tasks referring to educational domain and do the research on the validation of tasks modified. This research would be very practical for development of final tasks and teaching French as a foreign language.

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## Enact of Instant Messengers to propagate the meaning of 'Graphic Gestures' in intercultural communication

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### Abstract

The study describe how instant messengers are used to convey the meaning of animated gestures in cross-cultural communication on modern informational devices such as smartphones, tablets and computers. Instant messengers has become an important channel for interpersonal communication. These instant messengers are used to exchange ideas by text, voice, audio and videos, depicted or animated imagers such as pictures, stickers, emoticons and gestures. Naturally, gestures are part of non-verbal communication. They are produced by human being while they interact each other. Every culture has its own unique set of gestures which may have same meaning or special-cultural oriented meaning. Common gestures are gestures that most people would understand. But, some gestures mean something different one culture than they do in others. No gesture is without a meaning at least in a respective culture. These gestures are depicted or animated and used in instant messengers selectively. Why gestures are included in instant messengers? If the gestures are culturally different, how they are understood in the intercultural communication phenomena? Very few research has been done on this subject. In this study, data are collected and analyzed on social semiotics perspectives. Still, common gestures are existed on many instant messengers and some are not. Communication between people of different cultures is sometimes difficult by using gestures. However, gestures can be understood by searching of meaning of them intentionally. On the other hand, instant messengers are helping to know, convey and understand the gestures among different cultures. Having contact with people from other cultures using instant messengers can help to learn different gestures, and how to use them in many situations.

**Keywords:** *graphic gestures, instant messengers, intercultural communication, informational devices, social networking*

## Introduction

Today online communities are an inherent. Information and communication technology is rapidly changing the world and it is hard to keep up. Social networking activities – like chatting – are emerging to support online collaboration and sharing between users/learners more than ever before. There is a huge curiosity about the social networking phenomena. This is a wave of using technology to revolutionize communication. Especially among young people. More and more users really want to know how all this stuff works; who is doing it and how. Instant Messenger is one of the most usable ‘Channel’ of online communication. And it has become an important channel for alternative public communication technology to a “quasi-mass communication channel.

The specific nature of IM enables users to perform multiple tasks while carrying on multiple conversations - something that is not possible with face-to-face conversations, and much more difficult when on the other communication media. Instant messaging in a set of communication technologies used for multimodal based communication between two or more participants over the internet or other types of networks. The spread of smartphones (Smartphone – mobile phone with advanced mobile operating system – which combines features of a personal computer operating system with other features useful for mobile. Smartphone with Voice over Internet Protocol (VoIP) software used to conduct telephone – like voice conversations across internet protocol based network. VoIP phone service charge is cheaper than traditional telecommunication network. It can remove geographic restriction to telephone numbers) and similar devices in the late of 2000s instant messengers are widely regarded as an essential social and cultural technology, especially for interpersonal communication. More than 25 IMs are used around the world today such are WeChat, WhatsApp, Facebook Messenger, Instagram, Skype, Viber, QQ, Twitter, Google +, Line, LinkedIn, Snapchat, Telegram and some other. Nowadays, IMs achieved an important role in mobile phone and computer mediated communication culture and credited with specific social functions and it became more widespread, transforming across different countries and setting. For this study only five IMs were selected according to having large number of active users (according to their official web side) namely WeChat, WhatsApp, Skype, Viber, QQ.

Chatting on instant messengers is a real-time transmission of voice, video, audio and text –verbal and nonverbal- from sender to receiver(s) between one-to-one chat or one-to-many chat (Synchronous conferencing) in intra culturally or inter culturally and both. On the chatting on IMs people use different semiotic resources for their conversation such as text, audios, videos, photos, emoticons (emotions, gestures, emotion with gestures, stuffs), stickers (imagers, pictures, pictures with text, famous cartoon characters with text and gestures), animations (famous cartoon characters in feelings, emotions, and actions). Among these resources, some of them are selectively defaulted and they defer from each other IMs.

Defaulted gestures are re-formed graphically to represent real hand-make gestures. In real life, Gesture is seen accompanying speech. People makes gestures without speech also. Gesture is symbolic action by which a thought, a feeling, or intention is voluntarily expressed in a conventionalized form. Within the realm of social purposes, use of gesture for expression relates to establishment of interpersonal ranking, good manners, communication, maintenance

of social identity, etc. There is symbolic meaning and there is also a 'systemic' relation governed by certain function of gestures. These characteristics are manifest from graphic gestures too.

Gestures are made by people and they are making meaning when they function in a certain phenomenon on instant messengers. Gestures can be realized similar meaning universally, varied from culture to culture or unfamiliar to each other cultures. Nevertheless, most virtually, instant messengers are now universal. Here, it is taken in this study to find, the communicative potential of gestures in instant messaging and how people use and interpret meaning of graphic gestures on IMs and how IMs are enacting to convey the gestures meaning universally.

## Objectives

This study examines the use of Graphical Gestures in Instant Messengers (IMs) on communication devices. In particular, it is surveyed how IMs enact to convey the meaning of gestures used by people through intent messaging on intra and intercultural communication phenomena universally. There is not much literature about how meaning of graphical gestures convey meaning through instant messengers.

Instant messaging refers to the sending and receiving of text-based messages in a Synchronous manner between two people or a group of people using instant messengers (Hu, Wood, Smith, & Westbrook, 2004). It allows one-to-one as well as one-to-many communication between users employing a variety of communication devices such as smartphones, tablets, and computers. Worldwide IM accounts are expected to grow over 4.4 billion by year-end 2017 (Radicati, 2013). Instant Messengers are used to express ideas through sending text, emoticons, photos, audios, videos with countless other features.

Graphical gestures (hereafter gestures) are designed from natural selected hand gestures and used as one of the 'emoticons' in IMs. Emoticon is a term designate all graphical symbols like emotions, gestures, theme skins, smileys, pictures, and animated characters on IMs. There are some significant research conducted about the use of emoticons –mainly emotions symbols-on instant messengers.

According to empirical studies, emphasized that, the expression of emotions in computer mediated communication by use of 'emoticons' is similar to the expression of emotions in face-to-face communication (Derks, Bos, & Grumbkow, 2007). At the same time the intention to use emoticons effects both sender and receiver in positive, negative and neutral of communication (Lour, Wu, Lu, & Tao, 2010). And using of emoticons is differ from age variation, gender vise, and the status of the people. It is highlighted that generally female are sent more messages with emoticons while male used a more diverse range of emoticons (Tossell & others 2012). Huang, Yen, and Zhang (2008) tried to explore the potential effects of emoticons and they identified that people feel happiness, usefulness and enjoy when they use emoticons in instant messengers.

The gestures as a part of emoticons also are meaning potential. People use gestures to exchange ideas. Gesture as a form of communication has been studied for a long time and the explanation of the process of gesture is of great antiquity. Mallery (1880) is considered as a pioneer expositor of the gesture speech of mankind philologically and anthropologically. There has been some sort of continuity of interest in the study of gestures from Mallery dimension-



ally gestures as symbol and language (Efron, 1941 reprint 1978), cultural variation of gestural meaning, and universality of gestures (Axtell 1998).

Gestures are as natural as human made communication tool. Gestures are components of speech, not accompaniments or 'add-ons' (Adam Kendon's term 2008). Each gesture can act as an independent sentence in the sense that it communicates a complete sense. Use of gesture is a choice to for both social purposes and purely individual goals (Ekman & Friesen, 1969). So, gestures are found in all cultures and in all the stages of growth of cultures. In some societies, gesturing is associated with lower social status; in some societies, if gesturing is not made, communication is not considered energetic and appropriate. But, one cannot use a gesture in communication without understanding what the gesture stands for, when one wants to communicate through the use of that gesture (Poyotos, 1975). Even the most familiar and appropriate signs to the objects or events being gestured cannot be understood by the others outside the context (Efron, 1941 reprint 1978). It is also applicable the graphical gestures used in instant messengers.

Instant messengers are universal. Every IM has a selected and default gestures to use people in their instant messaging across different setting (intra-culturally and inter-culturally). If gestures are cultural oriented meaning potential, how they are realized in inter-cultural communication phenomena? What is the role of IMs to convey the meaning of gestures universally? This study try to find answers for raised questions by approaching social semiotic theory.

## Theoretical Framework

Gestures are graphical symbols of natural hand signs which have selectively inserted on instant messengers (IMs) to use by people in their instant messaging. These gestures are widely known and commonly recognized as one of the emoticons among IMs users; they are identified by most users as alternatives for verbal communication. According to the previous literature, as one of the most common semiotic resources on IMs, gestures have not been studied individually in terms of its usage as meaning - making sign in intra and intercultural communication via IMs. Therefore, it is very important to identify the role of IMs on conveying meaning of graphic gestures through instant messaging on communicative devices universally.

Poyotos (1975) suggests that gesture study should take into account not simply the gesture itself but also linguistic, paralinguistic, kinesics (other than gestural), proxemics, and chromatic features. That is, the study could take into account other socio linguistic as well as non-linguistic (nonverbal) aspects of communication. A gesture may also determine both linguistic, and other nonlinguistic signs. Saussure, at the beginning of the twentieth century foretold the need for a universal approach to the study of language and other sign systems, advocating a 'science that studies the life of signs within society' (Saussure 1974 [1916]: 16). Halliday's (1978) social semiotic theory is a comprehensive response to that challenge, which provides powerful theoretical and descriptive resources for the study of meaning and communication. His social semiotic theory provides the basis for the study of semiotic resources other than language (images, gesture, architecture, music, mathematical symbolism, clothing etc.). According to social semiotics, many kinds of meanings of the resources always relate to specific societies and their cultures, and to the meanings of the members of those cultures.

A semiotic resource is always at the same time a material, social, and cultural resource. Van Leeuwen (2004:285) defines the term semiotic resource as follows: "Semiotic resources are the actions, materials and artifacts we use for communicative purposes, whether produced physiologically – for example, with our vocal apparatus, the muscles we use to make facial expressions and gestures – or technologically – for example, with pen and ink, or computer hardware and software – together with the ways in which these resources can be organized. Semiotic resources have a meaning potential, based on their past uses, and a set of affordances based on their possible uses, and these will be actualized in concrete social contexts where their use is subject to some form of semiotic regime". In short, semiotic resource is a term used in social semiotics and other disciplines to refer to a means for meaning - making.

At this juncture, graphic gestures have to be considered as emblems that is one of the semiotic resources. Emblems are those nonverbal acts which have a direct verbal translation, or dictionary definition, usually consisting of a word or two, or perhaps a phrase. An emblem may repeat, substitute, or contradict some part of the concomitant verbal behavior; a crucial question in detecting an emblem is whether it could be replaced, with a word or two without changing the information conveyed (Poyotos, 1975). In addition, the meaning of the emblem could be known to most of the members of a group, class, subculture, culture, and other many cultures. Also the gestures as emblems are used with a conscious intent to send a particular message to other persons on IMs who in their turn know that the message is intentionally conveyed.

For a communicative phenomenon, people need a 'media' to send their message with meaning. That media carry the message of linguistic and non-linguistic features. Because meanings are always disseminated through particular media: the medium of the book; or the medium of the CD-ROM, involving still and moving images, speech, writing, cartoon-like characters in comic strips, music, and so on (Kress and Van Leeuwen, 2002). All media offer specific possibilities to the designer, and to the sender, receiver in their interpretation and use.

IMs also enact as a media to the sender and receiver(s). People can exchange their message using meaning - making semiotic resources such as language (text), emoticons, photos, videos, and audios in which one or more on IMs. Among these resources, every resource has different functions in meaning making. There are things people can do with text that people can - sometimes cannot - do with graphic gestures. Sometimes people can use these resources alternatively to make meaning in intra and intercultural internet based communication settings via IMs.

Here, it may raise several questions which link study of gestures on IMs in intra or intercultural communication directly with the concerns of theoretical developments in sociolinguistics mainly social semiotics. This study try to find answers to the raised questions from the social semiotic perspective.

1. On what basis gestures are contained in IMs as default emoticons?
2. If gestures are cultural oriented, why they are used or how graphic gestures are utilized in conversation on IMs?

3. How gestures are realized in interpersonal and multicultural communication phenomena?
4. How are IMs enacting to convey these graphic gestures with meaning(s) worldwide?

## Data collection and Methodology

The experimental study was conducted in a three stage, which are described as follows: First, all gestures were collected (about 26) from five instant messengers (IMs) namely QQ, WeChat, Viber, Skype, and WhatsApp which are having most active users accounts universally. Graphic gestures were tabled and numbered in order to get their meaning and opening about them from participants by way of survey.

At the second stage, a survey was conducted to see the inherent awareness of the participants about collected gestures. Thirty participants were engaged in the survey. These participants were students of Xiamen University, studying in undergraduate and graduate degree programs. They were diverse from their countries, native languages, ethnicities, and cultures. Among them, gender balance was maintained.


















The researcher approached the participants during break and free time of them, with the request to take part in this research. Participants received a questionnaire, which they filled out individually. This took approximately 10-15 minutes of their time. Questionnaire consisted questions like to state their country, native language in order to know their cultural background; and to circle the using IMs as well as their favorite IM and indicating the period of using those IMs. A question asked to order the preference of emoticons (Gestures, Emotions, Stickers, Picture + Text stickers, and Animated Cartoon Characters) which were used most frequently in their day-to-day chatting on IMs. With that, the stance of the participants about using gestures on IMs and importance, usefulness, and comprehensible of the gestures were also surveyed. Finally, participants had to signify the source which she/he learnt about all gestures were given and allowed to write the meaning of specific gestures which has any particular meaning in their culture. The survey information statistically analyzed.

At the third stage, interviews were conducted among selected students of Xiamen University from various countries by random sampling according to continental basis, with lasting 10-15 minutes each. The interviews were semi-structured with five questions such that essential issues were talk over with everyone. The interview was designed to gather the experience about gesture using in instant messaging and getting meaning of unfamiliar gestures via IMs. All interviews took place in Xiamen university locations, although when possible, some interviews were conducted in student's dormitory. All interviews were recorded and transcribed. In order to find interviewees opinions data were analyzed using content analysis.

## Findings and Discussions

Every instant messenger has specific technical and operating systems, applications, features, and facilities. It allows client to use multimodal resources such as linguistic and non-linguistic features to communicate successfully. All instant messengers defaulted at least one language and selected emoticons. Within emoticons, there are few graphic gestures are in-

cluded. It is observed that every inspected instant messenger has defaulted gestures as follows: WhatsApp has included 22 gestures, likewise WeChat 15, QQ 14, Skype 10, and Viber 7. If a person install one of the instant messengers on his or her communicative device(s) (PC, laptop, smartphone, tap, and etc.) from any county in the world (some countries have banded some IMs) he or she automatically gets to know number of gesture with their meaning or not.

Gestures which are appear in Instants Messengers							
No	Gestures	QQ	Viber	Wechat	Skype	WhatsApp	Remarks
1		X	X	X	X	X	all 5
2		X	X	X	X	X	all 5
3		X	X	X	X	X	all 5
4		X	-	X	X	X	4
5		-	-	-	-	X	
6		-	-	-	-	X	
7		-	-	-	-	X	
8		-	-	-	-	X	
9		X	-	X	-	X	mostly China
10		X	-	X	X	-	mostly China
11		X	-	X	-	-	only China
12		X	X	-	-	X	
13		X	X	X	-	X	4
14		-	-	-	-	X	
15		-	-	-	-	X	
16		-	-	-	-	X	
17		X	-	X	-	X	mostly China










Gestures which are appear in Instants Messengers							
No	Gestures	QQ	Viber	Wechat	Skype	WhatsApp	Remarks
18		-	-	-	X	X	
19		-	-	-	X	X	
20		-	-	-	-	X	
21		-	-	-	-	X	
22		-	X	-	-	X	
23		X	-	X	X	X	4
24		X	-	X	X	-	mostly China
25		X	-	X	-	-	only China
26		X	X	X	X	X	all 5

Table 1: Collected graphic gestures from (5) IMs.



























								
A	B	C	D	E	F	G	H	I
								
J	K	L	M	N	O	P	Q	R
								
S	T	U	V	W	X	Y	Z	

Table 2: Collected graphic gestures from (5) IMs. (Refer this table when see the block letters in bracket hereafter)

It was noticed that, every IM has a 'selected' gestures as default symbols, and also very few (4) gestures (ABCZ) are in all five IMs; 9 gestures (EFGHNOPTU) are only in WhatsApp, 2 gestures (KY) only in QQ and WeChat, 7 gestures mostly in QQ and WeChat and either in Skype or WhatsApp. The question no.1 can be answered with incorporate comments of interviewees as the cultural ideology of the inventor(s) or designer(s) is influenced in selecting gestures to

include into the emoticons in IMs. For an example gestures K and Y are appeared in WeChat and QQ only. Because, signs are created by people and do not exist separately from them and life of their cultural community.

Based on the purpose to know the usage of IMs and gestures, the survey was statistically analyzed students' responses rather than examining what they are actually doing on IMs. The survey shows that 100% of participants use at least one IM - actually everyone uses more than one IM. In this group, 92% use WeChat. WhatsApp is in first place among five IMs as participant favorite IM with 40% and WeChat in second with 36% of favoring.

The questionnaire had options for respondents to place their interest level of emoticons from 1 (extremely interesting) to 5 (not at all interesting). First place (extremely interesting), was given for facial expressions, gestures 2nd place (very interesting), re-animated cartoon characters 3rd place (moderately interesting), Stickers 4th place (slightly interesting) and the fifth place was picture + text stickers (not at all interesting). Instant messengers as a semiotic system provide people with a variety of resources for making meaning. So when they make a choice to use one sign, they are not using other. Anyhow it is clear that gestures are used in IMs some way.

On the basis of gesture usage on IMs, the survey was measured directly and specifically focusing the response about gestures giving five statements to circle from strongly agree to strongly disagree (Table 2). Most of the participant (44+28=72%) agreed that gestures are very important for chatting on IMs and the same percentage realize that gestures are very useful. After all, it is seemed that almost, all are feel happy when they use gestures. When a question asked in interview, the responses were also the same. They think, graphical gestures make the conversation more lively; convenient way to express the tone and feel of the sender and receiver; make the conversation look better than a blunt talk; Always expressions carry over your message more easily than the words; have a strong part in conversation.

1. Strongly agree      2. Agree      3. Neutral      4. Disagree      5. Strongly disagree

No.	Given statements	Percentage of measurement				
		1	2	3	4	5
1	I think Gestures are very important for chatting	44	28	24	0	4
2	I realize Gestures are very useful in chatting	44	28	12	12	4
3	I feel happy when I use Gestures	36	20	44	0	0
4	Gestures do not have cultural barriers	16	16	24	40	4
5	I believe Gestures can be understood by everyone	16	36	28	16	4

Table: 3 Opinions on the statements about gestures in IMs (%)

The last two (4, 5) statements were given to find the answer the second research question that if gestures are cultural oriented then there will be barriers in understanding them by other culture. When many participant disagreed with a statement 'gestures do not have cultural barriers', more than half of the participant are believed that gestures can be understood by everyone. There is a slight contradiction between two judgments. Even though, it is convinced with the somioticians (Kress and Van Leeuwen, 2002) point of view that the sings –gestures- and their meanings are specific to a certain culture.

It is also possible that a gesture as a sing can have different meanings connected to the culture. At the last part of the questionnaire, a table was designed to know the source from which participant leant the gesture and the meaning(s) of that gesture in their culture. When asked about the source from which they leant the gestures like from own society, own country, or IMs (QQ, Viber, WeChat, Skype, and WhatsApp) respectively, students indicated according to their experiences: some gesturers (like ABCSUZ..) were learnt by all of them from their own society or country; most of the students who are from Europe, Africa, Middle East, and South Asia have leant some specific gestures from IMs, for example gestures K and Y were known from either QQ or WeChat; and there are students with unfamiliar even one or more gestures because of they did not select as a source they leant. It is clear that IMs are enacting as a source to know gestures by people all over the world. The gestures which were used within and by a certain culture or country, known and intended for use as universal signs through IMs.

The meaning(s) of the certain gestures, in some way, differ from number of cultures. For an example, the meanings of the gesture A (thumps up) were as follows: all good, correct, well done, perfect, good, like, ok, success, great, well said. Likewise, many gestures have more than one meaning. It is a strong evident for the hypothesis (Halliday, 1978) that every semiotic resource is meaning potential. So, as one of the interviewees emphasized, "when you send thumps up gesture in a phenomenon that will give meanings... like, good, or prefect. I can get the meaning according to the situation" the gestures are realized according to the communication phenomena on IMs.

At the same time, student did not give the meaning of some gestures, instead of giving meaning they have written that don't know or no meaning. Even though students were aware of gesture in some way they don't know the 'exact' meaning or meaning of the gesture. In this juncture, the most important research question of this study has found the result from the survey and interview. If a student indicate a source from IMs rather than his or her native culture, it can be asserted that IMs are helping to pervasive gestures in intercultural communication too. Interviewees' statements give added strength to this conclusion that when they have received some unfamiliar gestures in conversation they will immediately ask back sender to explain about the gesture. Because he or she wanted to tell something in instant messaging by using the gesture that may be others cannot explain sometimes. "He/She is the person only who know the meaning of that gesture in that particular situation". As a result, instant messengers are giving opportunities to know the meaning of unfamiliar or known gestures meaning and use again in intra and intercultural communication phenomena. Gestures are reused and re-contextualized in instant messaging.

Additionally, it was find out from the semi-structured interview that even if they get to know or familiar with new gestures which are not practice in their culture, some time, there are some gestures in IMs (like gesture D, L) which they cannot use in intra cultural instant messaging due to their cultural norms and customs.

## Conclusion

Instant messaging has become so pervasive, an entire generation of internet users is probably aware of it. Instant messenger, as a media allows for immediate interaction as well as constant accessibility for contact between people using different semiotic resources. IM gives users the opportunity to know new different semiotic resources such as emoticons (Gestures, Emotions, Stickers, Picture + Text stickers, and Animated Cartoon Characters), particularly it provides users with the chance to continually know as well as learn about gestures as a meaning making resource with actually engaging in instant conversation in intra and intercultural communication settings. This can be realized particularly in the use of graphic gestures in instant messengers, gestures are known universally. Finally, this study has left with some point of views that further research will be able to explore: graphic gestures can be studied from visual semiotic perspective and the role of gesture in interrelated semiotic system to construe and continue the conversations in IMs.

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คำสั่งมหาวิทยาลัยราชภัฏเชียงราย

ที่ ๓๕๓ / ๒๕๖๐

เรื่อง แต่งตั้งคณะกรรมการผู้ทรงคุณวุฒิพิจารณาถ้อยแถลงคุณภาพบทความวิจัย  
หรือบทความทางวิชาการ (Peer Review)

เพื่อให้การดำเนินการจัดทำเอกสารทางวิชาการ เพื่อตีพิมพ์ลงในวารสาร ตีพิมพ์เผยแพร่  
ลงในรายงานการประชุมสัมมนาทางวิชาการระดับนานาชาติ (Proceedings) และตรวจทานบทความ  
ทางวิชาการงานวิจัยการประชุมสัมมนาวิชาการระดับนานาชาติ ของเครือข่ายความร่วมมือทางวิชาการ -  
วิจัย สาขามนุษยศาสตร์และสังคมศาสตร์ ครั้งที่ ๑๐ เป็นไปด้วยความเรียบร้อย มีประสิทธิภาพสูงสุด

อาศัยอำนาจตามความในมาตรา ๓๑ (๒) แห่งพระราชบัญญัติมหาวิทยาลัยราชภัฏ พ.ศ. ๒๕๕๗  
มหาวิทยาลัย จึงแต่งตั้งคณะกรรมการผู้ทรงคุณวุฒิพิจารณาถ้อยแถลงคุณภาพบทความวิจัยหรือบทความ  
ทางวิชาการ (Peer Review) ดังต่อไปนี้

#### คณะกรรมการผู้ทรงคุณวุฒิภายนอก

- |   |                      |
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| ๒. Professor Dr.Nina D. Laurie                  | กรรมการผู้ทรงคุณวุฒิ |
| ๓. Professor Dr. Wu Shenggang                   | กรรมการผู้ทรงคุณวุฒิ |
| ๔. Professor Dr. Shen Wenhui                    | กรรมการผู้ทรงคุณวุฒิ |
| ๕. Professor Dr. Lv Dongliang                   | กรรมการผู้ทรงคุณวุฒิ |
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- หน้าที่ ๑. พิจารณากลั่นกรองคุณภาพบทความวิจัยหรือบทความทางวิชาการเพื่อให้มีความน่าเชื่อถือทางวิชาการ
๒. พิจารณากลั่นกรองคุณภาพบทความวิจัยหรือบทความทางวิชาการตามหลักการความเป็นเอกสารต้นฉบับ (Originality) ความเหมาะสมของวิธีดำเนินการวิจัย (research methodology) ความชัดเจนของการนำเสนอผลที่ได้รับ (clearness and completeness) และบทสรุปที่สอดคล้องกัน (coherent conclusion) รวมทั้งความถูกต้องของเอกสารอ้างอิง (citations)

ให้คณะกรรมการที่ได้รับการแต่งตั้ง ปฏิบัติหน้าที่ที่ได้รับมอบหมายอย่างเต็มความสามารถ เพื่อให้บังเกิดผลดีต่อทางราชการ

ทั้งนี้ ตั้งแต่บัดนี้เป็นต้นไป

สั่ง ณ วันที่ ๒๐ มกราคม พ.ศ. ๒๕๖๐

  
(ผู้ช่วยศาสตราจารย์ ดร.ศรชัย มุ่งโรสง)

รักษาราชการแทน

อธิการบดีมหาวิทยาลัยราชภัฏเชียงราย