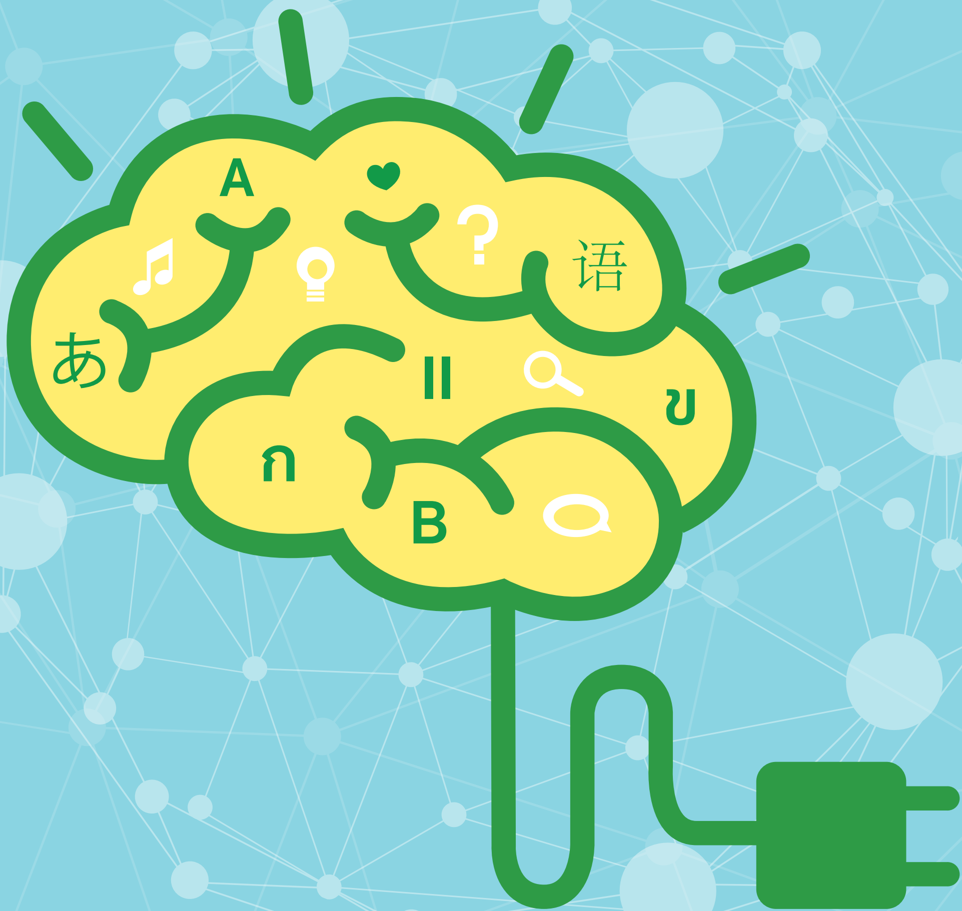
ICAA 2019

The 2nd International Conference on Applied Liberal Arts

Liberal Arts for Interdisciplinary Practice and Research

May 24 , 2019

King Mongkut's Institute of Technology Ladkrabang,
Bangkok, Thailand



The Faculty of Liberal Arts
King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand

Message from KMITL President
The 2nd international Conference on Applied Liberal Arts (ICAA2019)

Research is the core of knowledge development, and it is one of higher educational institutes' missions needed to be achieved. King Mong kut's Institute of Technology Ladkrabang (KMITL) has established its mission to be one of the top ten premier educational institutes with emphasis on research in science and technology in ASEAN by 2020. Following the first strategic issue – to conduct life-long research and innovations, the 2nd International Conference on Applied Liberal Arts is held, which is the action plan to encourage academic staffs to conduct research and publish their work internationally.

The Faculty of Liberal Arts is responsible for teaching courses in languages, humanities and social sciences with the aims to promote international outlook as well as cultural values. In addition to offering Bachelor's Degree Programs in English, Japanese and Innovation in Tourism and Hospitality and a Master's Degree Program in Applied Linguistics (English for Professional Purposes), the Faculty of Liberal Arts has organized the 2nd international Conference on Applied Liberal Arts (ICAA2019) where scholars can share their academic knowledge and experiences as well as publish their work to the public.

I strongly hope that these conferences would be beneficial to the academic world, establish the learning society and promote more research on languages, humanities and social sciences.

Professor Dr.Suchatvee Suwansawat
President, KMITL

Message from the Dean

King Mongkut's Institute of Technology Ladkrabang is one of the well-known public research universities in Bangkok, Thailand. Together with providing excellent higher education to all, we produce graduates and research of the highest quality with the awareness that research is the key to expanding bodies of knowledge.

The Faculty of Liberal Arts is committed to aligning with the institute's vision: "To be one of the top ten premier educational institutes with emphasis on research in science and technology in ASEAN by 2020," which is aligned with the first strategic issue – to conduct life-long research and innovations. Research is the good indicator that reflects the competencies of instructors. Furthermore, research is considered important for social and economic development of the nation. Consequently, it is crucial for the faculty to have a mission to support and encourage the production of research in addition to providing education in the field of languages, humanities, and social sciences.

For this reason, the 2nd International Conference on Applied Liberal Arts (ICAA2019), under the theme "Liberal Arts for Interdisciplinary Practice and Research", is organized with the aim to provide an opportunity for instructors, academic staff members, students, and people in general to present their academic work and to exchange a set of knowledge, skills, and experiences including research challenges and lessons learned from conducting research, so that they can develop academic knowledge on liberal arts education.

I would like to sincerely thank the conference's committee for successfully organizing this year's conference, King Mongkut's Institute of Technology Ladkrabang for their support, as well as scholars and researchers for joining and presenting their academic papers. I hope that we will build a positive learning environment together, create new academic circles, and promote more research in the field of liberal arts in the future.

Dr. Yudh Jayapravitra
Dean, the Faculty of Liberal Arts
King Mongkut's Institute of Technology Ladkrabang

Keynote Address

“Liberal Arts for a Sustainable Future”

By

Prof. Dr. Budsaba Kanoksilapatham

Faculty of Arts, Silpakorn University

Abstract

A sustainable future refers to the future in which a healthy environment, economic prosperity and social justice are pursued simultaneously to ensure the well-being and quality of life of present and future generations. Education is considered a pivotal driving force to attaining that future. This presentation highlights that educational success for a sustainable future is determined by several factors. Primarily, learners' characteristics necessitate our immediate attention. Learners of the 21st century generally belong to Generation Z. Their prominent characteristics as learners provide an impetus for educational development. This issue is further complicated when taking into consideration Thai citizens' characteristics that might affect certain pedagogical approaches. It should be noted that education, particularly higher education, is shaped in part by learners, but also the demands of the job market. In the 21st century, entrepreneurs' demands are shifting from a focus on the hard skills to the soft skills of graduates. These skills can be generated from liberal arts and related disciplines, augmenting the dire needs to not only strive for a sustainable future but also endure job market competition. Among all liberal arts disciplines, English education in Thailand has received considerable public concern for its unsatisfactory outcomes. To address the needs of Generation Z and Thai learners in academic pursuits, technology seems to provide an option to enhance Thai learners' English. Even though technology can be potentially harnessed to foster and maximize language learning, it is to be emphasized that established teachers in liberal arts related disciplines, whose ultimate goal is to nurture human beings for a sustainable future, cannot, will not, and must not be replaced by technology.

Conference Program

The 2nd International Conference on Applied Liberal Arts: ICAA2019

Friday, May 24th, 2019

King Mongkut's Institute of Technology Ladkrabang

Time	Program
08.00 - 08.45	Registration (Venue: Room 701, President's Office Building)
08.45 - 09.00	Welcome remarks by Dr. Yudh Jayapravitra Dean, Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang
9.00 - 09.15	Opening speech by Prof. Dr. Suchatvee Suwansawant President, King Mongkut's Institute of Technology Ladkrabang
09.15 – 10.15	Keynote address: Liberal Arts for a Sustainable Future by Prof. Dr. Budsaba Kanoksilapatham Faculty of Arts, Silpakorn University
10.15 – 10.30	Coffee Break (Room 701, President's Office Building)
10.30 - 12.00	Parallel session 1 (Venue: Prathep Building) **NCAA:** Rooms D201A, D201B, D202A, D202B, D203A, D203B and D301A **ICAA:** Rooms D301B, D302B, D303B, D304A and D304B
12.00 - 13.00	Lunch break (Room 701, President's Office Building)
13.0 - 14.30	Parallel session 2 (Venue: Prathep Building) **NCAA**: Rooms D201A, D201B, D202A, D202B, D203A, D203B and D301A **ICAA:** Rooms D301B, D302B, D303B, D304A and D304B
14.30 – 14.45	Coffee break (Room D302A)
14.45 – 15.45	Parallel session 3 (Venue: Prathep Building) **NCAA:** Rooms D201A, D201B, D202A, D202B, D203A, D203B and D301A **ICAA:** Rooms D301B, D302B, D303B, D304A and D304B
16.00	Best paper award announcement and Closing ceremony (Room 701, President's Office Building)

The 2nd International Conference on Applied Liberal Arts (ICAA2019)

1. ICAA Parallel sessions 1-3 Room D301B: English Language Teaching and Applied Linguistics

Time	Presentation title	Presenter(s)
Parallel session 1 (10.30 - 12.00)		
10.30 – 11.00	A Comparative Study on the Use of Language Learning Strategies of Fourth Year Students between English and Non-English major students at King Mongkut's Institute of Technology Ladkrabang	Ms. Rodeeyah Buchapong Assoc. Prof. Porntip Waisang
11.00 – 11.30	English Major Students' Intention to Use LINE Group as a Medium of English Language Learning: A Case Study of King Mongkut's Institute of Technology Ladkrabang	Mr. Woravit Seneechai Ms. Napalai Meela
11.30 – 12.00	A Comparative Study of Metacognitive Awareness of Reading Strategies among English Major Students at King Mongkut's Institute of Technology Ladkrabang	Mr. Petchtachat Arayasomboon, Assoc. Prof. Dr. Pattaraporn Thampradit
12.00 – 13.00	**Lunch break**	
Parallel session 2 (13.00 - 14.30)		
13.00 – 13.30	An Analysis of Translation Techniques Used in Translation of 'The Tales of Beedle the Bard'	Jutawan Borwornwiwat Dr. Atinuch Pin-ngern
13.30 – 14.00	Interrogating Professional Development in CLIL: Voices from Thai School Teachers	Lattiya Parmwong Dr. Pramarn Subphadoongchone
14.00 – 14.30	Problematizing Frontline Nurses' Oral Communication Skills in English in a Public Hospital in Thailand	Dararat Chuwongin Dr. Pramarn Subphadoongchone
14.30 – 14.45	**Coffee break**	
Parallel session 3 (14.45 - 15.45)		
14.45 – 15.15	A Pilot Study of Political Apology Speeches	
15.15 – 15.45	The Use of Automatic Speech Recognition Mobile Application to Enhance Pronunciation of Suprasegmental Features and Self- Directed Learning	Asst. Prof. Phatcharakran Intanaga Asst. Prof. Dr. Sarinya Khattiya
16.00	**Best paper award announcement and Closing ceremony**	

The 2nd International Conference on Applied Liberal Arts (ICAA2019)

2. ICAA Parallel sessions 4-6 Room D302B: English Language Teaching and Applied Linguistics

Time	Presentation title	Presenter(s)
Parallel session 4 (10.30 - 12.00)		
10.30 – 11.00	Metacognitive Strategies and Challenges in Reading English Language Text: A Perspective from the EFL Undergraduate Students in Thailand	Remart Padua Dumlaio Kittipa Himmapan Intira Kueasnou Jirawadh Wanakprakobkul
11.00 – 11.30	Scaffolding Students' Critical Reading Ability Through Appraisal Theory	Namon Jirasataporn Asst. Prof. Dr. Kulaporn Hiranburana
11.30 – 12.00	The Development of Speaking Instruction Using Differentiated-flipped Learning Approach of Thai EFL Undergraduates	Kanpajee Rattanasaeng Dr. Pornpimol Sukavatee
12.00 – 13.00	**Lunch break**	
Parallel session 5 (13.00 - 14.30)		
13.00 – 13.30	Exploring the Pronunciation of English Consonants by Thai Ground Staff	Supakorn Panichkul
13.30 – 14.00	A Proposed Framework for Continuing Professional Development to Promote University Lecturers' Implementation of Student Self-assessment in their EFL Classes	Dr. Nattharmma Thong-Iam Dr. Pramarn Subphadoongchone
14.00 – 14.30	The Study of Reflective Writing Application in Interpreting Classroom Activities	Asst. Prof. Nisara Wangratanasopon
14.30 – 14.45	**Coffee break**	
Parallel session 6 (14.45 - 15.45)		
14.45 – 15.15	Positioning, Agency, and English Language Learners: Voices of Pre-service Classroom Teachers	Kittipa Himmapan Remart Dumlao Chayanee Chun-Fong
15.15 – 15.45	Response to Primary School English Teachers' Needs for Training of Boot Camp in Upper Southern Thailand	Netchanok Sunyakul Assoc. Prof. Dr. Adisa Teo
16.00	**Best paper award announcement and Closing ceremony**	

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3. ICAA Parallel sessions 7-9 Room D303B: Literature

Time	Presentation title	Presenter(s)
Parallel session 7 (10.30 - 12.00)		
10.30 – 11.00	Gender Performativity in David Ebershoff's The Danish Girl	Yuwadee Assawapanichwong
11.00 – 11.30	Melancholy Scholars: Creating the Image of the Gentleman in William Shakespeare's play As You Like It and Nicholas Hilliard's Miniature Portrait of Henry Percy, 9th Earl of Northumberland	Mintra Tantikijrungruang
11.30 – 12.00	An Ecocritical Analysis of Coldplay's Music Video "Up & Up" (2016)	Asst. Prof. Phacharawan Boonpromkul
12.00 – 13.00	**Lunch break**	
Parallel session 8 (13.00 - 14.30)		
13.00 – 13.30	A Marxist Analysis of Alienation in J.K. Rowling's Harry Potter Book Series	Thawachpol Phansangiamjit
13.30 – 14.00	Fearful Fens: The Representations of Wetlands in Anglo-Saxon England	Dr. Rawitawan Sophonpanich
14.00 – 14.30	Taking Back Control: Racism under Neoliberalist Meritocracy in Hanif Kureishi's My Beautiful Laundrette	Monthita Rojtinnakorn
14.30 – 14.45	**Coffee break**	
Parallel session 9 (14.45 – 16.15)		
14.45 – 15.15	"What ails this Brokeback?": Swampscape in Carson McCullers's *The Ballad of the Sad Café*	Chutimun Moranon
15.15 – 15.45	Death in Children's Literatrue: Harry Potter Series	Thipvipa Charoensong
15.45 - 16.15	Persepolis: Illustration of Trauma through Comics	Khobkun Somboonwong
***16.00**	**Best paper award announcement and Closing ceremony**	

The 2nd International Conference on Applied Liberal Arts (ICAA2019)

4. ICAA Parallel sessions 10-11 Room D304B: Tourism and Business Administration

Time	Presentation title	Presenter(s)
Parallel session 10 (10.30 - 12.00)		
10.30 – 11.00	Development of Creating Coffee Usage Patterns in Promoting Community Tourism Businesses in Mae Chaem Village, Chae Son Subdistrict, Mueang Pan District, Lampang Province	Ms. Phiengkan Namwong Mr. Phairot Chaimuangchun
11.00 – 11.30	Entrepreneurs' Adjustment of skilled Labour and Marketing Mix Decision in Gems Industry in Thailand	Assoc. Prof. Dr. Woranart Saengmanee
11.30 – 12.00	Competency Adjustment in Operations of Business Enterprise when Thailand Entrance to ASEAN Economy Community (AEC)	Assoc. Prof. Dr. Woranart Saengmanee
12.00 – 13.00	**Lunch break**	
Parallel session 11 (13.00 - 14.30)		
13.00 – 13.30	Impact of Employee Motivation on Job Commitment and Job Performance: A Case Study of Hospitality Industry in Nepal	Alka Bhattarai Sasithorn Suwandee Suwat Vongsinsirikul Mohammad Ariful Islam Tan Lippachot
13.30 – 14.00	The Effect of Job Motivation on Job Satisfaction, the Moderating Role of Extraversion: A Case Study of Organization in Telecommunication Industry in Somali	Abdalla Saed Muhumed Sasithorn Suwandee Felicito Angeles Jabutay Pavadee Surakomol
14.00 – 14.30	The Impact of Technology Acceptance on Thai Travelers Attitude toward Online Travel Agents	Krisna Elisabeth Subsinmangkang Sasithorn Suwandee Chairat Suriyapa. Nipphich Narrinpaphandhu
14.30 - 15.00	Service Quality for Antenatal Care Using the Supreme Service Model, Pramongkutklao Hospital	Captain Wattanee Waratchanont
15.00	**Coffee break**	
16.00	**Best paper award announcement and Closing ceremony**	

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5. ICAA Parallel sessions 12-14 Room D304A: Japanese Studies and Social Sciences

Time	Presentation title	Presenter(s)
Parallel session 12 (10.30 - 12.00)		
10.30 – 11.00	A Practical Report on a Japanese Debate Module at a Thai University	Morii Kenta
11.00 – 11.30	Effectiveness of using multimedia materials in Japanese History Classroom	Chayanuch Pattanasuwan
11.30 – 12.00	A Study of Accent Rules for Five-Mora Loanwords in Japanese: Focusing on Englishness of the Original Words	Yuki Yamamoto
12.00 – 13.00	**Lunch break**	
Parallel session 13 (13.00 - 14.30)		
13.00 – 13.30	The Use of Tone Marks in Writing Transliterated English in Thai on Twitter	Nawaporn Saymai Jarinya Thammachoto Assoc. Prof. Pornpan Khemakunasai
13.30 – 14.00	Invitation to Reduce Stress in Adolescents: Rethinking Sex Education Interdisciplinarily	Teerabhat Ruensiri
14.00 – 14.30	A Comparison of Saw-sam-sai Playing Techniques and Violin	Sreewan Watthawathana Assoc. Prof. Dr. Panya Rungraung
14.30 – 14.45	**Coffee break**	
Parallel session 14 (14.45 - 15.15)		
14.45 – 15.15	English Major Students' Attitudes towards Reading English Short Stories Written by a Native Speaker and a Thai Author	Prasit Petnoosed Assoc. Prof. Dr. Thanyapa Palanukulwong
15.15	**Best paper award announcement and Closing ceremony**	

Table of Content

A Comparative Study on the Use of Language Learning Strategies of Fourth Year Students between English and Non-English Major Students at King Mongkut's Institute of Technology Ladkrabang

Rodeeyah Buchapong
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Abstract

The objectives of this study were to investigate, compare and study the relationship of the use of language learning strategies of fourth-year students between English and non-English major students at King Mongkut's Institute of Technology Ladkrabang (KMITL). Population of the study was 60 English and 60 non-English major students at KMITL. The instrument used in this study was Oxford (1990) questionnaire called the *Strategy Inventory of Language Learning* (SILL) *version 7.0*. All items in the questionnaire were available in both Thai and English languages. The results of the study showed that the frequency of the use of each language learning strategy of English and non-English major students was different in some aspects. That is to say, English major students used metacognitive strategy, social strategy, cognitive strategy, compensation strategy, affective strategy, and memory strategy respectively. Non-English major students, however, used metacognitive strategy, social strategy, cognitive strategy, memory strategy, affective strategy and compensation strategy. It was also found that each language learning strategy had a relationship with each other. Also, the results showed that student's disciplines and the use of language learning strategies had a significance relationship at the level of 0.05.

Keywords: language learning strategies, English major students, non-English major students

1. Background of the study

As English becomes a global language, Thai people tend to focus on studying the English language. The government focus on English language learning as well. Based on the basic education management of the Ministry of Education, elementary and secondary students spend at least 12 years studying English. However, some students cannot use English fluently. This problem shows that to study the language effectively, it does not depend only on the duration, but on the strategy's students use. According to the study of Naiman, Forhlich, and Todesco (1975), it was found that successful learners of language learning tended to use a variety of language learning strategies suited to them and their work. Therefore, language learning strategies are important elements for learners to successfully learn a language. Oxford (1990) claimed that a good learning style may be related to learning a second language.

Furthermore, there was a study on language learning strategies since the early nineteenth centuries. Most of the researches focused on language learning strategies and student language proficiency since the language learning strategies of successful learners were studied to develop the language skills of students with low proficiency level. The early study on this field was from Rubin (1975) who studied how good language learners studied the language. She applied the results of the study to the bad language learners. Then, a lot of researchers became interested in this study area and investigated more about it. Oxford (1990) also studied on language learning strategies and provided a survey called "the Strategies Inventory of Language Learnings (SILL)" and classified those strategies into a group which is widely used up until now.

Language learning strategies have been studied since the 1970s. In the beginning, Rubin (1975) studied *What the Good Language Learner Can Teach Us* to focus on why individual language learner had a different way in language learning. Later, many researchers began to pay more attention to this topic both in foreign countries and in Thailand. However, most of the researches focused on the use of language learning strategies based on individual's language ability.

By *language learning strategies*, the expression has been defined in a similar way. That is to say, language learning strategies are devices or procedures utilized by students to learn languages, empowering students to take in the dialect quicker and more effective. (Cohen, 1998; O'Malley' & Chamot, 1990; Oxford, 1990; Rubin, 1975)

The instrument for this research would be based on the classification of language learning strategies of Oxford (1990) which provided the questionnaire called the *Strategy Inventory for Language Learning* (SILL). Language learning strategies, classified by Oxford (1990), are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six groups. They are as follows: memory, cognitive, and compensation under the direct class; metacognitive, affective, and social under the indirect class. The strategy system presented here is more comprehensive and detailed. Learners can use one language learning strategy individually or linked to one another.

Most of all, I strongly believe that the comparative study on the use of language learning strategies of English and non-English major of fourth year students at KMITL is necessary. All of the strategies can help students learn more about English language and improve their skills.

2. Related research

Most of the researches had similar results. Most of them focused on the use of language learning strategies and the results showed that the overall use of language learning strategies was in the moderate level. Also, there were investigation on different factors which affected the use of language learning strategies.

Chand (2014) studied "Language learning strategy use and its impact on proficiency in academic writing of tertiary students". It aimed to investigate the relationship between strategy preference and proficiency in academic writing. Therefore, most of the students used language learning strategies with medium frequency. Also, metacognitive and cognitive strategies were used most frequently followed by social, compensation, memory, and affective ones. There was no relationship between the student's academic writing and language learning strategies.

Yodprommin & Prachanant (2007) aimed to study the use of language learning strategies of English major students at Burriram Rajaphat University and compare the use of language learning strategies classified by gender, study area, and level. The participants of the study were 193 students classified by four areas of the study and using questionnaire from Intaraprasert (2003). The result of the overall strategies was at a moderate level.

3. Objectives of the research

1. To study the use of language learning strategies of fourth-year students at King Mongkut's Institute of Technology Ladkrabang.

2. To compare the use of language learning strategies of students between English major students and non-English major students, King Mongkut's Institute of Technology Ladkrabang.

3. To study the relationship between the use of language learning strategies of students and study areas.

Operational definitions of the study

Language learning strategies

Language learning strategies are tools or processes that help learners to learn effectively and quickly. Each learner has a choice of different language learning strategies depending on their aptitude and situation.

English as a foreign language (EFL)

English as a foreign language (EFL) is the English language where no language or culture is directly involved. The students in this study were Thai students studying English in Thailand. They may learn things like culture from other learning resources.

English Major students

In this context, English major students are fourth-year students who are studying in English major at the Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang.

Non-English major students

In this context, non-English major students are fourth-year students who are not studying in English major. They are from the Faculty of Argo-Industry, King Mongkut's Institute of Technology Ladkrabang.

4. Methodology

4.1 Participants

All participants were 120 fourth-year students at King Mongkut's Institute of Technology Ladkrabang. They were classified as two groups: 60 English major students and 60 non-English major students.

4.2 Instruments

The questionnaire including 50 items called the *Strategy Inventory for Language Learning* (SILL) version 7.0 from Oxford (1990) was used. All items were stated in both the English and Thai languages with five rating scales.

4.3 Data analysis

Statistical Package for the Social Science (SPSS) Program was used to collect the data and also the descriptive statistic: Standard Deviation S.D., Means, and Pearson Correlation.

5. Results

Table 1: The frequency of the use of language learning strategies of fourth-year students at KMITL

	N	Mean	Std. Deviation
Total of memory strategy	120	3.43	.57
Total of cognitive strategy	120	3.69	.61
Total of compensation strategy	120	3.50	.70
Total of metacognitive strategy	120	3.99	.60
Total of affective strategy	120	3.48	.72
Total of social strategy	120	3.91	.73
Total of language learning strategy	120	3.68	.52

From Table 1, the results showed that fourth-year students at King Mongkut's Institute of Technology Ladkrabang have used language learning strategies with an average of 3.68. Moreover, students use metacognitive as the most frequency (mean = 3.99) follow by social strategy (mean = 3.91), cognitive strategy (mean = 3.69), compensation strategy (mean = 3.50), affective strategy (mean = 3.48) and memory strategy (mean = 3.43).

Table 2: The comparative use of language learning strategies by disciplines

	English major and Non-English major	**N**	**Mean**	**Std. Deviation**
Total of memory strategy	English major students	60	3.40	.49
	Non-English major students	60	3.45	.64
Total of cognitive strategy	English major students	60	3.85	.47
	Non-English major students	60	3.53	.70
Total of compensation strategy	English major students	60	3.66	.62
	Non-English major students	60	3.35	.75
Total of metacognitive strategy	English major students	60	4.15	.50
	Non-English major students	60	3.84	.65
Total of affective strategy	English major students	60	3.56	.60
	Non-English major students	60	3.40	.81
Total of social strategy	English major students	60	3.98	.65
	Non-English major students	60	3.83	.79
Total of language learning strategy	English major students	60	3.78	.37
	Non-English major students	60	3.57	.62

From Table 2, the results showed that English major students (mean = 3.78) use language learning strategies more often than non-English major students (mean = 3.57). Also, according to language learning strategies, English major students used the most frequent metacognitive strategy followed by social strategy, cognitive strategy, compensation strategy, affective strategy, and memory strategy. While non-English major students used metacognitive strategy as the most frequently followed by social strategy, cognitive strategy memory strategy, affective strategy, and compensation strategy. In short, English major students have a high average of the use of language learning strategies than non-English major students.

Table 3: Correlation between each language learning strategy

Correlations

		memory strategy	cognitive strategy	compensation	metacognitive	affective strategy	social strategy	Total of language learning . . .
memory strategy	Pearson Correlation	1	.610**	.603**	.435**	.552**	.477**	.757**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	120	120	120	120	120	120	120
cognitive strategy	Pearson Correlation	.610**	1	.667**	.697**	.567**	.608**	.899**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	120	120	120	120	120	120	120
compensation strategy	Pearson Correlation	.603**	.667**	1	.550**	.604**	.454**	.791**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	120	120	120	120	120	120	120
metacognitive strategy	Pearson Correlation	.435**	.697**	.550**	1	.645**	.600**	.819**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	120	120	120	120	120	120	120
affective strategy	Pearson Correlation	.552**	.567**	.604**	.645**	1	.572**	.789**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	120	120	120	120	120	120	120
social strategy	Pearson Correlation	.477**	.608**	.454**	.600**	.572**	1	.754**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	120	120	120	120	120	120	120
Total of language	Pearson Correlation	.757**	.899**	.791**	.819**	.789**	.754**	1

learning strategies	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	120	120	120	120	120	120	120

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4: Correlation between language learning strategies and student's disciplines

Correlations			
		Total of language learning strategies	Student's disciplines
Total of language learning strategies	Pearson Correlation	1	.202*
	Sig. (2-tailed)		.027
	N	120	120
Student's disciplines	Pearson Correlation	.202*	1
	Sig. (2-tailed)	.027	
	N	120	120

*. Correlation is significant at the 0.05 level (2-tailed).

From Table 3 and 4, the results of the study of relationship within the language learning strategies and the results of the relationship between language learning strategies and study areas of the students showed that there was a significant correlation at 0.01 in each strategy. As for the relationship between the study areas of the students and language learning strategies, there was a correlation at the level of significance at 0.05, which was slightly related.

6. Discussion

According to the results of the study, it was found that the frequency of the use of language learning strategies of the fourth-year students at King Mongkut's Institute of Technology Ladkrabang was at a high level. It was different from the study of Chand (2014) and Yodprommin & Prachanant (2007) which showed that learners use language learning strategies in medium frequency level. At the same time, the result of the study on the use of six different strategies of the fourth-year students at King Mongkut's Institute of Technology Ladkrabang showed that students used metacognitive strategies the most, which matched to the research of Chand (2014) that the students used metacognitive strategy as the most frequency as well.

Moreover, the results of the study showed that, in general, English major students used language learning strategies more frequently than non-English major students. However, both English and non-English major students had the same high frequency level of the use of language learning strategies based on Oxford (1990). In addition, when separated by six language learning strategies, English major students and non-English major students used different language learning strategies. However, Yodpramin and Prachanant (2007) found that the use of language learning strategies was not related with student's disciplines. In terms of relationship, the results of the study showed that the study areas of students influenced the selection of language learning strategies with a significance at the level of 0.05. This research also found that each language learning strategy had a strong relationship with each other as shown in Table 3. As Oxford (1990), said that language learning strategies were related in themselves.

7. Conclusion

In conclusion, the results of the study were in accordance with the objectives. From the results of the study, it was found that English and non-English major students were different in using language learning strategies. Moreover, the results showed that the relationship between language learning strategies and student's disciplines were related. Also, the relationship between strategies was very significant. From this study, the researcher recommends using samples that are diverse in student's disciplines and have a larger size in order to collect information more carefully.

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English Major Students' Intention to Use LINE Group as a Medium of English Language Learning: A Case Study of King Mongkut's Institute of Technology Ladkrabang

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Abstract

The LINE application has a function called LINE group which enables a group of people to exchange messages via the Internet. This paper aims at exploring the level of English major students' intention on using LINE group for classroom-related activities in English language learning and investigating the potential drawbacks of LINE group usage. This study was grounded and adapted from Davis (1989)'s framework–Technology Acceptance Model (TAM). It was conducted with 44 third-year English major students of the Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang (KMITL). A questionnaire comprising of different factors developed from TAM was used for collecting data. The obtained data were quantitatively analyzed by using the Statistical Package for the Social Sciences (SPSS) to find mean ($\bar{x}$) and standard deviations (S.D.). The findings showed each factor–Perceived Ease of Use (PEOU) ($\bar{x}$ = 3.87), Perceived Usefulness (PU) ($\bar{x}$= 3.75), and Attitude toward Usage (ATU) ($\bar{x}$= 4.03). As a result, the total level of intention value among the factors ($\bar{x}$= 3.88) means that the students agree to utilize LINE group as a medium of English language learning. However, some drawbacks were mentioned, e.g. difficulty in uploading files. Therefore, it is crucial for the teachers to consider the disadvantages before implementing LINE group in their courses.

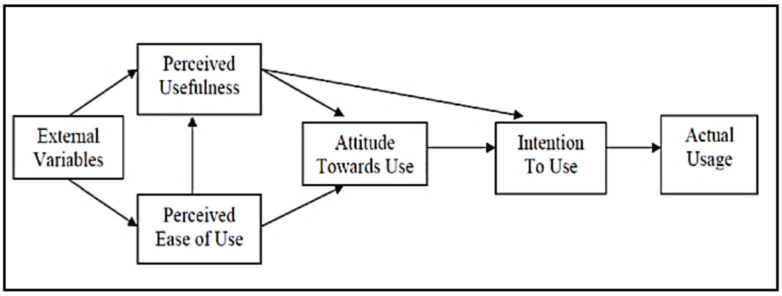
Keywords: LINE group, Students' Intention, Language learning

1. Background of the Study

Technology has expeditiously been the driving force of changes in shaping the way people live. The area of present education is no exception. It furthers a global awareness, which is an essential component in the 21st century education. Reported from We Are Social and Hootsuite 2018, Thailand's highest ranking of mobile apps, run by active users, is LINE. Likewise, Tantarangsee (2016) notified that LINE is the most frequently used social media by Thai undergraduate students. LINE app allows people to connect and interact with one another (in private chat) or groups (in group chat) on a particular subject. Not only can it be used for instant communications, but the app can also be looked at as an educational medium since it has a function called "LINE group". Furthermore, a large number of Thai instructors, especially in tertiary education, employs LINE group as an on-line channel to contact students while students can also use it to contact their instructors and peers. For social media platforms toward establishing a learning space, and creating and exchanging content, several authors have admitted the need to conduct studies that analyze the use of social networking as a tool in educational contexts (Arteaga Sánchez, Cortijo, & Javed, 2014). Therefore, the role of LINE group usage in education has been increased to a level that needs to be better understood.

This study thus explores the level of agreement of the students' intention toward LINE group as a medium in English language learning as well as its drawbacks. Technology Acceptance Model (TAM) model was chosen as it stipulates the issue of instantaneity of use due to the exponential growth of LINE app.

Figure 1: Original Technology Acceptance Model (TAM) by Davis (1989).



As shown in Figure 1, TAM, originally proposed by Davis in 1986, has been utilized as one of the tools to assess and predict user acceptance of emerging information technology (IT). This research focuses on three factors, impacting user acceptance of a new computer technology, namely Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Attitude toward Usage (ATU) of a new system (Davis, 1989). PU is described as the user's belief that the technology can improve their performance (Venkatesh & Davis, 2000). PEOU is explained as how easy a user perceives the new technology when using (Venkatesh & Davis, 2000). ATU is the behavioral intention of whether to use or not use the technology (Nov & Ye, 2008). When LINE group is implemented, difficulties and challenges possibly arise if the teachers do not know how students perceive it in the real use. As such, it is crucial to ensure that LINE group is user-friendly and productive by exploring the students' perceptions and factors that impact on students' intention to use the application.

Social Media Used in English Language Learning / Teaching

Van De Bogart & Wichadee (2015) explored how undergraduate students intended to use LINE for academic purposes based on Technology Acceptance Model (TAM). The findings showed that perceived usefulness and attitude toward usage presented positive relationships with intention to use while perceived ease of use was positively related to perceived usefulness. Contrastively with TAM, this study did not have any relationship between perceived ease of use and attitude toward usage.

Kitchakarn (2016) investigated how students perceived Facebook in terms of ease of use, usefulness, and attitude toward the use of Facebook for doing the activities and examined whether these factors were correlated by using an adapted model of the Technology Acceptance Model (TAM). The results revealed that overall mean scores of perceived ease of use and perceived usefulness were at a high level, and students had a positive attitude toward the use of Facebook for doing the activities.

Ahern, Feller & Nagle (2016) conducted a study on social media use for learning in universities, through a study of the use of Facebook Groups by undergraduate students. The findings concluded that the attributes the function did not have any relationships with interaction of the students which improve their knowledge.

2. Objectives

The two research objectives guiding this study include:

1. To explore the level of students' intention on using LINE group for classroom-related activities in English language learning.
2. To investigate the potential drawbacks of the use of LINE group.

3. Hypothesis

The two hypotheses are raised including:

1. Students agree to use LINE group for classroom-related activities in English language learning.
2. There are some drawbacks on the use of LINE group in English language learning.

4. Methodology

The population involved in this study was 54 third-year English major students who enrolled in a bachelor's degree level course titled, Introduction to Intercultural Communication (16016021) in academic year 2018. Moreover, according to Krejcie & Morgan (1970)'s sample size determination, 44 students were randomly selected as samples. A quantitative method was used in collecting the data. LINE group were implemented in the course so that students could participate in English learning activities through different functions such as Poll, Note and Event. The content used in the activities was discussed with the course instructor before posting in the LINE group. The LINE group-based activities were experimented for five times in two months. After that, a questionnaire was administered in order to identify the students' intentions toward the use of LINE group in English language learning. The questionnaire was examined and corrected by three experts in the English teaching field for clarity and accuracy, using Index of Item-Objective Congruence developed by Rovinelli & Hambleton (1977). The questionnaire comprised two main sections. The first section was for exploring factors of intention to use LINE group in English language learning, developed from the TAM scales, adapted from Van De Bogart & Wichadee (2015). The second section was an open-ended question, to explore the respondents' suggestions in using LINE group as a medium of English language learning. Data were statistically recorded and analyzed by using the Statistical Package for the Social Sciences (SPSS). Each item from the factors in the questionnaire was quantitatively analyzed for mean ($\bar{x}$) and standard deviations (S.D.) by using rating scales. The obtained data were transcribed to different level of intention according to the following criteria: 1.0 – 1.49 means Strongly Disagree; 1.50 – 2.49 means Disagree; 2.50 – 3.49 means Undecided; 3.50 – 4.49 means Agree, and 4.50 – 5.00 means Strongly Agree.

5. Results

The Level of the Students' Intentions on Using LINE group as a Medium in English Language Learning

In this study the three factors of Intention to use LINE group in English language learning were analyzed.

Factor 1

Table 1: Perceived Ease of Use of LINE Group in English Language Learning

Criteria	Mean ($\bar{x}$)	S.D.	Level of Intention
1.1 I can easily send videos or pictures to others.	4.23	.886	Agree
1.2 I can easily save videos or pictures.	4.32	.771	Agree
1.3 I can easily send stickers or emoticons when I do not want to text.	4.39	.784	Agree
1.4 I can easily communicate with my teachers and classmates.	3.70	1.153	Agree
1.5 I can easily upload documentary files (such as Word and PDF) in LINE group.	2.64	1.296	Undecided
1.6 I can easily type and send messages.	4.39	.722	Agree

1.7 I can easily communicate with many people at the same time.	4.32	.771	Agree
1.8 I can easily use the function "Poll".	3.73	1.086	Agree
1.9 I can easily update myself to upcoming activities at the function "Event".	3.16	1.256	Undecided
1.10 I can easily comment at the function "Note".	3.86	.905	Agree
Total	**3.87**	**.590**	**Agree**

Table 1 shows the total ($\bar{x}$ = 3.87) which indicates that the respondents agree that LINE group is easy to use in English language learning. The highest mean value is the ease in typing and sending messages to others ($\bar{x}$ = 4.39). Two criteria–1.5 uploading files in LINE group ($\bar{x}$ = 2.64) and 1.9 keeping self-updated to the activities at the function Event ($\bar{x}$ = 3.16) – fall on Undecided toward the level of intention.

Factor 2

Table 2: Perceived Usefulness of LINE Group in English Language Learning

Criteria	Mean ($\bar{x}$)	S.D.	Level of Intention
2.1 I can watch videos or see pictures as a self-study.	4.11	.841	Agree
2.2 I can work on assignments in LINE group.	3.68	1.029	Agree
2.3 I can submit homework to the teacher.	3.66	1.033	Agree
2.4 I can ask the teacher or peers to clarify the unclear contents or discuss about assignments.	3.89	.813	Agree
2.5 I can get feedback or suggestions on assignments from the teacher.	3.68	.983	Agree
2.6 I can make an appointment with teachers or classmates for my study.	4.11	.754	Agree
2.7 I can download teaching materials from the teacher.	4.32	.800	Agree
2.8 I can express feelings related to the study using emoticons or stickers.	3.95	.914	Agree
2.9 I can view score reports.	4.14	.852	Agree
2.10 I can follow up the course information.	4.18	.724	Agree
2.11 I can vote in the polls.	4.18	.724	Agree
2.12 I can propose my ideas by leaving comments.	4.18	.756	Agree
Total	**3.75**	**.794**	**Agree**

Table 2 demonstrates that in the usefulness of LINE group in English language learning, all of the criteria are in Agree toward the level of intention with the total $\bar{x}$ =

Factors	Mean ($\bar{x}$)	S.D.	Level of Intention
Factors: Perceived Ease of Use; Perceived Usefulness, and Attitude toward the Use	**3.88**	**.141**	**Agree**

3.75. The highest mean value ($\bar{x}$ = 4.32) is to download materials both before and after the class.

Factor 3

Table 3: Attitude toward the Use of LINE Group in English Language Learning

Criteria	Mean ($\bar{x}$)	S.D.	Level of Intention
3.1 I think LINE group makes learning easier.	4.14	.878	Agree
3.2 I have a favorable attitude toward using LINE group.	4.14	.852	Agree
3.3 I like the idea of using LINE group for academic purposes.	4.02	.876	Agree
3.4 Using LINE group provides me with a lot of enjoyment.	3.91	.936	Agree
3.5 It is a good idea to use LINE group for studying.	3.98	.952	Agree
Total	**4.03**	**.101**	**Agree**

Table 3 presents the same level of intention–Agree with the highest total mean value from the other two factors, $\bar{x}$ = 4.03. The highest mean value is $\bar{x}$ = 4.14 which refers to the positive attitude to use LINE group and that LINE group can facilitate English language learning.

Table 4: Average Mean Value of Three Factors of Intention

Table 4 illustrates that in association with all of the factors, the total is $\bar{x}$ = 3.88. Therefore, this can be transcribed that the respondents have the level of intention in Agree.

Suggestions in Using LINE Group as a Medium in English Language Learning

This part was conducted as an open-ended question. The mostly cited reply was the convenience in communicating with their friends and the teacher in the course. In addition to the advantage in a particular course, daily English lessons e.g. English vocabulary and short videos are suggested to be posted in LINE group for people who are interested to develop their English language skills. Nonetheless, some additional limitations of LINE group such as expiry date of the uploaded files and WiFi or 3G/4G access were proposed.

6. Discussion and conclusion

Research Question 1: What is the level of the students' intention on using LINE group as a medium in English language learning?

According Table 4, the results showed that each factor–Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Attitude toward Usage (ATU) – has the total average of the students' intention at an Agree level ($\bar{x}$ = 3.88 and S.D. = 0.141). Therefore, this shows that the students agreed that LINE group was advantageous and could be employed in the process of English language learning. The standard deviation rate clarified that the students' intention accorded to the usage of LINE group for such purpose. This finding is in accordance with the previous study using TAM to explore students' intention to use LINE for academic purpose (Van De Bogart & Wichadee, 2015), presenting that Perceived Usefulness and Attitude toward Usage had positive relationships with Intention to Use. Van De Bogart & Wichadee (2015) also stated that their study did not find any relationship between students' Perceived Ease of Use and Attitude toward Usage which is not relevant to the original assertions of TAM by Davis (1989). This study, however, agreed to Davis (1989) since the positive attitude that students have derives from how easy they engage with the LINE group-based activities. The finding was also inconsistent with the previous study that Perceived Ease of Use had the strongest significant influence on the Intention to Use among the other factors (Kitchakarn, 2016). This study points out that the Intention to Use can be supported by the factors shown in Table 1-3, indicating that the highest rank upon the factors of LINE group in English language learning is the Attitude toward Usage, followed by the perceived ease of use and usefulness of the function respectively. Likewise, in contrast with a study of the use of Facebook Groups for learning in universities by undergraduate students (Ahern, Feller & Nagle, 2016), the attributes of the function did not impact on the interaction of the students to have higher level information and decision making needs of students. As a matter of fact, as shown in Table 2, some criteria presented the interaction of users on the LINE group such as discussing with teachers and peers and expressing feeling by emoticons or stickers. The students agreed that using the attributes of the function is beneficial in language learning.

Research Question 2: What are the drawbacks of LINE group usage in English language learning?

According to Table 1, the first factor (Perceived Ease of Use), two criteria were transcribed as Undecided in the level of intention. This can be implied that the respondents may found it useful but some difficulties might occur. The value of criteria

1.5, "I *can easily upload documentary files (such as Word and PDF) in LINE group*", got the least rate ($\bar{x}$ = 2.64). It can be inferred that uploading files via LINE group is troublesome. Although LINE application is also available in PC version, it is easier and faster when assessing through mobile phone. They found it difficult to switch between the computer and mobile phone. Likewise, item 9, "*I can easily update myself to upcoming activities at the function 'Event'*", was rated 3.16 for mean value. The function is rarely chosen to activate since the teacher usually informs the activities in classroom.

In addition, apart from the listed criteria in the three factors, participants shared some other opinions in using LINE group as a medium of English language learning in an open-ended question. Two limitations of LINE group– expiry date of the uploaded files and WiFi or 3G/4G access– were raised. Due to a policy of LINE application, when a user uploads a file into a chat wall, that particular file will only be valid for 7 days. However, the solution toward the problem is "Keep" feature which is a 1GB personal storage space enabling the user to save text and images within LINE application and bringing the files up to date. Unfortunately, files over 50MB can only be stored for 30 days. Another limitation is the absence to access WiFi or 3G/4G on their mobile phones. Not having internet access means loss of communication with teachers and classmates. Being without the Internet connection to activate the LINE group made them disregard or lose crucial information toward the course which could later affect a student's academic performance.

In conclusion, it is crucial for the students not only to have a favorable and clear attitude, or to be convenient with the ease of use, but also to possess the practical usage with LINE group. TAM made it apparent as a beneficial theoretical framework to estimate and comprehend the students' intention in a wide range of information system applications. Social networks have shaped traditional classroom teaching methodologies and have put forward the newer teaching possibilities for language learning. If the students have a significant level of intention to use new technologies to learn a subject, the question is how the teachers will productively implement their approach to the students' learning process by using these technological tools.

The participants were restricted to university students in Thailand; therefore, the results may not generalize to students of younger or older ages and in other countries. Moreover, since students' intention on other social media was not investigated, it is impractical to conclude that LINE application with the function LINE group is the most effective learning tool. Therefore, further studies should compare LINE group with other social application in the course in order to find out which medium is the most expedient in accumulating their English language proficiency.

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A Comparative Study of Metacognitive Awareness of Reading Strategies among English Major Students at King Mongkut's Institute of Technology Ladkrabang

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Abstract

Reading at higher educational levels serves as a powerful tool in gaining knowledge of all areas of study. To succeed in academic reading, students are required to employ reading strategies effectively. The objectives of this study are (1) to examine overall metacognitive awareness of reading strategies in KMITL English major students and (2) to investigate whether there are any statistically significant differences in metacognitive awareness of reading strategies between students at high and mid reading ability levels. The sample were 108 English major students (33 high ability and 75 mid ability levels), Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang (KMITL). The data were collected through a questionnaire of the Metacognitive Awareness of Reading Strategies Inventory-Revised (MARSI-R), developed by Mokhtari, Reichard, and Dimitrov (2013). The MARSI-R consists of three strategy subscales: Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies. The data were then analyzed by using descriptive statistics and a t-test. The findings of this study indicated that all students showed overall metacognitive awareness of reading strategies at a high level ($\bar{X}$ = 3.81, S.D. = 0.46) and that there were no statistically significant differences in metacognitive awareness of reading strategies between students at high and mid reading ability levels, except for one strategy ($p = 0.01 < .05$). Thus, assessing metacognitive reading strategy awareness should be conducted in reading courses so that it will help raise awareness of students at all levels towards a range of reading strategies.

Keywords: Reading strategies, Metacognitive awareness, Metacognition, EFL learners

1. Background of the study

In Thailand, students, especially at a tertiary level, have long been exposed to academic English reading, regardless of their fields of study. More specifically, English reading courses are offered across universities as either a compulsory course or an elective course of general education. Despite this emphasis, Thai university students' proficiency in English is still low (Saengpakdeejit, 2014). One of the main reasons is that most practitioners use a traditional teaching approach. That is, students learn to read by translating the text and grammar from English to Thai (Chutichaiwirath & Sitthitikul, 2017; Sawangsamutchai & Rattanavich, 2016). Another reason is that most Thai students lack metacognitive awareness in reading strategies, and they cannot utilize these strategies while they deal with in academic texts (Chutichaiwirath & Sitthitikul, 2017). Thereby, Thai EFL students need to increase their metacognitive awareness of reading strategies and learn to utilize these strategies effectively, in order to achieve reading goals.

In this regard, previous studies in EFL settings (e.g. Saricoban & Behjoo, 2017; Tavakoli, 2014) have emphasized the vital role of the metacognitive reading strategy awareness and reading strategies in reading comprehension. A research conducted by Saricoban and Behjoo (2017) indicated that there was a significant positive relationship between Turkish EFL students' metacognitive awareness of reading strategies and their reading achievement. This result was also in line with Tavakoli (2014) who found that Iranian EFL students with higher metacognitive awareness and usage of strategies scored higher on the reading comprehension test than their counterparts with lower ones. He also indicated the need for EFL university students to develop and use reading strategies which can help improve their academic reading ability. As mentioned earlier, much research has been carried out to investigate differences in metacognitive awareness of reading strategies between high and low proficiency EFL students. In Thailand, although there are many studies on this area, few of them focus on comparing awareness of reading strategies between English major undergraduates at different reading ability levels. More Thai students who study English as their major should be informed the important role of metacognitive awareness in reading strategies because they are required to extensively read academic materials in English (e.g. essays, research papers, and journal articles), in order to succeed in their fields of study. Therefore, to help raise English major students' metacognitive awareness of reading strategies, the present study aims to fill the gap by answering the following questions.

1. What is the overall metacognitive awareness of reading strategies in KMITL English major students?

2. Are there any statistically significant differences between high and mid reading ability groups in terms of their metacognitive awareness of reading strategies?

2. Objectives of the study

1. To examine overall metacognitive awareness of reading strategies in KMITL English major students

2. To investigate whether there are any statistically significant differences between high and mid reading ability groups in terms of their metacognitive awareness of reading strategies

3. Methodology

3.1 Population

The population were 116 English major students who had passed four compulsory reading courses in the academic year 2018 of the Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang.

3.2 Sample

The sample was selected based on the students' weighted GPAs in four compulsory reading courses (GPA simple scales: A=4, B+=3.5, B=3, C+=2.5, C=2, D+=1.5 D=1, and F=0.5). If the students obtained weighted GPAs in the four courses at least 3.5, they were regarded as at high reading ability level, but if the students obtained weighted GPAs in the four courses below 3.5, they were regarded at mid reading ability level. By using this technique, the actual sample was 108 students (33 high ability and 75 mid ability levels).

3.3 Instrument

In the study, the Metacognitive Awareness of Reading Strategies Inventory-Revised (MARSI-R) developed by Mokhtari, Reichard, and Dimitrov (2013) which is designed to assess students' awareness or perceived use of reading strategies when reading academic materials was employed to obtain data. The MARSI-R consists of fifteen items, all of which use a 5-point Likert scale ranging from 1 ("never hear") to 5 ("know quite well or often use") and fall under three subscales of reading strategies: global reading strategies or GRS (5 items), problem-solving strategies or PSS (5 items), and support strategies or SRS (5 items). As determined by Cronbach's alpha, the coefficient for internal consistency reliability of all three subscales was 0.85, indicating a reasonably dependable measure of metacognitive awareness of reading strategies. Each of the MARSI-R questionnaires used as a framework of this study also accompany with general information form aiming to draw the participants' information as follows: name, age, sex, grades of all four reading courses, self-rated reading ability, and number of years they have been studying English.

3.4 Data collection procedure

Data collection was conducted during one class in academic year 2018. All the students were informed the purposes of this study and the upcoming survey. Before the questionnaires were administered, they were told that there were no right or wrong answers. Then, they were asked to read each of the fifteen strategy statements and place the numbers (1, 2, 3, 4, 5) that best applied to them, indicating a level of awareness in reading strategies. The students took about ten minutes to finish the questionnaires. After completion, the questionnaires were collected and analyzed by using statistical analysis.

3.5 Data analysis

To answer the first research question, the obtained data from questionnaires were analyzed by calculating means and standard deviation. Afterwards, to see if there are any statistically significant differences in awareness of reading strategies between high and mid reading ability groups, an independent samples t-test was used, with students at high and mid reading ability level as independent variables and the metacognitive awareness in reading strategies as dependent variables.

4. Results

4.1 Research question 1: What is the overall metacognitive awareness of reading strategies in KMITL English major students?

Table 1: Students' metacognitive awareness of reading strategies

Subscales	Reading strategies	Mean	S.D.	Level of use
GRS1	Having a purpose in mind when I read	3.51	1.02	high
GRS2	Previewing the text to see what it is about before reading it	3.99	1.00	high
GRS3	Checking to see if the content of the text fits my purpose for reading	3.44	0.99	mid
GRS4	Using typographical aids like bold face and italics to pick out key information	3.74	1.12	high
GRS5	Critically analyzing and evaluating the information read	3.58	0.83	high
GRS	**Global Reading Strategies**	**3.65**	**0.55**	**high**
PSS1	Getting back on track when getting sidetracked or distracted	3.64	0.95	high
PSS2	Adjusting my reading pace or speed based on what I'm reading	3.61	1.04	high
PSS3	Stopping from time to time to think about what I'm reading	3.62	1.03	high
PSS4	Re-reading to make sure I understand what I'm reading	4.28	0.84	high
PSS5	Guessing the meaning of unknown words or phrases	4.22	0.89	high
PSS	**Problem-Solving Strategies**	**3.87**	**0.57**	**high**

SRS1	Taking notes while reading	3.62	1.03	high
SRS2	Reading aloud to help me understand what I'm reading	3.57	1.29	high
SRS3	Discussing what I read with others to check my understanding.	3.63	1.04	high
SRS4	Underlining or circling important information in the text	4.52	0.79	high
SRS5	Using reference materials such as dictionaries to support my reading	4.19	0.92	high
SRS	**Support Reading Strategies**	**3.90**	**0.61**	**high**
Total	**Overall reading strategies**	**3.81**	**0.46**	**high**

N = 108

Based on the MARSI-R designed by Mokhtari, Reichard, and Dimitrov (2013), the criteria for interpreting the mean scores are as follows: high level of awareness (3.5 or higher), medium level of awareness (2.5-3.4), and low level of awareness (2.4 or Lower).

As illustrated in Table 1, it is indicated that the students' overall metacognitive awareness of reading strategies was at a high level ($\bar{x}$= 3.81, S.D. = 0.46). Of three reading strategy subscales, the highest mean score was found in Support Reading Strategies or SRS ($\bar{x}$= 3.90, S.D. = 0.61), followed by Problem-Solving Strategies or PSS ($\bar{x}$= 3.87, S.D. = 0.57), and then Global Reading Strategies or GRS ($\bar{x}$= 3.65, S.D. = 0.55).

On the subject of Global Reading Strategies (GRS), it was revealed that the students showed awareness of four strategies at a high level: 'previewing the text to see what it is about before reading it' ($\bar{x}$= 3.99, S.D. = 1.00), 'using typographical aids like bold face and italics to pick out key information' ($\bar{x}$= 3.74, S.D. = 1.12), 'critically analyzing and evaluating the information read' ($\bar{x}$= 3.58, S.D. = 0.83), and 'having a purpose in mind when I read' ($\bar{x}$= 3.51, S.D. = 1.02). Meanwhile, only one strategy was perceived at a mid-level: 'checking to see if the content of the text fits my purpose for reading' ($\bar{x}$= 3.44, S.D. = 0.99).

With regard to Problem-Solving Reading Strategies (PSS), it was found that the mean scores of all five strategies were at a high level. The strategy perceived the most by the students was 're-reading to make sure I understand what I'm reading' ($\bar{x}$= 4.28, S.D. = 0.84), followed by 'guessing the meaning of unknown words or phrases' ($\bar{x}$= 4.22, S.D. = 0.89), 'getting back on track when getting sidetracked or distracted' ($\bar{x}$= 3.64, S.D. = 0.95), 'stopping from time to time to think about what I'm reading' ($\bar{x}$= 3.62, S.D. = 1.02), and 'adjusting my reading pace or speed based on what I'm reading' ($\bar{x}$= 3.61, S.D. = 1.04).

In addition to GRS and PSS, all five strategies in Support Reading Strategies (SRS) were perceived at a high level, indicating the students tend to use practical techniques and reference materials. The highest mean score of five-strategy awareness was found in 'underlining or circling important information in the text' ($\bar{x}$= 4.52, S.D. = 0.79), followed by 'using reference materials such as dictionaries to support my reading' ($\bar{x}$= 4.19, S.D. = 0.92), 'discussing what I read with others to check my understanding' ($\bar{x}$= 3.63, S.D. = 1.04), 'taking notes while reading' ($\bar{x}$= 3.62, S.D. = 1.03), and 'then reading aloud to help me understand what I'm reading' ($\bar{x}$= 3.57, S.D. = 1.29).

When looking at the 15 reading strategies, all strategies were at a high level except GRS3 which was at a mid-level. It was also noticeable that the highest mean score of all reading strategies was found in 'underlining or circling important information in the text' ($\bar{x}$= 4.52, S.D. = 0.79), categorized into SRS subscale. The second rank strategy was 're-reading to make sure I understand what I'm reading' ($\bar{x}$= 4.28, S.D. = 0.84) in PSS subscale. In contrast, the two lowest mean scores were 'checking to see if the content of the text fits my purpose for reading' ($\bar{x}$= 3.44, S.D. = 0.99) and 'having a purpose in mind when I read' ($\bar{x}$= 3.51, S.D. = 1.02). All of these were categorized into GRS subscale.

4.2 Research question 2: are there any statistically significant differences in metacognitive awareness of reading strategies between high and mid reading ability level students?

Table 2: The differences in metacognitive awareness of reading strategies in terms of high and mid reading ability levels

Subscales	Reading Strategies	High (n = 33)			Mid (n= 76)			t	P-value
		Mean	S.D.	level	Mean	S.D.	level		
GRS1	Having a purpose in mind when I read	3.67	0.99	high	3.44	1.03	mid	1.05	.293
GRS2	Previewing the text to see what it is about before reading it	4.00	1.03	high	3.99	0.99	high	0.064	0.949
GRS3	Checking to see if the content of the	3.36	1.05	mid	3.48	0.97	mid	-.556	.579

	text fits my purpose for reading								
GRS4	Using typographical aids like bold face and italics to pick out key information	3.88	1.08	high	3.69	1.15	high	.782	.434
GRS5	Critically analyzing and evaluating the information read	3.58	0.90	high	3.59	0.80	high	-.062	.950
GRS	**Global Reading Strategies**	**3.69**	**0.52**	**high**	**3.63**	**0.57**	**high**	**.512**	**.610**
PSS1	Getting back on track when getting sidetracked or distracted	3.85	0.79	high	3.55	1.00	high	1.528	.130
PSS2	Adjusting my reading pace or speed based on what I'm reading	3.82	1.07	high	3.52	1.03	high	1.367	.175
PSS3	Stopping from time to time to think about what I'm reading	3.42	1.11	mid	3.71	0.98	high	-1.318	.190

PSS4	Re-reading to make sure I understand what I'm reading	4.58	0.61	high	4.16	0.90	high	2.413	.018*
PSS5	Guessing the meaning of unknown words or phrases	4.27	0.76	high	4.20	0.94	high	.390	.697
PSS	**Problem-Solving Strategies**	**3.98**	**0.49**	**high**	**3.82**	**0.60**	**high**	**1.350**	**.180**
SRS1	Taking notes while reading	3.45	0.93	mid	3.69	1.06	high	-1.111	.269
SRS2	Reading aloud to help me understand what I'm reading	3.52	1.39	high	3.60	1.25	high	-.313	.755
SRS3	Discussing what I read with others to check my understanding.	3.45	0.97	mid	3.71	1.07	high	-1.155	.251
SRS4	Underlining or circling important information in the text	4.33	0.81	high	4.60	0.77	high	-1.625	.107
SRS5	Using reference materials such as dictionaries	4.18	0.80	high	4.19	0.98	high	-.025	.980

	to support my reading								
SRS	**Support Reading Strategies**	**3.78**	**0.61**	**high**	**3.95**	**0.61**	**high**	**-1.332**	**.189**
Total	**Overall reading strategies**	**3.82**	**0.41**	**high**	**3.80**	**0.48**	**high**	**.176**	**.860**

P < 0.05

To answer the second research question, the mean scores of the high and mid reading ability groups were compared and analyzed by an independent samples t-test. As shown in table 2, the results showed that there were no significant differences in overall metacognitive awareness of reading strategies between high and mid reading ability level students (t = 0.176, p = 0.860), except for the PSS4 strategy: 're-reading to make sure I understand what I'm reading' (t = 2.41, p = 0.018 < 0.05). In addition, no significant differences were found in three subscales of reading strategies: Global Reading Strategies (t = 0.564, p = 0.574), Problem-Solving Strategies (t = 1.420, p = 0.158), and Support Reading Strategies (t = -1.33, p = 0.185).

In terms of the overall mean score, although the high reading ability students slightly outperformed the mid reading ability students ($\bar{x}$= 3.82, S.D. = 0.41) ($\bar{x}$= 3.80, S.D. = 0.48 respectively), both of their overall means were reported to be at a high level. The results also indicated that the students at high reading ability level attained higher mean scores in two strategy subscales: Global Reading Strategies ($\bar{x}$= 3.69, S.D. = 0.52) and Problem-Solving Strategies ($\bar{x}$= 3.98, S.D. = 0.49) whereas the mid reading ability level students outperformed in Support Strategies ($\bar{x}$= 3.95, S.D. = 0.61).

When considering each of the 15 strategies, the students at high reading ability level outperformed in most strategies when compared to those at mid reading ability level, except for 'stopping from time to time to think about what I'm reading' ($\bar{x}$= 3.42, S.D. = 1.11) and 'discussing what I read with others to check my understanding' ($\bar{x}$= 3.45, S.D. = 0.97).

5. Discussion and conclusion

The study was designed to examine overall metacognitive awareness of reading strategies among KMITL English major students and to determine if there are any statistically significant differences in metacognitive awareness of reading strategies between students at high and mid reading ability levels.

The findings were consistent with previous relevant studies that EFL students tended to perceive Problem-Solving Strategies at a high level when dealing with academic texts (e.g. Chutichaiwirath & Sitthitikul, 2017; Saricoban & Behjoo, 2017; Shikano, 2014; Simpson, 2018). Yet, when looking at the mean scores, it was found that the sample in this study attained the highest mean score in Support Reading Strategies whereas those in the aforementioned studies attained the highest mean score in Problem-Solving Strategies. This is partly because the students in this study were trained to use references and summarize the texts in the four compulsory reading courses provided by the Department.

In addition, the results showed no statistically significant differences between high and mid reading ability groups except PSS4 – 're-reading to make sure I understand what I'm reading'. This is probably because students at a mid-level think that rereading some texts did not look different from reading at the first time and thus did not help them much. In contrast, students at a high level tended to reread the texts in order to find main points, ensure their understanding, and reflect their thoughts. It was also revealed that the students at high reading ability level outperformed in Global Reading Strategies and Problem-Solving Strategies whereas those at mid reading ability level outperformed in Support Reading Strategies. This was reasonable because the mid reading ability level students tended to rely more on functional and practicable strategies to overcome texts. Such strategies include looking up dictionaries, marking the texts, and circling important information.

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An Analysis of Translation Techniques Used in Translation of 'The Tales of Beedle the Bard'

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Abstract

The purpose of this study is to find the most frequently used translation techniques in the Thai-translated version of The Tales of Beedle the Bard, originally written by J.K. Rowling and translated into Thai by Sumalee Bumroongsook. This study used a qualitative method. The data were collected from and compared between the original and the Thai-translated version. The analysis of the translation techniques is based on Meaning-Based Translation by Mildred L. Larson (1998), consisting of 30 techniques. The study focused on the most frequently used translation techniques in the five stories. It was found that ten techniques were used for translating the stories. The most frequently translation techniques used were direct one to one lexicon, generic to specific, doublets, substitute word, hyperbole and cultural substitute, respectively.
Keywords: Translation, Translation techniques, Meaning-based translation, Children literature translation

1. Background of a study

Nowadays, world communication is easily reachable, enabling people from different parts of the world to meet and exchange ideas. People also study lives and cultures and also understand different cultures and learn to get along. However, language is a barrier among communication.

Translation is an important process for sending messages from one to another by communicating meaning from one language to another. This type of communication is clearly increasing compared to past, as Newmark (1982) states. Their pieces of translation can be found everywhere in daily life such as study books, news, brochures, magazines, and novels.

Newmark (1982) compared a translation as a craft and a translator as a craftsman. A translation of a novel should be easy to read because the message in a translated text may possibly create an obstacle and lead to confusion if the translated text is hard to read. It is important to conveys the original tone and intent of a message between source and target languages. That is why quality of translation is a topic that the author, reader, and translator should consider. To produce a qualified translation, the translator needs many skills.

Translation of Children's literature is the main interest of this study as it is an important tool for children's development of not only cognitive skills but also other skills necessary in their lives (Ryan and Cooper, 2000, as cited in Tulalamba, 2014). A number of studies on translation of children's literature has been investigated in Thailand. Duangjai (2007), whose study entitled *"An Analysis of English-Thai Translation of The Orange Girl"* applies Larson's translation theory, focused on the idiomatic sense which refers to language in common uses. She found that the translator applied 33 translation techniques and that writing skills are essential for the translator to possess. The result of this study is similar to that of Puengpradit (2009) who studied the analysis of the translation of *The Five People You Meet in Heaven*. The researcher investigated the translation techniques in the story based on semantic theory and meaning-based translation of Larson (1984). It was found that the translator applied 16 translation techniques more frequently in the translation.

Chamroensap (2005) investigated the translation of J.K. Rowling's *Harry Potter and the Prisoner of Azkaban* from English into Thai, mainly focusing on analyzing the accuracy of the TL and the equivalent effect of the translated text based on Larson (1998). Chamroensap concluded that the translation of this book was considered accurate and acceptable, even though there were some mistakes in the translated version.

Kulpradit (2006) conducted a study on translation techniques of *Charlie and the chocolate factory* to examine the principles of translation criticism and to analyze whether the Thai version was accurate. The researcher employed the translation framework of Newmark's principles. It was found that there were a few mistakes and awkward translation of onomatopoeia which is cultural-specific in the TL. The translation was considered accurate and provided the naturalness and smoothness of the TL.

"*The Tales of Beedle the Bard*" is a novel of children's stories by J.K. Rowling also the author of "Harry Potter." There is a storybook of the same name mentioned in *Harry Potter and the Deathly Hallows,* the last book of *Harry Potter* series. This novel has become famous and widespread among Harry Potter's fans. Therefore, the message in a translated text must be accurate and complete so that readers will get the exact ideas as reading from the original. The translator needs to learn more about the content and read more about the context of the original text.

In this study, the researchers found it interesting to study how *The Tales of Beedle the Bard* was translated into Thai by analyzing the methods and the techniques of the translator – the adjustment of the original content to fit the Thai context while maintaining the author's purposes of writing and the mood of the original version. This study used a qualitive method by analyzing the translation techniques employed when translating the English text to Thai. Translation techniques proposed by Larson (1998) in the book '*Meaning-Based Translation: A Guide to Cross-language Equivalence*' were used as the framework for analysis.

The researchers expect to provide a simple guideline for students who are beginning the study of translation, also hopes that it will inform the public about the English and Thai translation theory, which will be useful for people who is interested in translation.

2. Objective

The objective of this study is to investigate the frequently used English-Thai translation techniques in the Thai-translated version of *The Tales of Beedle the Bard*, นิทานของบีเดิลยอดกวี, translated by Sumalee Bumroongsook compared with the original book, *The Tales of Beedle the Bard*, written by J.K. Rowling (2008).

3. Methodology

3.1 Data

The data of this study consisted of:

1. The original *The Tales of Beedle the Bard* by J. K. Rowling was written in English. Published by Bloombury Publishing in 2008. The book has five stories and five comment parts of Albus Dumbledore. The five stories of the book except Albus Dumbledore's parts will be analyzed which are: (1) The Wizard and the Hopping Pot, (2) The Fountain of Fair Fortune, (3) The Warlock's Hairy Heart, (4) Babbitty Rabbitty and her Cackling Stump, and (5) The Tale of the Three Brothers.

2. The Thai translation of this book "นิทานของบีเดิลยอดกวี" by Sumalee Bumroongsook, published in Bangkok by Nanmeebooks in 2008. The five stories of the book except every part of ความเห็นของอัลบัส ดัมเบิลดอร์ will be analyzed which are: (1) พ่อมดกับหม้อกระโดดได้, (2) น้ำพุแห่งโชคดีทีเดียว, (3) หัวใจขึ้นขนของผู้วิเศษ, (4) แบ็บบิตตี้ แร็บบิตตี้กับตอไม้หัวเราะได้, and (5) นิทานสามพี่น้อง.

The study only analyzed the five stories and Albus Dumbledore's parts are exempted. The justification for such selection was that the researchers were interested in translating the third-person point of view, a form of storytelling in which a narrator relates all actions using third-person pronouns and knows the thoughts and feelings of all the characters in the story. Contrary to Albus Dumbledore's parts, the narrator used the first-person perspective to deliver a larger point of view.

3.2 Data collection

To analyze the translation techniques in the book *The Tales of Beedle the Bard*, both the source texts and the target language texts were taken from the English version and the Thai-translation version, respectively, consisting of five stories: (1) The Wizard and the Hopping Pot (พ่อมดกับหม้อกระโดดได้), (2) The Fountain of Fair Fortune (น้ำพุแห่ง

โชคดีทีเดียว), (3) The Warlock's Hairy Heart (หัวใจขึ้นขนของผู้วิเศษ), (4) Babbitty Rabbitty and her Cackling Stump (แบ็บบิตตี้ แร็บบิตตี้กับตอไม้หัวเราะได้), and (5) The Tale of the Three Brothers (นิทานสามพี่น้อง).

3.3 Data analysis

This study employed a qualitative analysis to compare the English and Thai versions of *The Tales of Beedle the Bard* in terms of translation techniques. The translation techniques proposed by Larson (1998) in *Meaning-based Translation: A Guide to Cross-language Equivalence* were used as a guide for analyzing the data. The rationale behind the selection of Larson (1998) is that the framework provides an insight into translating texts with cross-cultural differences. Larson's proposed translation techniques allows possible analysis into the translator's selection of certain translation techniques of the source text from different cultural background.

The two versions of *The Tales of Beedle the Bard* were compared in order to find out the translation techniques used by the Thai translator, carefully looking for the most frequently employed techniques. The researcher was analyzed how the techniques were used. After analyzing the texts, the findings were presented into two parts. The first part is the overall frequency of translation techniques of Thai translated version of the book. The second part is some examples of the result.

The data were analyzed based on Larson's Meaning-based translation techniques (1998), which comprise the following:

1) ***Direct One to One lexicon:*** One form in the SL is matched with an identical form in the TL that shares the same meaning
2) ***Loan words:*** a using word which is from another language and is unknown to most of the speakers of the TL, commonly used for the names of people, places, etc.
3) ***Proper names:*** Proper names refer to nouns that are the names of particular things or persons and are spelt with a capital letter
4) ***Loan word with classifier:*** The translators make the loan words clearer for the TL readers' better understanding by placing classifier in front of the names
5) ***Borrowed word*:** borrowing the SL word which is known to most of the readers of the TL.
6) ***Generic to specific:*** translating generic words in the SL into more specific words in the TL
7) ***Specific to generic:*** translating specific word in the SL into more generic words in the TL
8) ***Figurative Sense of Lexical Items:*** a word which is based on associative relations with its primary sense (Larson 1998, p. 121) and may be translated with a different word in the TL. It can be further classified into *synecdoche* – a figurative expression that is based on a part-whole relationship (Larson, 1998, p.123) and *hyperbole* – a

synecdoche which includes more than what the writer intended the reader to understand

9) ***Idiom:*** the expression of at least two words which cannot be understood literally and which function as a unit semantically
10) ***Doublet:*** using two closely synonymous words or phrases as a unit
11) ***Synonym:*** using a word of the TL which has the same or almost the same meaning as another word in the same language (Larson, 1998, p.78)
12) ***Negating Antonym:*** A statement, question, or command can be negated. However, a negative in the SL will not always be translated with a negative in the TL
13) ***Slang to Slang:*** Slang terms are very informal words and expressions that are more common in spoken language. They are sometimes used by a particular group of people
14) ***Skewing of classification:*** a change of grammatical structures or parts of speech between the SL and the TL. Each language has its own system for arranging into different parts of speech
15) ***Free Variation:*** Free variation refers to a key word in the SL that is translated into many key words without changing the meaning in the RL (Larson, 1998)
16) **Same lexical item but different translations:** some SL concepts may have various semantic equivalences in the TL
17) **Different lexical items but same translation:** Different forms of the SL words can also be translated into one form of word in the TL
18) ***Symbolic System:*** refers to the use of a word or phrase to symbolize its exact meaning (Larson, 1998, p.199)
19) ***Creativity:*** The translator expresses creativity in translating children's literature in several ways as follows:
20) ***Image:*** Image refers to a word or phrase that describe something in an imaginative way. (Oxford Advanced Learner's Dictionary, 2000)
21) ***Idiomatic Translation:*** Idiomatic Translation refers to the use of natural forms in the target language, including grammatical constructions and choice of words
22) ***Simile:*** is a comparison of figures of speech always using the word 'like' or 'as'
23) ***Fixed collocation:*** 'Collocation' is concerned with how words go together and the way in which words occur in constructions with other words. Fixed collocations are combinations of words that occur in a certain order.
24) ***Cultural substitute:*** a real-word referent from the TL culture is substituted for the unknown referent of the SL culture.
25) ***Substitute words:*** substituting words of the SL word already discussed in text and referred to with several different terms in the TL.

26) ***Implicit and explicit components of meaning****:* implicit information means information which is implied rather than openly expressed. Explicit information means information which is openly expressed by lexical items and grammatical forms.
27) ***Restatement:*** a technique of re-writing the material in semantic structures of the SL by translating into a more verbal language in the TL.
28) ***Euphemism:*** using the substitution of word for another one expression to avoid an offensive expression or socially unacceptable especially in the area of sex, death.
29) ***Descriptive phrase:*** using a phrase or clause which has many of the words when translating by the meaning still equivalent.
30) ***Form and function:*** using the form and function of word to express the important meaning of that word.

4. Results

4.1 Most frequently used translation techniques

This section presents the frequency and percentage of each translation technique found in the Thai translated version of *The Tales of Beedle the Bard.*

Table 4.1: Frequency and percentage of each translation technique found in the Thai translated version of *The Tales of Beedle the Bard*

No.	Translation Techniques Types	Frequency	Percentage
1.	Direct one to one lexicon	59	22.18
2.	Generic to specific	52	19.55
3.	Doublets	39	14.68
4.	Substitute word	35	13.16
5.	Hyperbole	27	10.14
6.	Synonym	24	9.02
7.	Cultural substitute	19	7.14
8.	Loan word	4	1.50
9.	Idiom	3	1.12
9.	Simile	3	1.12
10.	Synecdoche	1	0.30
Total		**266**	**100**

According to Table 4.1, the most frequently used technique for translating in The Tales of Beedle the Bard is direct one to one lexicon (22.18%) followed by generic to specific word (19.55%), doublets (14.68%), substitute word (13.16%), hyperbole (10.14%), synonym (9.02%), cultural substitute (7.14%), respectively. The less used techniques are loan word (1.50%), both idiom and simile (1.12%), and the least used technique is synecdoche (0.30%), respectively.

The examples of each technique used are provided in the Section 4.2

4.2 Translation techniques in The Tale of Beedle the Bard

This section provides examples of each most frequently used translation technique in the Thai-translated version of The Tale of Beedle the Bard in comparison with the original version.

4.2.1 Direct One to One lexicon

The most frequently used technique in The Tales of Beedle the Bard is direct one to one lexicon. The following examples are the original and translated phrases and sentences:

Example 1

SL: He pretended that his potions, charms and antidotes sprang ready-made from the little cauldron he called his lucky cooking pot.

TL: พ่อมดกลับแสร้งทำว่าน้ำยา เครื่องราง และยาถอนพิษต่าง ๆ นั้นผุดขึ้นมาสำเร็จรูปจากหม้อมีหูใบน้อย ที่เขาเรียกว่าหม้อกับข้าวนำโชค

The word pretended in the SL has the same meaning as the TL, which means "to make it appear that something is the case when in fact it is not". The word called in the SL has the same meaning as the TL, which means "to give a specified name".

Example 2

SL: High on a hill in an enchanted garden, enclosed by tall walls and protected by strong magic, flowed the Fountain of Fair Fortune.

TL: สูงขึ้นไปบนภูเขา ในสวนวิเศษที่ล้อมรอบด้วยกำแพงสูงและปกป้องด้วยเวทมนตร์กล้าแข็งมีน้ำพุแห่งโชคดีทีเดียวไหลรินอยู่

The word enclosed in the SL has the same meaning as the TL, which means "surround or close off on all sides". The word protected in the SL has the same meaning as the TL, which means "keep safe from harm or injury".

4.2.2 Generic to specific

The second most frequently used technique is generic to specific. The examples are as follows:

Example 3

SL: So they fell to pondering the meaning of the stone's message, and Amata was the first to understand.

TL: ดังนั้นพวกเขาจึงทรุดตัวนั่ง คิดใคร่ครวญถึงความหมายของคำจารึกบนก้อนหิน และอมตาเป็นคนแรกที่เข้าใจ

The translator translated pondering to คิดใคร่ครวญ which means "to consider carefully", and is more specific than the original text.

Example 4

SL: The Fountain shimmered before them, set amidst herbs and flowers rarer and more beautiful than any they had yet seen.

TL: น้ำพุเป็นประกายเลื่อมพรายอยู่เบื้องหน้า ตั้งอยู่ท่ามกลางสมุนไพรและไม้ดอก ซึ่งหายากและงดงามยิ่งกว่าที่ทุกคนเคยเห็น

The translator translated shimmered to ประกายเลื่อมพราย which means "to shining brightly with flashed of light" and is more specific than the original text.

4.2.3 Doublets

The third most frequently used technique is doublet, as seen in the following examples:

Example 5

SL: Pay me the fruit of your labours.

TL: ยื่นผลพวงแห่งความเหนื่อยยากของเจ้ามา

The word labour is translated by using the TL doublet ความเหนื่อยยาก, which means "tiredness or weariness", which is equivalent to the SL.

Example 6

SL: Who all looked extremely confused.

TL: ทุกคนล้วนมีท่างุนงงเป็นที่สุด

The translator used doublet งุนงง in the TL for the SL 'confused'.

4.2.4 Substitute Word

The forth most frequently used technique is substitute word. Some examples are as follows:

Example 7

SL: Pitying each other, the three women agreed that, should the chance befall them, they would unite and try to reach the Fountain together.

TL: หญิงทั้งสามต่างเห็นใจซึ่งกันและกัน และตกลงว่าถ้ามีโอกาสล่ะก็ พวกเธอจะผนึกกำลังและพยายามไปให้ถึงน้ำพุพร้อมกันทั้งสามคน

The pronoun each other in the SL refers to three witches (Asha, Amata, and Althena) and the translator used the Thai pronoun หญิงทั้งสาม as an object to refer to three witches. The pronoun they in the SL refers to three witches and the translator used พวกเธอ to refer to Asha, Amata and Althena.

Example 8

SL: All were discouraged as the sun rose over their heads and began to sink towards the far horizon,

TL: ทุกคนต่างก็หมดกำลังใจ เมื่อดวงตะวันลอยสูงขึ้นเหนือหัว และเริ่มคล้อยต่ำลงไปทางขอบฟ้าไกล

The pronoun *their* in the SL refers to Asha, Amata, Althena and Sir Luckless, and the translator omited the Thai pronoun because it is mentioned before and can known by the TL reader.

4.2.5 Hyperbole

The fifth most frequently used technique is hyperbole. The examples are as follows:

Example 9

SL: Long since disconnected from eyes, ears and fingers, it had never fallen prey to beauty, or to a musical voice, to the feel of silken skin.

TL: นับตั้งแต่ถูกแยกขาดจากตา หูและนิ้ว มาเป็นเวลานาน หัวใจไม่เคยได้เห็นความงาม หรือได้ยินเสียไพเราะ หรือได้สัมผัสผิวที่นุ่มเนียนดังไหม

The word silken skin is translated to ผิวที่เนียนนุ่มดังไหม which means "soft and silken skin" in order to represent her skin is very soft like silk.

Example 10

SL: Then he fell across the maiden's body and died.

TL: และแล้วเขาก็ล้มลงบนร่างของสาวงาม และขาดใจตาย

The word died is the SL has a same meaning as the TL, which means stop living, but the translator uses ขาดใจตาย, which means "stop breathing then die".

4.2.6 Synonyms

The sixth most frequently used technique is synonym, as can be seen in the following examples:

Example 11

SL: Exhausted by their struggle to the summit, she was close to death.

TL: เธอเหนื่อยอ่อนจากการบุกบั่นขึ้นมาถึงยอดเขา และจวนเจียนจะสิ้นใจ

The meaning of struggle is "make forceful or violent efforts to get free of restraint or constriction". In this context, the translator used บุกบั่น, which is equivalent to endure in a course of action even in the face of difficulty, to carry the meaning from the SL word.

Example 12

SL: Inside of his heart, Death was very mad.

TL: แต่ภายในใจนั้น ยมฑูตพิโรธมาก

The meaning of mad is "to become extremely angry, unable to behave in a reasonable way". In this context, the translator uses พิโรธ, which equivalent to "having a strong feeling against someone who has behave badly", to carry the meaning from the SL word.

4.2.7 Culture substitute

The seventh most frequently used technique is culture substitute. The examples are as follows:

Example 13

SL: At once there came a loud <u>clanging and banging</u> from his kitchen.

TL: ทันใดนั้น มีเสียงดัง<u>โฉ่งฉ่างโครมคราม</u>มาจากในครัว

The clause <u>clanging and banging</u> means "a loud, resonant metallic sound or a loud relentless beat" but the translator uses <u>โฉ่งฉ่างโครมคราม</u>, which appropriates for Thai culture, to substitute for <u>clanging and banging.</u>

Example 14

SL: She would have said the whole situation was "ironic".

TL: และแม่มดจะต้องพูดว่า "ให้ทุกข์แก่ท่าน ทุกข์นั้นถึงตัว"

The word <u>ironic</u> means "a strange, funny or sad situation in which things happen in the opposite way to what you would expect" is translated as <u>ให้ทุกข์แก่ท่าน ทุกข์นั้นถึงตัว</u> means "if you are bad and not kind, bad things will happen to you", which appropriates for Thai culture.

5. Discussion

This study aimed to analyze the translation techniques and the most frequently used translation techniques found in The Tale of Beedle the Bard in five stories. The analysis of translation techniques was based mainly on Meaning-Based Translation proposed by Larson (1998). The frequently used translation techniques found are discussed as follows:

The most frequently used technique is direct one to one lexicon, which fifty-nine samples were found. Inevitably, since the target readers are children, using this technique allows the reader to fully understand the text as it provides "one form in the SL that is matched with an identical or near-identical form in the RL that shares the same meaning" (Larson, 1998, p.10).

The second most commonly found technique is generic word to specific word of which fifty-two samples were found. The word drawn in the SL means to move something by pulling it or them gently It can be seen that the translator sometimes translates generic words into more specific words in the TL in order to clarify the text. In this sense, a specific word can help the TL readers better understand the meaning in context. However, using this technique might result in the deviation of the author's original message as the translator used the words in the TL that are more specific in meaning. As Tulalamba (2014) points out, "this technique can distort the intended meaning from the author" (p. 72).

There are other translation techniques used in The Tale of Beedle the Bard. Doublet was used in the text to create a natural flow in the TL and make the text more colorful. As seen in 4.2.3, 'confused' was translated into 'ยุ่งยาก'. 'ยุ่ง' rhymes with 'ยาก' as both words share the same initial consonant sound. Substitute word is another translation technique found when the translator tried to use different terms to refer to the same words in order to avoid repetition. In addition, the translator used hyperbole in order to convey similar figurative meanings in the TL without literally translating the SL into the TL. This can be done when the words in the SL have figurative senses but the equivalent ones in the TL do not. Therefore, the translator has to choose the nonliteral words in the TL that best represent the author's original intention. The findings also indicate that sometimes synonyms may make the translated text more enjoyable than translating the basic meaning. As seen in 4.2.6, the translator did not use 'ต่อสู้' which is the primary meaning for 'struggle' in 'their struggle to the summit' and translate such phrase as 'ต่อสู้ขึ้นมาถึงยอดเขา'. Instead, she translated the phrase as 'บุกบั่นขึ้นมาถึงยอดเขา', which provides a clearer picture to the reader.

The seventh most used technique was culture substitute of which nineteen samples were found. This suggests that the translator attempted to find the lexical equivalent of a word or phrase which would have some equivalent meaning in both languages. This supports Alvstad (2010) who proposes that in translating children's literature, the translator may need to modify the translated version in order to suit the target language cultural context in order to help the reader to better understand the story.

The findings of this study are in parallel with those of Tulalamba (2014), who also analyzed translation techniques used in *Diary of Wimpy Kid* based on Larson's (1998). Tulalamba found twenty translation techniques including generic to specific word, hyperbole, doublet, synonym and cultural substitute, which are in line with the findings of this study.

There are many kinds of contexts that can lead to different techniques: social context, historical contexts, cultural contexts, ideological contexts, main character contexts, time frame, and plot or storyline. Every translator tries to translate the target language as equivalent to the source language as possible, especially the translation in entertainment sources such as films or short stories.

It shows that the techniques of translation depend on different genres. Children's literature is usually written in order to meet the needs of its target audience, the children. Thus, the language use and the subject matter should be suitable for the reader. For translation of children's literature, the translated text should thus be similar – adapted to the needs of the target audience – by simplifying the language, explicitly expressing ideas and following the patterns of the target language that the target audience is familiar with. The findings of this study reflect the translator's attempt to make her work readable and understandable as seen from the translation techniques employed to convey the intended meaning to the target readers.

6. Conclusion

This study explored techniques used for translating The Tales of Beedle the Bard. It is found that many translation techniques were employed. The findings revealed that direct one to one lexical technique is the most frequently used with fifty-nine samples from total two hundred and sixty-six samples of techniques, followed by generic words to specific word, doublet, substitute word, hyperbole, synonym, culture substitute, loan word, idiom, simile, and synecdoche, respectively. The translator used the translation techniques and adaptation to make the text suitable for the target audience. Translating children's literature is as important as translating texts in other genres as it provides an opportunity for the children to explore the world and gain insightful information. Therefore, it is the translator's responsibility to translate as accurately and equivalently as possible to maintain the original author's messages.

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Interrogating Professional Development in CLIL: Voices from Thai School Teachers

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Abstract

The Content and Language Integrated Learning (CLIL) is a teaching method that an additional language is used as a medium of instruction in the classroom for a non-language subject. In Thailand, the concept of CLIL has been applied to certain school curriculums, often referred to as the English Program (EP) and the Mini-English Program (MEP). In these programs of study, English is used as a medium of instruction for different content subjects. This study aimed to explore teachers' experiences in teaching content subjects in the MEP in Thai secondary schools. The participants of this study were six teachers from three secondary schools in Samut Prakan province. They were native speakers of Thai and teaching different content subjects in the MEP. The research instruments used in this study were a questionnaire with closed-ended and open-ended questions, and a telephone interview. The results of the study revealed that three of the participants did not receive any training on teaching content subjects in English, while the three others had varying in-house training experiences. All participants also reported having confidence in their content knowledge of the subjects under their responsibility, but most of them were unconfident in delivering their class in English. Due to their lack of confidence in teaching students through English, they tended to switch to Thai as a medium of teaching and simply introduced students to key terms in English as their pedagogical classroom strategy. The participants also expressed their interest in attending further training to improve their English language proficiency and pedagogical knowledge, and they viewed it as a means for their continuing professional development. This study suggests that CLIL could be used as a stepping stone to the design of teacher professional development programs for MEP teachers.

Keywords: Mini-English programs, CLIL, teacher professional development

1. Background of the study

The Content and Language Integrated Learning (CLIL) is "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle, Hood, & Mash, 2010, p.1). In addition, CLIL is often adopted as a teaching approach by schools in non-English speaking countries. As English is often the language used in CLIL, Dalton-Puffer (2011) notes that CLIL could be referred to as Content-and-English Integrated Learning (CEIL). Dale and Tanner (2012) define CLIL as the teaching process where the content subjects, such as science, mathematics, and physics, is taught through an additional language. In the English as a Foreign Language (EFL) context, CLIL has been adopted by educational establishments in various countries (Coyle, Hood, & Marsh, 2010; Dalton-Puffer & Smit, 2007; Nikula, 2010; Nowak, 2011) as this educational approach encourages students to learn the content and language at the same time.

In Thailand, CLIL has continually enjoyed wide currency since the provision of the English Program (EP) and later the Mini-English Program (MEP) in Thai schools where Thai is usually used as a medium of instruction (Darasawang, 2007). In the EP at the secondary level, all subjects, except Thai and social sciences as part of Thai law, culture and tradition, can be taught in Thai. For schools which are not ready to offer a full-scale EP, they can offer the MEP where 50 percent of the time is devoted to courses delivered in English. At present, there is a remarkable increase in the number of public and private schools offering the EP and the MEP. What is often problematized, and still surprisingly less explored, is whether teachers in these programs have encountered any challenges in teaching content subjects in English, particularly if they are native speakers of Thai. Another intriguing issue is concerned with continuing professional development (CPD) of those who have already entered the teaching profession in the time of the flourishing of the EP and the MEP in Thai schools.

Issues surrounding continuing professional development (CPD) for teachers have for long gained recognition they deserve. Richards and Farrell (2005) advocate that teacher professional development is concerned with activities which encourage more the understanding of teaching to teachers. It provides a long-term goal and involves teachers' practices in various dimensions as a base of reflective review. From the perspectives of CPD and CLIL, it is interesting to explore the lived experiences of EP and MEP teachers in Thai schools. Findings would provide insightful implications for those involved in providing the teachers with appropriate support to help them gear towards their professional development trajectory.

2. Objectives of the study

This research is part of a larger research project that delves into Thai teachers' challenges in teaching in the EP and the MEP in schools in Thailand. However, in this exploratory, small-scale study, the focus was placed on the study of the lived experiences of MEP teachers only. The objectives of the current study are:

1. to explore Thai MEP teachers' challenges in teaching content subjects, and
2. to investigate Thai MEP teachers' perceptions of further teacher training as part of their professional development.

The findings of this study will provide preliminary results and implications useful for further developing more rigorous, large-scale research to examine MEP teachers' challenges in teaching content subjects through the lens of CLIL.

3. Method

3.1 Research design and setting

This qualitative study explored Thai teachers' lived experiences in teaching in the Mini-English program (MEP) in secondary schools. Using the interpretive, qualitative approach, the study aimed to collect data from the natural setting in order to reflect the challenges that the teachers encountered.

This study was conducted at three secondary schools in Samut Prakan province, Thailand. The three schools offer a regular program, which Thai is used as a medium of instruction, and English and mini-English programs. This study focused only on teachers from the mini-English program.

3.2 Research participants

The participants of this study were six teachers from three secondary schools. Two teachers from each school were invited to participate in this study. All of the teachers were native speakers of Thai, and they were teaching in the EP. The following table shows background information about the participants.

Table 1 Background information about the participants

Teacher	Gender	Age	Educational background	Teaching experience	Level	Subject taught
T1	Female	34	B.Sc. (Microbiology) M.Ed. (Educational Administration)	6 years (MEP)	M. 4	Biology
T2	Female	28	B.Sc. (Physics)	1 year (MEP)	M. 2	General science
T3	Female	28	B.Ed. (Physical Education)	1 year (MEP)	M. 4	Physical education
T4	Female	31	B.Sc. (Mathematics)	3 years (MEP)	M. 5	Mathematics
T5	Female	28	B.Sc. (Applied Mathematics)	2 years (MEP)	M3	Mathematics
T6	Female	27	B.Sc. (Biology)	2 years (MEP)	M3	General science

3.3 Research instruments and data collection

This study employed a questionnaire and a telephone interview as research instruments. The questionnaire consisted of closed-ended and open-ended questions and was divided into three parts. The first part aimed at eliciting background information about the participants. The second dealt with the participants' experiences in teaching a content subject in English, while the last part delved into the participants needs for teacher training. The questionnaire was administered to all six participants, and they were also asked to state in the questionnaire if they could be contacted for a telephone interview.

Three participants (T1, T4, and T5) agreed to be further interviewed by the first researcher. The others seemed to hesitate due to their tight schedule and other personal reasons. Therefore, being well aware that the participants should take part in the study on a voluntary basis, the researcher interviewed only three participants and asked for permission to use their interview data in this study.

3.4 Data analysis

The questionnaire data from the closed-ended questions were categorized and then tabulated. For the questionnaire data from the open-ended questions and the interview data, they were analyzed qualitatively by using content analysis. The second researcher coded the qualitative data for the first round, and another university lecturer in applied linguistics recoded the data. The results were compared, and any discrepancies found were discussed in order to ensure a high inter-coder reliability.

4. Results

The collected data were analyzed and presented under three themes as follows.

4.1 Training experience

Of the six participants, three of them (T1, T2, and T3) did not receive any training on teaching content subjects in English while the others said their schools offered them some training. For example, T1, a biology teacher, said that in her school the focus was on teaching mathematics, so training was offered only to mathematics teachers. For T4, T5, and T6, they received some in-house training on teaching the content subject, which was led by international teachers in their school. For example, T4 attended the training two years ago, and international teachers in her school served as trainers. She was introduced to different teaching techniques, and language for classroom teaching and management. T5 and T6 had quite similar experiences in attending in-house training led by their international colleagues, but their schools offered training more frequently. It is unfortunate that the participants did not have an opportunity to take any teacher training beyond their school compound, nor did they attend other academic activities, such as academic conferences, that focused on the concept of CLIL.

4.2 Challenges in teaching content subjects in English

All of the participants felt confident in their knowledge of the content subjects as they were teaching in the field that they graduated. For example, T1 said that in terms of the content knowledge, she was confident when teaching biology to her students because she received her first degree in microbiology. However, when they were asked whether they were confident in using English as a medium of instruction, four participants said that they were unconfident. Only T5 and T6 expressed that they were quite confident in using English in their teaching. It is thus not surprising to find that those teachers who said they were unconfident in teaching in English tended to switch to use Thai as a medium of instruction in their classes. T1, T2, T3, and T4 said that they mostly taught their students in Thai and focused on the content while their international colleagues taught the students in English. For example, T4, a mathematics teacher, said that even though she had been trained in teaching mathematics in English, she taught her students in Thai but used technical terms in English in order to familiarize the students with key terms. She believed that by doing so, her students could learn the content and key terms in mathematics in English. This would make it easier for her students when they studied with international teachers in other classes.

For T5 and T6, they said that their schools offered teacher training on a regular basis, and this helped them boost their confidence in teaching their students in English. T5 said that she was positive about the use of English as a medium of instruction and did her best to use English in her class as much as possible. Therefore, she put efforts into improving her English as well as using technologies as a means to facilitate her teaching. She also tried to use English with her students even when they were outside the classroom. T6, a science teacher, said that she needed to be a role model for her students, including helping students build confidence in using English. As such, she carefully prepared for her class and tried to use as much English as possible in the class.

4.3 Needs for teacher training

All teachers articulated their needs for teacher training, and they viewed it as a tool for their professional development. When asked about types of teacher training that they were interested, all teachers mentioned that they wanted to attend training programs that were geared towards the use of academic English for classroom teaching. T4, for example, hoped that she would be well equipped with linguistic repertoire that would facilitate the delivery of her content teaching in the class. T5 expressed her opinion that more training on the use of English for classroom teaching delivery would help her to deliver her class more smoothly. Meanwhile, T6 believed that this kind of language training would help teachers to gain more confidence in teaching by using English as a medium of instruction.

All participants also wanted to learn more about teaching methodology and techniques for teaching content subjects in English. For example, T1, who did not attend any training in teaching content subjects in English as her school did not offer this kind of training, stated that she expected to learn more about effective teaching techniques because, as she believed, it would not only benefit her as a teacher but also enhance her students' understanding of the lesson when appropriate techniques were applied to the class. Five of the participants expressed that they wanted to improve their general English skills for everyday communication. These participants seemed to share the same viewpoint that as teachers, they also needed to improve everyday English communication so that they could use English as a means for socialization with their students and colleagues outside the classroom boundary. T5, for example, said that as a teacher, she needed to interact with different international colleagues, and even her own students, outside the class. With good command of English, she would be able to communicate with others effectively, and this would help establish friendship and good teamwork. In addition, four participants wanted to have training on developing teaching and supplementary materials in English for their classes. Three participants wanted to learn more about assessment and testing, and one wanted to know more about curriculum development.

One of the interesting aspects regarding teacher training as stated by the participants is about the mode of delivery. Four participants preferred training through online learning or blended learning where a combination of face-to-face teaching and online learning were integrated. For example, T5 stated that online training would provide her with easy access to the training, and she could visit training materials and resources as often as she could. T4 said that school teachers had tight schedules, so oftentimes they could not complete the training programs as expected. T4 felt that online training would allow them to complete the training when they were free. Some participants were well aware of the benefits of online training, but they were afraid that it would be more difficult to have a fruitful consultation with the trainer. Therefore, most of them were interested in training through the blended learning mode where they could take advantage of both face-to-face training and online learning. However, two participants seemed to prefer formal, face-to-face training sessions. As T5 stated, the major reason was that this kind of training provided them with two-way communication, so they could share their teaching ideas with others with ease. As she put it, sharing ideas with colleagues was one of the effective ways in learning from each other.

5. Discussion and implications of the study

The findings of this study have revealed that some MEP teachers did not have confidence in teaching content subjects through English, and they also encountered certain challenges in their teaching. This situation is quite similar to other teaching contexts where CLIL is adopted as a teaching method, but teachers do not receive appropriate training in CLIL or have limited English proficiency. This is in line with the study by Lorenzo, Casal and Moore (2010) showing that CLIL teachers lack confidence as they have an insufficient level of language skills to implement CLIL. As CLIL teachers are subject content experts but rarely have language qualifications, helping CLIL teachers to improve their English proficiency and CLIL teaching concepts is necessary (Nikula, Dalton-Puffer, & Llinares, 2013; Perez Canado, 2016; Wolff, 2012).

As the EP and the MEP in Thai schools are mushrooming, it is a good sign that some educational institutes in Thailand have prepared pre-service teachers with CLIL to enter the profession. As CLIL teachers need to put considerable effort into practice, it is important that the teachers are trained and qualified in CLIL concepts. The model that Kwangsawad (2018) used in training in-service teachers is one of the interesting models that schools may apply to their own in-service teacher training, particular for those who are less experienced MEP teachers.

A number of activities, as recommended by Richards and Farrell (2005), can be used as guidelines for helping MEP teachers to grow professionally. The activities, as shown in Table 2, can be divided into four levels: individual, one-to-one, group-based, and institutional.

Table 2 Activities for teacher professional development (Richards & Farrell, 2005)

Individual	One-to-one	Group-based	Institutional
• Self-monitoring • Journal writing • Critical incidents • Teaching portfolios • Actin research	• Peer coaching • Peer observation • Critical friendships • Action research • Critical incidents • Team teaching	• Case studies • Action research • Journal writing • Teacher support groups	• Workshops • Action research • Teacher support group

Kewara and Prabjandee (2018) also note that to produce CLIL teachers, the stakeholders— from the administration level to the classroom level—should share a clear concept what CLIL is. As there are more and more MEP in schools in Thailand, there are constant needs for both in-service and pre-service teacher training program. One may also agree with Kewara and Prabjandee (2018) that we should join hands in developing our framework for the continuing professional development of CLIL teachers, the one that is suitable for the teaching context in Thailand.

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Problematizing Frontline Nurses' Oral Communication Skills in English in a Public Hospital in Thailand

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Abstract

Possessing effective oral communication skills in English is an indispensable part of nursing practice for Thai nurses who need to engage in providing healthcare services to international patients in a Thai hospital. This exploratory study aims at investigating experiences of Thai frontline nurses working in a public hospital, with particular reference to their perceived needs for improving oral communication skills. Drawing on an interpretive, qualitative research paradigm, the study recruited six nursing staff members from a public hospital in Bangkok, Thailand, to serve as research participants. The participants consisted of the director of the nursing department, a consultant to the nursing department, two head nurses, and two frontline nurses. Employing a semi-structured interview as a research instrument, the study collected and triangulated in-depth data from multi-perspectives articulated by the research participants. The data obtained were analysed recursively, and a high reliability in analysis was achieved via inter-coder analysis. The results revealed the interplay between English communication skills and frontline nurses' continuing professional development (CPD). The participants perceived that frontline nurses in the hospital where the current study took place encountered certain challenges in communicating with international patients due to their inadequate oral communication skills and a lack of systematic English language training support from the hospital. This study also raises the awareness of English for Specific Purposes (ESP) practitioners in delving into the frontline nurses' needs for English language training, as well as placing critical emphasis on understanding their job descriptions and responsibilities, and the institutional policy.

Keywords: frontline nurses, needs analysis, nursing professional development

1. Background of the study

Healthcare professionals with effective communication skills can help enhance and drive the quality of medical services administered to patients. They are expected to be well trained for communication skills in order to avoid miscommunication with patients during their work (Lambrini & Loanna, 2013; Meuter et. al, 2015).

For nurses in particular, they enter a profession with the substantial responsibility that involves interacting with patients who are experiencing vulnerable and significant moments in their life. This seems to be a daunting task for nurses, and it may be further complicated if nurses are to deal with patients who do not share the same language background with them. With English as a tool for international communication, it is thus used for communication between nurses and patients who speak different languages. However, nurses who are non-native speakers of English and have limited English proficiency are likely to be placed in uncomfortable situations when having a nurse-patient interaction (Boscher, 2002; Lu, 2018). Previous studies (Chen, 2010; Lu, 2018), for example, have revealed that Taiwanese nurses encountered certain communication challenges and were expected to raise their English proficiency in order to effectively communicate with an increasing number of international patients and their family.

In the Thai context, there has been a remarkable growth in the number of international patients as hospitals in Thailand are well known for their quality and readily accessible medical services at affordable rates. This is due to the Thai government's efforts to promote the country as a medical hub (Cohen, 2008; Wongkit & McKerchr, 2016). With this situation, it goes without a shadow of a doubt that Thai nurses are expected to be able to communicate with international patients. Studies by Chetsadanuwat (2018), Kajermon (1998), Na Ranong and Na Ranong (2011), and Waidarp (2011) reported that Thai nurses expressed their concerns over their oral communication skills and that they needed further training to be able to work in a more multilingual-oriented hospital setting.

Helping nurses to be proficient users of English is considered to be a way in which they can grow professionally. Nsemo (2013) advocates that nursing professionals should be convinced of a continuation and development of the ability required for their job responsibility. This will result in their establishing self-esteem and competence derived from acquired skills. Similarly, Gould (2006) elaborates that continuing professional development (CPD) for nurses is viewed as an integral element of the nursing role and plays a crucial role in promoting healthcare services as well as sustaining safety for patients. In order to encourage CPD among nurses working in Thai hospitals where there is a rise in the number of international patients, offering them English language training that meets their expectations is recommended.

English for Specific Purposes (ESP) practitioners recommend that needs analysis (NA) be used as a stepping stone to the development of English language training. Nunan (1983) refers to NA as techniques and processes of collecting data prior to formulating a course design for training.

Hutchison and Waters (1987) address the importance of understanding a target situation when conducting NA, which refers to a situation in which the language learners are/will be employing the language they are learning**.** It can be thus seen that NA is considered as a key component of a powerful strategic plan and being the first step to design a course syllabus to meet actual language needs of learners (Basturkmen, 2012; Dudley-Evans & St. John, 1998; Kim, 2008).

Even though studies focusing on needs analysis of nurses working in Thai hospitals have been conducted, as previously mentioned, it is important to note that different hospitals may have different policies in providing English language support and resources for their nurses. Nurses working in different departments may also have different demands of literacy practices. This study therefore aims to explore the perceptions of nursing staff members, with particular reference to their perceived challenges of frontline nurses in using English to communicate with international patients in one public hospital.

2. Objectives of the study

This exploratory is part of a larger research project that investigates needs for English language training of frontline nurses working in one public research-based hospital in Bangkok, Thailand. The objectives of the study are:

1. to explore the nursing staff members' perceptions of English communication skills in relation to frontline nurses' continuing professional development, and
2. to examine the nursing staff members' perceptions of challenges encountered by frontline nurses when communicating with international patients in their hospital.

The findings of this study can serve as a basis for developing a more rigorous, large-scale research design to further investigate frontline nurses' needs of English communication skills as part of their continuing professional development.

3. Method

3.1 Research design and setting

This study adopted an interpretive, qualitative research design, placing a great deal of emphasis on collecting in-depth data in their natural setting in order to reflect the real phenomenon of the frontline nurses' challenges in communicating in English with international patients.

This study was conducted at one public hospital in Bangkok, Thailand. Initially established as a medical research institute, this 144-bed hospital aims at offering excellent medical services to both Thai and international patients. Thai is used as a medium of communication among Thai staff members, and between the staff members and Thai patients. English, which is regarded as a foreign language in Thailand, is used for communication between the hospital's staff members and international patients.

3.2 Research participants

The participants of this study were six staff members from the hospital where this study took place. All of them were native speakers of Thai and users of English as a foreign language. It is important to note that even though the study aimed to investigate the frontline nurses' oral communication skills in English, this exploratory study recruited participants from different positions and job responsibilities in order to gain multiple perspectives of the issues under investigation. Therefore, the director of the nursing department, a nursing consultant, two head nurses, and two frontline nurses were invited to participate in this study. It was expected that the director and the nurse consultant could provide insightful information about the frontline nurses' oral communication skills from the perspectives of administrators. For the head nurses and frontline nurses, they were those who were working in the out-patient department where, as part of their job responsibilities, they needed to communicate in English with international patients and their relatives. All of the participants took part in this study on a voluntary basis.

3.3 Research instrument

A semi-structured interview was used as a research instrument of this study due to its potential to extract rich information based on the participants' perspectives (Merriam, 1998; Punch, 2005). From a methodological viewpoint, this kind of interview involves the implementation of specific and determined questions. However, it also allows the interviewers to simultaneously probe far beyond the initial answers to the prepared questions (Berge, 2004). During the interview process, the sequencing of questions is not the same for each participant as it depends on the responses of each individual. It then allows the participants and the researcher, as Cohen et al (2000) argue, to pursue relevant issues of interest of which the researcher may not have previously thought. This study therefore adopted a semi-structured interview as a research instrument because of its strengths as explicated.

3.4 Data collection and analysis

A semi-structured interview with each participant was conducted on a one-on-one basis. Each interview was carefully audio-recorded with the participants' consent. All participants were interviewed in Thai so that any language barriers and ambiguity during the interview could be avoided. All recorded interviews were then transcribed and analyzed recursively in order to identify emerging themes. The interview transcripts were first analyzed by the first researcher and later reanalyzed by the second researcher in order to achieve a high inter-coder reliability for qualitative data analysis.

It is important to note that ethical issues in collecting, managing, and reporting the data for this study were seriously taken into consideration. Precautions were made to protect confidentiality of the data obtained from the participants by not exposing the recorded interview and interview transcripts to others. To maintain their anonymity, the name of all participants were not disclosed in this research article. Rather, a code was assigned to each participant in referring to each of them as follows: DN (director of the nursing department), CN (a consultant of the nursing department), HN1 (head nurse 1), HN2 (head nurse 2), FN1 (frontline nurse 1), and FN2 (frontline nurse 2).

4. Results

The data obtained from the six research participants unfolded the contextualized complexities of nurses' literacy practices, placing critical emphasis on their needs for improving oral communication skills in English with particular reference to their continuing professional development. Based on the recursive data analysis of the data, the results of this will fall into four major themes as follows.

4.1 English communication skills and nurses' continuing professional development (CPD)

All research participants reported that English language skills were important for their healthcare profession, and possessing effective communication skills in English would help them to communicate effectively with international patients. They reiterated that for their hospital with more international renown for the past few years, there had been a noticeable increase in the number of patients from different countries. Due to this changing linguistic demographics and milieu of their hospital, nurses were expected to possess sound English skills in order to be able to communicate with patients from different linguistic backgrounds. A lack of good English communication skills, as all participants opined, may create undesirable situations where medical errors could occur,

Like other participants, one of the head nurses (NH1) expressed that nursing practice involved instances where both general and critical information must be accurately communicated so that nurses could provide medical doctors with such information for appropriate treatment. She mentioned that "if the nurse cannot speak English, she won't be able to communicate with the patient. She won't be able to take the patient's medical history…chief complaints and symptoms". One of the frontline nurses (FN1) also asserted that to grow professionally in this profession, the nurse needed to establish a good nurse-patient rapport, and "with a good command of English, we can communicate with international patients without misunderstanding…and we can also explain a medical procedure to our patients".

In addition to oral communication skills as addressed by all participants, the director of the nursing department (DN) also said that the hospital placed emphasis on conducting research, so English was crucial for all nurses as they were expected to engage in research activities. They were thus needed to deal with research resources written in English. However, when she was asked to give opinions regarding the continuing professional development of frontline nurses in particular with reference to English skills, she said that oral communication skills were of utmost importance as the frontline nurses seemed to be the first person on the healthcare team who verbally interact with international patients. The consultant of the nursing department (CN) pointed out that for frontline nurses, speaking and listening skills were what they needed to master so that they could work in a more effective fashion.

4.2 English oral communication skills as the most urgent for frontline nurses

Of the four English language skills (speaking, listening, reading, and writing), the participants reported that speaking was the most important for frontline nurses working in the out-patient department. The major reason for this, as reiterated by all participants, was that frontline nurses worked in a fast-paced, technical environment where they were likely to be the first to encounter international patients on their arrival. They were expected to gather as much medical information as possible about the patient's problems, make quick decisions about patient care, and then refer the patient – with adequate and accurate information – to other healthcare personnel. While some participants seemed to mention speaking skills as the most important and urgent for frontline nurses in the beginning of the interviews, they later said that speaking and listening skills went hand in hand, constituting effective oral communication skills. Without listening skills, nurses could not understand what the patients said and then could not answer the question or give information. As stated by the consultant of the nursing department (CN):

> "When the patient walks in, the out-patient department is the first-line healthcare consultation service that comes in contact with the patients. And the nurse in this department needs listening skills to be able to understand what patients say and needs, and then she can tell them what we can do for them...the nurse needs to make a quick decision what to do to help the patient."

The head of the nursing department (DN) commented that in the Thai curriculum, reading and writing were focused in all educational levels while speaking and listening seemed to be neglected. From her view, oral communication skills were less practiced by nursing students. As such, when they worked as registered nurses, many seemed to have inadequate oral communication skills in English. She further mentioned that she hoped that frontline nurses in her hospital would have more opportunities to "practice English speaking skills, improve pronunciation, and know how to deal with word choices".

As for the head nurse (HN1), based on her own experience she also felt that speaking and listening skills were the most important for frontline nurses. As she put it:

> "These two skills (speaking and listening) are the most important on the frontline. Actually, all four English skills are important, but

frontline services require speaking and listening the most…for reading and writing, frontline nursing staff rarely use these two skills."

Another head nurse (HN2) shared a similar view with HN1. She believed that reading and writing skills were not likely to be problematic to frontline nurses, but "if we want to have a conversation with international patients, we need to improve our speaking and listening skills." Like HN1, she mentioned that nurses working in different positions and departments needed different language skills. The frontline nurses in the out-patient department, from her experience, had most frequent encounters with international patients, thus making them require good oral communication skills. HN2 also emphasized that oral communication skills were most urgent as the nurses were working in a fast-paced context, and they needed to improve these skills so that they could work effectively.

The two frontline nurses (FN1 & FN2) also corroborated HN1' and HN2' accounts of oral communication skills as the most and urgent skills for frontline services. FN1 said that oral communication skills were necessary for them, and the nurses needs particular improvements in terms of "pronunciation, stress and intonation…from my experience, the (foreign) patients couldn't understand ways in which Thai people (nurses) speak English". She subsequently recommended that the nurses learn, for example, "how to pronounce more clearly so that they (patients) can understand us". FN2 asserted that "if frontline nurses have poor listening skills, they can't understand international patients and this may lead to communication breakdown or miscommunication of information…and this would affect the medical services". Like other participants, she held the belief that oral communication skills were of prim concerns among the frontline nurses in her hospital, and that all had urgent needs for improving these skills.

4.3 Frontline nurses and contextualized oral communication needs

The participants reported that they had observed an increase in the number of international patients over the years in hospitals in Thailand, particularly in private hospitals. With gradually shifting demographics of international patients in Thailand, frontline nurses were expected to be well equipped with oral communication skills. The participants pointed out one interesting aspect of frontline nurses' oral communication skills that the nurses' skills varied from hospital to hospital. For example, the consultant of the nursing department (CN) said that based on her experience working in public and private hospitals, she found that private hospitals, particular those serving as medical hubs in business areas, recruited frontline nurses with high oral communication skills. She further elaborated that the administrative team of the private hospital usually issued a policy regarding the required level of English oral communication skills as well as offering English language training to the nurses. As she put it, "nurses in leading private hospitals need to take ta test (English proficient test), and those who meet the expected level will be provided with monetary incentives”. This policy motivated the frontline nurses, as she believed, to improve their English.

The two head nurses (HN1 & HN2) and the frontline nurses (FN1 & FN2) also agreed with CN in that the level of English oral communication skills of frontline nurses in large private hospitals was higher than that of their counterparts in public hospitals. This is because, as the HN1 stated, “in leading private hospitals in Thailand, most frontline nurses can communicate effectively in English. Some hospitals also hire interpreters to help the nurses. And about 80% of the patients are foreigners, so the nurses are expected to be able to communicate with them”. FN2 expressed her opinion that large private hospitals could attract more international patients due to their proactive marketing strategies, so the hospitals required frontline nurses with good command of English to deal with international patients.

With seemingly different levels of oral communication skills based on the working context, those working in a public hospital seemed to encounter more challenges in communicating in English with international patients. According to CN, a public hospital did not seem to have a clear strategic plan to help the nurses improve their English skills. She further elaborated that “when the frontline nurse can’t communicate in English with the patient, she may resort to medical doctors or other staff members. Actually, she should be able to handle this”. To her, if frontline nurses, who were the first contact point, could communicate effectively with international patients, this could lead to the patients receiving prompt and satisfactory services. HN1and HN2 also provided an example of the challenges the nurse in her department encountered. According to HN1, due to limited oral communication skills, some nurses could not explain medical procedures or instructions to the patient. To deal with such language barriers, the department prepared such protocols in a written form for the nurses to read for the patient. NH2 added that some patients made complaints of the nurse’ limited communication skills, for the patients felt that they did not receive enough information from the nurse as they had expected.

4.4 Perceptions of English language support provided to frontline nurses

The participants reported that different types of English language support provision were organized by the hospital. However, most of them felt that the support did not seem to meet the frontline nurses’ needs for their continuing professional development. They also stated that the hospital did not have a clear direction and lacked continuity in running English language support activities to facilitate and motivate frontline nurses to improve their English oral communication skills.

The consultant of the nursing department (CN) lamented that over the past five years, the hospital did not have any clear policy in helping develop nurses’ English communication skills. However, the nursing department had initiated two training programs for its staff members. Unfortunately, both training programs were not satisfactory although the nurses expressed their intention to attend the training. The major reason was that the nurses had tight schedules, so “on some busy days, many nurses couldn’t leave their patients to attend the training session. We had fixed training timetables, but the nurses just could not make it!” The director of the nursing department (DN) mentioned another activity called “Journal Club,” which was primarily aimed at improving reading and writing skills for research purposes. Both CN and DN agreed that the hospital should have a policy with a detailed work plan to help support the nurses’ oral communication needs. According to CN, “the admin team needs to realize the significance of oral communication skills and support us”. For DN, she opined that “the training scheme must be taken seriously with continuity”.

The head nurses (HN1 & HN2) and frontline nurses (FN1 & FN2) felt that the Journal Club was useful in helping them learn more vocabulary and develop reading skills. However, the activities were not geared towards oral communication skills, so they felt that frontline nurses did not have much opportunity to equip themselves with enough oral communication skills.

DN and CN voiced a similar opinion that the hospital should issue a policy to state the English language requirements for the nurses in order to encourage them to improve their English, but they were aware that this was a sensitive issue. DN compared the hospital with other established public hospitals where continuous language support, such as in-class training, speaking practice with foreigners, and self-study resources, was available, and she felt that her hospital should have these kinds of support. HN1 and HN2 also believed that CPD for frontline nurses, with particular reference to improving oral communication skills, could be made possible should the hospital have a clear CPD plan for its staff set by the administrative team. In her opinion, HN1 suggested that whenever any training was implemented, the training convener should systematically evaluate the effectiveness of the training and do follow-ups to check if the trainees could use what they had learned in real situations. HN2 further elaborated that the hospital should require all frontline nurses to attend oral communication training like what their counterparts in private hospitals did.

FN1 and FN2 reiterated that they preferred to attend training on oral communication skills, yet their tight schedule seemed to hinder their attendance. FN1 recommended that because of frontline nurses’ tight schedules, each training session may be shortened to 20 minutes and all class schedules should be given in advance. In so doing, the nurses could manage their time well in order to attend the session of their interest when they were free. FN2 voiced that the out-patient department should organize training by having frontline nurses share their concerns over challenges in communicating in English with the patient. They could then learn together how to work on the language.

5. Discussion and implications of the study

The results have suggested that possessing sound English communication skills has a significant role to play in the frontline nurse's CPD. Even though the research setting of the current study was a public hospital, the findings of this study are in line with those of previous studies (e.g. Chetsadanuwat, 2018, Kajermon, 1998, Na Ranong & Na Ranong, 2011; Waidarp, 2011) explicating that nurses, be they in public or private hospitals in Thailand, sought to improve their English communication skills as a means for their CPD.

The perspectives as reported by the participants inform English for Specific Purposes (ESP) practitioners that the frontline nurses had certain problems in engaging in oral communication with international patients, and that their perceived urgent needs were improving their oral communication skills. Previous studies (e.g. Chetsadanuwat, 2018; Sursattayawong, 2006; Tongvivat, 2008; Vertino, 2014; Waidarp, 2011) also found similar results when exploring the perceived English language needs of nurses who were non-native speakers of English. This is however different from findings from a study by Suwaroporn (1998) which revealed that English reading skills were most needed by nurses.

The results of this study raise an important issue that ESP practitioners should be aware of the contextualized needs analysis of frontline nurses. That is, Thai nurses working in different departments in Thai hospitals may not have the same urgent needs for English communication. This issue may not be taken into account in some previous studies (e.g. Chetsadanuwat, 2018; Sursattayawong, 2006; Waidarp, 2011), where nursing staff members--with different positions and from various departments--were recruited as research participants in the same study and treated as having the same needs for English skills. The results of the study have also shed lights on the differences in English oral communication skills of nurses in public and private hospitals. The results thus urge researchers to pay critical attention to the context of language use as well as the language policy of a given institution should they aim to delve into the communication needs of frontline nurses. In line with the results of a study by Lu (2018), the results of this study also advocate that frontline nurses need to use English to interact with patients and relatives, and that they need tailored English language support suitable for their work schedules so that their work performance would not be compromised.

As this study is exploratory in nature and based upon a small number of participants, the results may not be exhaustive. However, they are to a certain extent provide the researchers with insightful contextualized information useful for designing a rigorous, larger-scale research design to investigate frontline nurses' needs for English language support as part of their continuing professional development.

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An Analysis of Elements, Language Use, and Lexical Bundles in Political Apologies

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Abstract

This pilot study is an examination of elements in political apologies that have been made by leaders in ten countries with democratic political systems. It provides an analysis of language use within each element and of lexical bundles frequently appearing in the corpus of these apologies. The data were collected from 20 transcriptions of political apology speeches available online, spanning 1993 to 2019, with a corpus size 18,848 words. Blatz, Schuman, and Ross's (2009) framework was employed as a model for analyzing elements of the political apologies. The speech transcriptions were qualitatively coded to identify elements and language use within each element. To find lexical bundles, AntConc software version 3.5.8 was employed. The findings revealed that all speeches consist of the following elements: remorse, acceptance of responsibility, admission of injustice or wrongdoing, acknowledgement of harm, forbearance, offer of repair, praise for minority groups, praise for majority groups, praise for present systems, and dissociation from injustice in the present systems, but these elements were used with different frequencies. Lists of language uses under each element and lexical bundles frequently used in the corpus are provided.

Keywords: Political apologies, Lexical bundles analysis

1. Introduction

An apology in general is a verbal or written communication to acknowledge that the speaker or writer has made a mistake and wants to recover his/her previous relationship with interlocutors. However, some apologies are qualitatively different because they are not for ordinary mistakes but for more serious and sensitive issues impacting a large number of victims, especially past wrong doing. A political apology is an official apology given by a representative of a state, country, corporation, or other organized group to victims, or descendants of victims, for injustices committed by the group's officials or members (Thompson, 2005). Such serious political apologies are delivered by politicians or heads of government or organizations to admit guilt and perhaps provide reparations to victims of historical injustice.

Many researchers have studied the features of and strategies used in making apologies to find commonalities and differences both within and across cultures through the lenses of politeness, pragmatism, or speech acts (Blum-Kulka, House & Kasper,1989; Blum-Kulka & Olshtain, 1984; Cohen & Olshtain, 1983; and Matsumoto, Y., 1987). However, only a few studies such as Blatz, Schumann, and Ross (2009) in the field of psychology and Winter (2015) in political science, have focused on serious government or political apologies. The present study, therefore, is an investigation of government/ political apologies by analyzing 20 delivered by government representatives of 10 countries with democratic political systems, focusing on their elements, the language use within each element, and the lexical bundles frequently found in the entire corpus of speeches. This aim of this study is to expand understanding of government apology speeches as efforts to repair relationships with victims of injustice or their descendants.

2. Literature review

2.1 Political or government apologies

Cels (2015) distinguishes between apolitical apologies as social acts and political apologies as official acts of recognition of governmental culpability for wrongdoing. Brooks (1999) explains that an apology can be a device for political transition when a government acknowledges serious misconduct or massive violence perpetrated upon a group in society and offers its official apology publicly with the goal of reconstructing damaged relations. The purpose of such an apology is to admit mistakes, take responsibility, and minimize the pain of the victims. Many historical wrongs were acts of legitimate power by former or present governments. Thus, official apologies are normally offered by political authorities. Edmundson (2010) asserts that political authority has the power and the moral obligation to use its political legitimacy to redress injuries inflicted by the government, present or past, on groups in society.

Among studies of apology speeches (Ashy, Mercurio, & Malley-Morison. 2010; Blatz, Schuman, & Ross, 2009; DeyganDarweesh,2017; Hashim et.al.,2012; Onsenova &Simov, 2012; Shirlina,2018; Verdeja, 2010) The present study draws mainly on Blatz, Schuman, and Ross, M. (2009) and Verdeja, 2010.

Blatz et al. presented the following protocol for analyzing government apologies:

1. List political apologies with translation to English if needed.
2. Consider only governmental intended injustices.
3. Select only governmental apologies to identifiable victim group, not individual.
4. Focus on text containing expression of remorse such as regret and core elements of apology.

They found ten elements in government apology speeches: (1) remorse *(I am sorry.)*, (2) acceptance of responsibility *(It is my fault.)*, (3) admission of injustice/wrongdoing *(What I did was wrong.)*, (4) acknowledgement of harm and/or victim suffering *(I know you are upset.)*, (5) forbearance *(I will never do it again.)* , (6) offer of repair *(I will pay for the damage.)* , (7) praise for the minority group (8) praise for the majority group (9) praise for present system (10) dissociation of injustice from the present system.

Verdeja (2010) examined the use of official apology speeches for massive human rights abuses in a democratic context and argued that official apologies have to sincerely promote a positive future action to meet certain norms and acknowledge past injustices, which should include mentioning victims' suffering, violation of social norms, and urge public reflection, reframing history, assumption of responsibility, commitment, and state legitimacy.

2.2 Lexical bundles in a corpus in political discourse

A large number of written lexical bundles in either academic or business genres have been studied with different methods and approaches (Biber & Barbieri, 2007; Cortes, 2004; De Cock,1998; Hyland, 2008; Russell & Bryant, 2017; Russell & Musto, 2017), but fewer in spoken discourse although it is an important form of communication. Osenova & Simov (2012) claimed that political speeches have received much media attention and, as a form of figurative speech, can influence people's attitudes. Partington (2012) explained that political institutions such as parliament, government websites, and media are the source of political corpora such as political speeches, debates, and interviews, which researchers can use to explore multi-facet perspectives on political language. Ghaleb Rabab'ah and Ronza Abu Rumman (2015) studied lexical features of political discourse and found that political speeches employ hedging devices and modalities such as indirectness, politeness, and probability that withhold commitment and help speakers manage pragmatic functions of political discourse. DeyganDarweesh and Ali(2017) explored four-word lexical bundles in British political speech, which they justified by pointing out that four -word bundles hold three-word bundles in their structures and have greater frequency than five-word bundles. Among the four-word lexical bundles they found in political speeches were *we've got to, we' re going to, I don't want, I want us to, for the first time. in the face of, in the fight against,* and *it is right that.*

3. Method

3.1 Research questions

1.What are elements of government apology speeches and the language used within each element?

2.What are the lexical bundles used in a corpus of twenty apology speeches?

3.2 Data

Data were gathered from 20 political apology speeches retrieved online spanning the years 1993 – 2019. All were political speeches of apology given in English or translated into English, posted on trusted websites, and intended as public apologies for serious offenses such as social injustices, not for personal conflicts. To enable readers to understand the background of the data, Table 1 on the next page summarizes their content.

3.3 Analysis apology speech element framework

Based on the findings of Blatz, Schumann, and Ross, M. (2009) the following framework was used to analyze the apology speech elements (see Table 2 on the next page)

3.4 Lexical bundle analysis tool

The study employed a corpus-based approach in order to analyze lexical bundles. After a corpus of twenty apology speech transcriptions was constructed, AntConc3.5.7, a free software program developed by Anthony (2018), was used to analyze the corpus because it is one of the most reliable and widely used concordance programs to analyze lexical bundles. The researcher used the N-gram function to find lexical bundles of four or five words that appeared in three to five different texts. Four-word and five-word bundles are of interest of this study because the meaning and structure of these bundles are clear (Hyland,2007)

Table 1: Descriptions of political apology speech corpus

Year	Country	Summary of speech contents
1993	USA	US President apologized to Japanese American Internees for mistreatment
1998	UK	UK Prime Minster declared an end 800 years of enmity between England and
2000	Germany	Germany President apologized to Jews for genocide during WW II.
2002	NZ	New Zealand Prime Minister apologized for Chinese head tax immigration
2005	UK	UK Prime Minister apologized to the families for the IRA bomb attacks in
2006	Canada	Canada Prime Minister apologized to Chinese community for head tax
2008	Australia	Australia Prime Minster apologized to Australia's Indigenous for mistreatment.
2008	USA	Congress apologized to slaves for Jim Crow law during late 19th and early 20th
2010	UK	UK Prime Minister apologized UK civilians for Bloody Sunday in Jan 30, 1972.
2010	Canada	Canada Prime Minister apologized to the Inuit High Arctic for forcing
2011	Norway	Norway Prime Minister addressed victims of bombing by Norway during WW II.
2012	Norway	Norway Prime Minister apologized to Jews and Norway Jews for holocaust
2013	Canada	Canada politician apologized to people with development disabilities for
2015	Japan	Japan Prime Minister apologized to WW II victims on the 70th anniversary of
2016	Taiwan	Taiwan President apologized to indigenous people for mistreatment.
2017	Canada	Canada Prime Minister apologized to Newfoundland and Labrador students
2018	Norway	Norway Prime Minister apologized to women who had forced relationships
2018	Japan	Japan Prime Minister apologized to WW II victims on the 73rd anniversary of
2019	S. Africa	South Africa politician apologized for the oppressive apartheid government

Table 2: Analytical Framework from Blatz, Schumann, and Ross, M. (2009)

Elements	Example
Remorse	*I am sorry.*
Acceptance of responsibility	*It is my fault.*
Admission of injustice or wrong doing	*What I did was wrong.*
Acknowledgement of harm and/or victim	*I know you are upset.*
Forbearance	*I will never do it again.*
Offer of repair	*I will pay for the damage.*
Praise for minority group	
Praise for majority group	
Praise for present system	
Dissociation of injustice from present	

4. Findings

4.1 Elements and language use under each element of government apology speeches

According to the finding in Table 3 frequency of each apology element, all elements were found among those political speeches.

Table 3: Frequency of elements found in apology speeches

Speech/element	Words	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
		n	n	n	n	n	n	n	n	n	n
USA 1993	143	1	2	1		1		1			
UK 1998	2999				5		1				
German 2000	2269	1	1	2	1		1				
New Zealand	1201	2	1	6	2	1	1	3			1
UK 2005	147	2		1	4			1			
Canada 2006	828	2	2	7	6	1	2	3		1	
Australia 2008	362	5	3	1	1	1	1	1			
USA 2008	1136	1	3	2							
Australia 2009	3867	14	2	2	13	2	7				
UK 2010	1804	2	2	2	4	1				1	
Canada 2010	589	5	4	0		1		2			
Norway 2011	545	2			1						
Norway 2012	259		8		4	1					
Canada 2013	636	4	3		3	2					
Japan 2015	1662	3	1	1	3	6					1
Taiwan 2016	1942	11		6	3	1	4	3		1	
Canada 2017	1515	7	4	4	9	3	2	1		1	

Norway 2018	918	1			3				1		
Japan 2018	331	2				1				1	
South Africa	859	3	1								
Summary	24012	69	37	35	62	23	19	15	1	5	2

Notes (1) Remorse (2) Acceptance of responsibility (3) Admission of injustice/wrong doing (4) Acknowledgment of harm and or suffering (5) Forbearance (6) Offer of repair (7) Praise for minority group (8) Praise for majority group (9) Praise for present conditions (10) Disassociation of injustice from present system.

The results show that all ten elements were found among these political speeches. The most to the least frequent elements by order are (1) Remorse (n=69), (2) Acknowledgment of harm and or suffering (n=62), (3) Acceptance of responsibility (n=37), (4) Admission of injustice/wrong doing (n=35), (5) Forbearance (n=23), (6) Offer of repair (n=19), (7) Praise for minority group (n=15), (8) Praise for present conditions (n=5), (9) Disassociation of injustice from present system (n=2), and (10) Praise for majority group (n=1)

The speeches that contain the most instances of Remorse, the most frequent element across this corpus, are Australia 2009 (n=14) followed by Taiwan 2016(n=11), while the speeches that contain fewest instances of Remorse are the UK 1998 (n=0) and Norway 2012 (n=0). Under, the lowest frequent element across this corpus. The only speech that contains Praise for majority group, lowest frequency element, is Norway 2018 (n=1).

To investigate language use under each element, the researcher and co-coder listed all phrases used to express each element. In the case repetitions of phrases, all instances were tallied. Table 4 reports the top five types of phrase used to express each element.

Table 4: Language use under each element

Element	Language use
Remorse	***we*** *would like to* ***offer*** *a* ***full*** *and* ***sincere apology*** *to*
Acceptance of responsibility	***Government unjustly interned, evacuated, or relocated you and*** *the* ***government failed*** *to act on its promise to…*
Admission of injustice/wrong doing	*the* ***government*** *of (county)* ***recognize****s the* ***stigma*** *and* ***exclusion*** *experienced by*
Acknowledgement of harm and suffering	***I would*** *like to* ***acknowledg****e the* ***grief*** *of the* ***families of those killed***
Forbearance	***we must never again repeat*** *the* ***devastation*** *of* ***war***
Offer of repair	*the* ***government*** *of (country)* ***will*** *offer symbolic* ***payments to***
Praise for a	*all (****nationality****) have* ***benefitted*** *from the* ***contributions*** *of (victim/minority)*

minority group	*to **our culture and history***
Praise for a	*there is therefore **good reason** to **thank** all those **who** have enhanced our*
majority group	*knowledge of* woman and girls (victims in this speech)
Praise for present conditions	***we** have the **collective responsibility** to **build** a **countr**y based firmly on the*
Disassociation of injustice	*the **government**s which **passed** these **laws** acted in a manner which was lawful*
from present system	*actions are seen by us today as **unacceptable***

4.2 Lexical bundles used in the corpus of 20 apology speeches

Among the 14 lexical bundles identified among the 20 political speeches, *on behalf of the government,* which was found 43 times in five texts, occurred most frequently, followed by *the government of Canada,* found 13 times in three texts, and *the end of the* found eight times in three texts. In the corpus*, the rule of law, the xx th anniversary of the, all those who have, the second world war, i would like to, indigenous and non-indigenous, of the past and, on behalf of all, those who have been, as a result of, chapter in our nation* respectively and frequency and range are shown in Table 5.

Table 5: Lexical bundles in apology speeches

Rank	Frequency	Range	N-gram
1	43	5	on behalf of the government
2	13	3	the government of Canada
3	8	3	the end of the
4	8	4	the rule of law
5	6	3	the *xx* th anniversary of the
6	5	4	all those who have
7	5	3	the second world war
8	4	3	I would like to
9	4	3	indigenous and non-indigenous
10	4	3	of the past and
11	4	3	on behalf of all
12	4	3	those who have been
13	3	3	as a result of
14	3	3	chapter in our nation

Based on their contents and purposes, the lexical bundles were classified into three groups: (1) Authority: *on behalf of the government,* Rank #1; *the government of Canada,* Rank #2; *the rule of law,* Rank #4; and *on behalf of all,* Rank #11; (2) Post event and commemoration: *the end of the,* Rank #3; *the xx th anniversary of the,* Rank

#5; *the second world war,* Rank #7; *of the past and,* Rank #10; and *as a result of,* Rank #13); and (3) Victims apology and majority group: *all those have,* Rank #6; I would like to, Rank #8; indigenous and non-indigenous, Rank #9; those who have been, Rank #12; chapter in our nation, Rank #14.

5. Discussion

With regard to the frequency of the 10 elements (Table 3 above), it is noticeable that the five highest frequency elements, Remorse, Acceptance of responsibility, Admission of injustice/wrong doing, Acknowledgement of harm and Forbearance, were found in almost every speech, quite likely because apology speeches focus on victims and offenders. Al-Wuhaili (2018) explained that the offender needs to apologize when s/he has performed a harmful act for which s/he is responsible, and in political apologies, proxy for the offender is a political representative. It can be seen in the frequency rankings of lexical bundles part that politicians claim the authority to apologize on behalf of the government. Thus, elements or contents will center on victims, injustice, acknowledge of harm, and offenders.

Political apologies focus on unjust actions of government, the victims, and responsibility. Thomson (2005) explained that state apologies require both victims and wrongdoers to reach a common understanding before discussing circumstance, decide how an apology should be presented, and negotiate what should follow from the apology. Brooks (1999) and Cels (2015) suggested that the main purpose of political apology is for the government to take responsibility, admit its mistakes to the victims, and reduce suffering with an act of contrition offered by someone with the legitimate power to speak on behalf of the government. In the same token Al-Wuhaili (2018) explained that offenders needs to apologize when they have performed nefarious acts for which they are responsible and that in extending political apologies the offenders are political actors. It can be seen in the lexical bundle analysis that politicians claimed the authority to apologize on behalf of their governments. Thus, elements or contents of apologies will include victims, injustice, harm, and offenders as the aim of apology is to enable victims to regain their dignity by accepting the apology and offering reconciliation.

Although the elements *Offer of repair, Praise for minority group, Praise for majority group, Praise for present system, and Dissociation of injustice from present system* were found less frequently than other elements, they were important components that helped make apologies clearer and achieve their aims. For example, *Dissociation of injustice from present system* is important because wrongs committed in the past were often acts of legitimate power by the ruling governments of the time, making it necessary for representatives of the present government to explicitly disassociate from the previous government. Such distancing is evident in such wording as *While the governments which passed these laws … at that time…their actions are seen by us today as unacceptable* (New Zealand, 2002). Another example, *Offer of repair,* seems to be a good strategy for reconciliation even though it was not in the high-frequency group. Blatz, Schuman, and Ross (2009) explained that when a government has acknowledged past injustice, but it is too late and expensive to do anything, the government must focus on alleviating conditions in the present time by offering repair to victims, their survivors, or their descendants; for instance, the Canadian government gave the first compensation to Chinese Head Tax payers, (Head Tax is an immigration fee that was payable by each mainland Chinese wanting to migrate to Canada) in 2006 and also supported a community historical project (McRae, 2019). Moreover, Hum and Ferguson (2009, p.20) explain *that* "the very fact that the Head Tax took the form of monetary payment makes a claim for compensation in monetary terms intuitively appealing if not convincing" They also suggest that compensation must be transferred from the original violator of rights to the victim whose rights were violated. Sher (1979) suggests that compensation has to restore to the victim some level of the well-being that the victim would have without the injustice.

Praise for majority group was found only once, in Norway's apology to the girls and women who had forced sexual relationships with German soldiers during WW II. This frequency might be lowest because the majority group had not suffered pain due to such relationships, but Norway's representative thanked the members of the majority group who advised the government to acknowledge the injustice to the victims, saying, "There is therefore good reason to thank all those who have enhanced our knowledge of this group of women and girls: individuals who have had the courage to speak out, journalists, authors, politicians and researchers." At the end of the speech, the victims, as the minority group, were praised for holding the government responsible for its failure: "Thank you for helping us to understand that Norway failed to live up to its obligations as a state governed by the rule of law."

Lexical bundles were classified into three groups based on their contents and purposes: (1) Authority, (2) Post event and commemoration, and (3) Apology to victims and majority group.

1. Phrases showing authority include *on behalf of the government, the government of Canada, the rule of law*, *on behalf of all.* These phrases may have been used to emphasize the unanimity and significance of the political apology. Fasoli (2008) explained that official apologies acknowledge wrongful acts and legally sanctioned damage, so it is appropriate for them to be issued by the state. Dorrell (2009) further asserted that one purpose of the apology is to bring national closure on past injustice by demonstrating the present benevolence and compassion of the state and allowing national citizens to participate this attribution. Cárdenas, Rimé, and Arnoso (2015) found that once injured people have received an apology in the name of the government,

they have positive attitudes toward the government's willingness to set up a commission to find the facts of the injustice and pledge to avoid future violent events. Cehajic, Brown, and Castano (2008) also found a correlation between official apology and creation of a positive social climate and inter-group reconciliation. Moreover, once the *the rule of law* is claimed, it emphasizes the power and responsibility of the government to carry out legal acts.

2. Post event and commemoration include phrases such as *the end of the, the xx th anniversary of the, the second world war, of the past and, as a result of.* Political apology speeches are post events and in this study concern historical injustices. Therefore, it is imperative that speech deliverers mention the past and its outcomes because history shapes identity. Wohl, Hornsey, and Philpot (2011) pointed out that an official apology will bring popular attention to events that might otherwise be relegated to the dust bin of history and forgotten. Greenwood (2015) that acknowledging violent events and promoting reparation helps to prevent future conflict and heal the remaining open wound between victim and violator. Thus, this type of lexical bundle refers to the post-suffering period and reminds present generations to avoid similar errors. This sentiment is evident in such lexical bundles as "The end of the", suggesting that past unlawful acts never happen again. Also the phrase *the xx th anniversary of the* marks the number of years that have passed since a historical injustice and evokes attitudes of mourning. After that speakers may add the event name such as *the second world war* to emphasize the speech theme or occasion.

3. Phrases expressing apologies to victims and majority group include *those who have been, all those who have, indigenous and non-indigenous*, *chapter in our nation, I would like to*. A political apology aims to express the government's acceptance of responsibility for its failures and should mention victims' suffering and express majority and authority attitudes. As suggested in the bundle *chapter in our nation,* memories of historical wrongs belong to the whole nation and are passed down through generations to prevent repetition of wrong doing. This point is in line with Verdeja's (2010) suggestion that a political apology should mention victims' suffering (*all those who have, indigenous and non-indigenous*), violation (*those who have been*), and public reflection reframing history (*chapter in our nation)*, responsibility commitment, and state legitimacy *(I would like to).* Similarly, to Hashim (2015) suggested that politicians use commissive language in their speeches *(I would like to).*

In conclusion, the findings of this study support Brook's (1999) and Cel's (2015) assertion that the purpose of official apologies is for governments to admit and regret their mistakes, and Edmundson's (2010) observation that the lexical bundle *on behalf of government* signals official apologies made by politicians. The results of this study are also in line with Partington's (2012) suggestion that political institutions are a rich source of political linguistic corpora and DeyganDarweesh and Ali's (2017) conclusion that politicians selectively choose impressive words.

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The Use of Automatic Speech Recognition Mobile Application to Enhance Pronunciation of Suprasegmental Features and Self-Directed Learning

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Abstract

This study is conducted to investigate the effectiveness of using automatic speech recognition (ASR) mobile application in promoting pronunciation of English suprasegmental features and self-directed learning of undergraduate students. The mixed-method approach was applied to reveal multi-dimensional perspectives on the issues. Experimental research with a pretest-posttest design was used quantitatively to examine effectiveness of ASR technology on learners' pronunciation. Fifty-two participants were assigned into two groups, an experimental group and a control group. The experimental group was assigned to use ASR applications on mobile devices as self-study supplementary material. The control group was taught using traditional instruction. Qualitatively, a semi-structured interview is used to gain an insight into learners' view on using technology to enhance self-directed learning. It was found that there were statistically significant differences between the mean scores of the two groups. Additionally, a thematic analysis of the learners' perspectives revealed three themes related to self-directed learning, namely ownership of learning, management and monitoring of own learning, and extension of own learning. These provide an insight into potential of applying ASR mobile application as a tool to promote self-directed learning.

Keywords: speech recognition, self-directed learning, mobile-learning

1. Background of the Study

In the digital age, learning technologies have progressed rapidly. The learning formats are not merely limited to the classroom or to interactions between students and the instructors. Learning in the social periphery of information can be done anytime and anywhere. The emergence of mobile learning (m-learning) offers teachers and students a more flexible approach to learning. Moreover, Thai students of English always have the problems in English pronunciation especially the suprasegmental features that do not coincide in Thai language and are considered one of the most difficult issues of speaking problem. The students are generally hesitant about using English intonation patterns. Their intonation, therefore, tends to be flat and unvaried. However, since supra-segmental features can be learned, to overcome such English pronunciation problems, they need to practice them directly from the native English speakers or from any other effective means which the positive outcomes could be yielded. Therefore, researchers are interested in applying m-learning to enhance English pronunciation instruction and to promote self-directed learning (SDL), a vital strategy for lifelong-learning.

2. Objectives

The objectives of this study are as follows:

1. To examine the effects of automatic speech recognition mobile application on learners' pronunciation of suprasegmental features.
2. To investigate the potential of using mobile automatic speech recognition applications to promote self-directed learning.

3. Hypothesis

1. The use of mobile automatic speech recognition mobile applications can improve EFL learners' pronunciation performance of suprasegmental features.
2. Mobile automatic speech recognition applications can promote learners' self-directed learning.

4. Methodology

4.1 Participants

A total of 52 third and fourth-year university students were randomized to participate into this study. They were separated into two groups, a control and an experimental group. The control group consisted of 26 subjects, and the experimental group was composed of 26 subjects. Furthermore, to ensure that the groups could be considered equal from the outset of the research, only English major students were recruited for this study.

4.2 Procedures

This research investigates the effects of ASR mobile applications on the pronunciation performance of language learners and on self-directed learning. Mixed methods are applied to provide a multi-dimensional perspectives of the issues. The goal of this type of research is to explore and describe the phenomenon being investigated in rich detail (Ivankova, Creswell, & Stick, 2006), contributing to a complete understanding of the research problem (Creswell, 2008). In the present study, an experimental design was used quantitatively to examine the effectiveness of ASR technology on learners' pronunciation. Qualitatively, semi-structured interviews were used to gain an insight into the learners' views on using technology to enhance self-directed learning. The interview questions were set from the pre-determined framework of self-directed learning domain entailed with three notions as follows:

1) ownership of learning - focusing on articulation of learning gaps, setting learning goals and identifying learning tasks;

2) management and monitoring of own learning - indicating the workload and time management and using feedback to improve work;

3) extension of own learning – referring to applying learning in new contexts and learning beyond the curriculum.

The study was conducted over a period of two months. The control and experimental classes followed the same schedule, which consisted of 16 sessions. Both groups used the same course textbook, based on a four-skill approach. Students in both the control and experimental groups completed the textbook activities as directed by the instructor. However, after each session, those in the experimental group were encouraged to practice their pronunciation by using the mobile application as self-directed supplementary material outside the classroom.

The pronunciation exercises that the experimental group practiced on their mobile devices were relevant to the content they learned in the textbook. The pronunciation exercises consisted of three parts 1) listening to model sentences pronounced by native speakers of English 2) recording students' pronunciation, and 3) studying the feedback provided by the application.

Prior to the experiment each student took a pronunciation pre-test that was composed of 50 polar and non-polar questions. The questions were randomly selected from the exercises in the mobile application. Students' pronunciation was recorded for further analysis. After the last session, students were given the pronunciation post-test which was equivalent to the pre-test. The students' pronunciation was saved in .wav format and the intonation was analyzed by using the Praat Phonetic program (Figure 1).

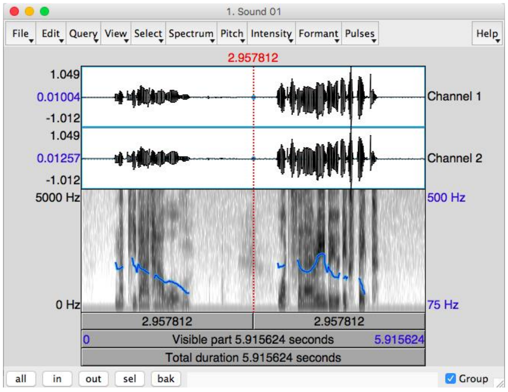

Figure 1: Application of Praat to analyse learners' pronunciation

As the data were not normally distributed, the test results were then analyzed using non-parametric Mann–Whitney tests. Following the treatment sessions, semi-structured interviews were given to the experimental groups. All of the questions and answers were given in the students' L1 to ensure that there were no issues of misunderstanding obstructing their responses.

5. Results

5.1 The comparison of the two groups' pretest scores

On the Mann–Whitney test performed on the scores from the pretest the significance score for equality of means is 0.283. At this point the null hypothesis, that there is no significant difference between the control and experimental groups, cannot be rejected as evidenced in Table 1.

Table 1: Mann-Whitney results for the pretest scores

	N	Mean	SD	P-value (Sig)
Control group	26	33.23	4.23	0.283
Experimental group	26	32.34	4.09	

As illustrated in Table 1, the control group's mean score was 33.23 and the experimental group's mean score was 32.4. The significance score of 0.283 was bigger than the alpha level set at 0.05. It can be interpreted that the pronunciation performance prior to the treatment of the two groups were not different.

5.2 The comparison of the two groups' posttest scores

The Mann–Whitney test performed on the data from the posttest of both the control and the experimental groups produced a two-tailed significance score for equality of means of 0.000.

Table 2: Mann-Whitney results for the posttest scores

	N	Mean	SD	P-value (Sig)
Control group	26	34.57	3.96	0.000
Experimental group	26	39.92	3.56	

As illustrated in Table 2, the control group's posttest mean score was 34.57 and the experimental group's posttest mean score was 39.92. At this point the significance score of 0.000 is below the alpha level of 0.05 and therefore a significant difference between the two groups has emerged. This indicates that on average the use of ASR application appears to have improved scores noticeably in the experimental group.

5.3 ASR application and promotion of self-directed learning

Three themes related to self-directed learning have emerged, namely ownership of learning, management and monitoring of own learning, and extension of own learning.

Ownership of Learning

As a part of this theme, *articulation of learning gaps,* the use of ASR application helps the learners to identify their pronunciation problem. Listening to model sentences, the learners can learn accurate pronunciation in both segmental and suprasegmental levels. The another key factor is concerned with the grading system of the ASR application. The learners' pronunciation is compared to acoustic model of a native speaker and then a grade is assigned to evaluate the learners' performance. Through this system, the learners can learn what they can do best and what needs further improvement.

The second aspect is *goal setting*. It refers to whether the learners establish their learning objective prior to the use of ASR application. For the majority of the learners, the primary goal includes specific linguistic competence such as accurate segmental and suprasegmental pronunciation that are crucial in development of communicative competence. In addition, it is considered a form of positive reinforcement for language learning. Learners are encouraged and motivated to develop their language skills not only monitoring their weaknesses but also progressing their strength.

The third aspect is *task identification* which enables learners to select tasks to achieve their goals. Task selection in ASR application encourages the learners' interest in learning. Higher motivation and better learning outcomes are reported when learning is associated to learners' social experience, prior background, and relationship between linguistic functions and real word contexts. These findings are in line with the Knowles's theory of adult education indicating that adult learners can accomplish in the situations where they are highly motivated and can engage in the whole process of learning on their own such as setting the priorities and selecting the appropriate materials, content, and also the practical methods (Manning, 2007).

Management and Monitoring of Own Learning

In the first aspect, the m-learning allows learners to organize and manage their own learning. They are totally in control of self-managed learning and can take full responsibility for decisions about what and how much to the extent of their desire to learn, as well as when and where they wish to learn. This freedom can contribute to the effective workload and time management. The learners are not only positive to the learning schedule and the locations that they can fully control, but also feel optimistic with the learning strategies they obtain via the mobile device.

The second aspect in this theme is *using the feedback to improve work*. This concept can be defined as the self-monitoring from the feedback of the ASR application. Self-monitoring focuses on both cognitive and metacognitive perspectives of pedagogy, which are internally incentive to the learners. Cognitive processes (e.g., thinking, defining the information, and integrating new knowledge into existing knowledge structure) are necessary in all learning processes. Metacognition refers learner's ability to reflect on their learning (Chee et al., 2011). Different strategies are planned and applied to obtain the best results. Along the way of their learning, they monitor their progress and critically reflect on the degree to which their current approach is working so that they can adjust and restart they cycle as needed to achieve their leaning goals. The learners' confidence levels substantially increased after they found the suitable methods for their own learning.

Extension of Own Learning

ASR application offers language used in various authentic business exchanges. This allows learners to apply knowledge gained from mobile learning to similar and new situations. One factor that influences knowledge transfer among learners is whether they have learned something they understand or whether they have simply memorized words or sentences. Learning with understanding includes grasping with principles and ideas and drawing connections between contexts. Learners are asked to produce language by speaking and recording their utterances. This allows them to apply what they have learned to novel contexts. That is to say, interactive tasks in ASR application can promote learning and knowledge transfer to the new contexts.

As for the aspect of learning beyond the curriculum, the learners employ the knowledge and skills they have obtained to learn beyond the curriculum contents. It is regarded as the empirically behavioral indicators point to learners' ultimate control over their own learning experience (Chee et al., 2011). Self-directed learning has become a vital basis for 21st century learners since it can contribute to the lifelong learning of which the key idea is individuals must be in a position to keep learning throughout their lives. Self-directed learning contributes learners to connect their learning experiences with learning in new contexts and extend to learning beyond the prescribed curriculum. Not only the accurate pronunciation skills are reinforced, more technical vocabulary, and more advanced sentence structures are recognized. Learning continuum can be ultimately strengthened by concrete actions, and also the application of new knowledge to solving problems in the new contexts.

6. Discussion and Conclusion

In response to the first hypothesis, it was found that the use of ASR applications on a mobile device may have resulted in more improvement of pronunciation performance than a traditional instructional approach. Statistical analysis revealed a significant difference between the control and experimental groups following the post-test, with the experimental group scoring higher (means of 39.92 versus 34.57 for the control group). This may possibly be due to the fact that learners in the experimental group used ASR applications.

Mobile devices could revisit the material at will, without the need for an instructor, and hence provided opportunities for much more practice of the daily target forms during the two-month session. Learners in the experimental group were also able to check the accuracy of their pronunciation by themselves, and could access the application multiple times. These two factors may have contributed to the higher scores achieved by the experimental group.

With the control group, the instruction and the practice of the target forms were conducted solely in a classroom. The instructor monitored the whole class and checked whether learners completed the activities in the textbook. This approach may have been limited, as it was not possible to provide feedback to individual learners. Although the control group's scores increased in the post-test, they were significantly lower than that of the experimental group, possibly due to the lack of both sufficient self-directed practice outside the classroom and meaningful feedback.

From the findings, learners in the experimental group obviously develop a sense of ownership of learning through ASR application. They personally set their learning goals such as to get all "A" grades or to speak like a native speaker. They also exploited their own abilities to initiate the learning methods via the use of ASR application to achieve those goals. Through the self-directed-learning, they were developing personal knowledge and skills to overcome any challenges concerning the pronunciation they found successfully. These results are in accordance with Gibbons' (2002) concept of ownership of learning. He emphasizes the necessity of establishing the ownership of learning as it will motivate a learner to accomplish a learning goal and persevere in the learning process. The learners reported that learning through ASR application contributes them in unraveling their pronunciation problems. In addition, learners are aware of the importance of ASR technology for pronunciation improvement. They regard it as an effective tool to facilitate them in acquiring the accurate pronunciation in English, and it is also advantageous technology for learners who do not possess phonetics background. Grading system and model pronunciation by a native speaker are vital keys to assist learners to articulate their pronunciation problems. Through the application, the learners can completely direct their own learning, and this will lead them to notice the consequences of their thought and actions what they can do best and what they need to improve.

The goal setting is another important aspect for self-directed learners. In this study, it is clearly seen that learners established their own learning objective prior to the use of ASR application. They considered what they desire to achieve first, and then committed to it. From the interviews, the aim of improving accuracy of word pronunciation, sentence intonation and having native-like pronunciation gradually encourage learners to challenge themselves to reach their ultimate goals. It also advocates learners to develop their language skills. They can simply indicate their weaker points and then take precautions accordingly in a better direction. They realize that correct pronunciation with appropriate intonation is essential in interpersonal communication as these can convey the mutual comprehension of interlocutors and it can lead to self-confidence which is another important area in communication.

In terms of task identification, it was found that learners can opt for suitable tasks to achieve their goals in learning. Wang (2010) states that autonomous learners should be capable of making decisions about what is to be learned, as well as how and when to learn it. This idea is supported from the findings. It was found that most of the learners in the experimental group have different strategies in selecting the topics to be learned. They designed their learning sequences mainly to facilitate their learning. Some learners arranged the sequence of tasks based on familiarity, while some of them sequenced the tasks from prior social experiences. Variety of topics and a non-linear property of mobile language learning application are two vital attributes advocating to self-efficacy in task identification. Learners can choose the desire lessons independently. Moreover, the application also provides task difficulty in different levels. This can substantially respond to individual differences among learners. don't have to worry about learning something they don't want to or even something too hard to understand.

Management and monitoring of own learning is also featured in this study. It was found that all of the learners in the experimental group could manage their own workload and time, and also exploited the feedback they obtained from the application to improve their learning performance efficiently. They all agreed that the m-learning through ASR application is very appropriate with their busy schedule and learning life-styles since mobile device is portable and easy to engage. Thus, it can make learning possible anytime and anywhere they desire even outside the classroom. The ability to choose their own practical time to learn can highly motivate them to focus on their entire process of learning. A small break before the next class, free time during lunch break and free time in the evening are the most chosen timing to learn via the application. Some learners also reviewed that ASR application fosters them to spend time worthily. This result is in accordance with Benson & Voller (1997; cited in Çakici, 2015) stating that effective time management is one of the key strategies the learners are expected to consider and carefully plan. The learners are able to gain knowledge substantially if they have the right to determine the direction of their own learning. The liberation can contribute to the effective workload and time management. The learners are not only positive to the chosen learning schedule and the locations that they can fully control, but also feel optimistic with the learning strategies they acquire via the mobile application.

Nevertheless, self-directed online learning can cause certain difficulties among the learners. While they are capable of learning at their own paces and proactively putting great attempt in yielding the best outcomes, some learners are striving over the unpleasant outcomes. They feel unsatisfied when they consistently obtained the grades lower than what they anticipated. This can lead to discouragement and the lack of motivation.

Extension of own learning is one of the most crucial factors making self-directed learning observable and concrete. It was found that learners in the experimental group can proactively apply what they acquired via the ASR application in the new context and learn beyond the curriculum. From the findings, learners transfer what they have learned in ASR application to another circumstance. Theoretically, second language learners can better apply learned language skills in real life situations if they practice these skills in physically authentic contexts. Therefore, mobile devices can provide this contextual learning. It allows learners to apply knowledge acquired from mobile learning to similar and novel situations. Knowledge transfer among learners is whether they have learned something they understand or whether they have simply memorized words or sentences. Some learners reported that if the sentences they learned in the applications are commonly used in real life situations, they could easily employ them in communication or use the core structure and change only some words to fit the situation. The interactive task features in ASR application can promote learning and knowledge transfer to the new contexts.

As for learning beyond the curriculum, learners were inquired of how they would employ the knowledge and skills they have obtained to learn beyond the curriculum contents. All participants revealed the concrete visions of how to exploit what they acquired from learning through application positively. They reported that ASR application makes them realize of how to articulate the segmental and supra-segmental in English more accurately. This can be implied that they will be aware of correctness when articulating English in both lexical and sentence levels. Apart from observing the usage of English in the phonetic level, learners also recognize the semantic, syntactical and pragmatic contexts of the language. The technical terms used in the business communication and more advanced sentence structures are also recognized. They consider the new vocabularies and language patterns learned from the application as an extensive tool for communication that can be utilized in the daily life and future careers. This finding reflects the notion of lifelong learning of which the key idea is individuals must be in a position to keep learning throughout their lives.

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Metacognitive Awareness in Reading English Language Text: A Perspective from the EFL Undergraduate Students in Thailand

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Abstract

Recent research on reading achievement in English asserts that metacognitive awareness is important driving forces for learning. This study sought to examine the metacognitive strategies and perceive use of reading strategies of one hundred thirty-four student-teachers majoring in English language in one public university in Thailand while reading Academic Texts for Teachers (ATT). The methods used to collect the data were modified questionnaire and focus group discussions. In the questionnaire data, finding shows that students had different metacognitive strategies in reading English language text; particularly most of the respondents demonstrated the frequent used of Global Reading Strategies (GRS) against Problem Solve Strategies (PSS). Some issues and challenges that they noted included unfamiliarity of words in the text, lack of phonemic awareness, lack of linguistic awareness, and anxiety towards classmates and teachers. The interpretation of these findings, their implications for English teaching and learning, and future lines of research are discussed.

Keywords: metacognitive strategies; reading; perception; text

1. Background of the study

Reading is a complex process including a combination of psycholinguistic, cognitive, and perceptual abilities in understanding every single word in the text (Warmington & Hulme, 2012; Apel et al., 2013). It is widely accepted that the three key themes of reading are fluency (involves time or speed), comprehension (conceptual interaction), and accuracy (involves phonological and orthographic processing). Paris and colleagues (2016) in their handbook about the development of Strategic Readers, highlight that expert readers use rapid decoding a large vocabularies in the text, however, novice reader focus only on decoding single words resulting to failure in reading for different texts or purposes. This may deliver to the fact that reading is a continuous process of gaining input from the text. In this process, novice reader constantly from hypotheses, test predictions and uses their knowledge of vocabulary and language to construct meaning base on the text or materials they read. However, it is not merely reading and decoding words from the text, rather a multi task, where learners need to understand and comprehend of they are reading. Carretti and De Beni (2006) argued that reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the reader had and this follows by construction and elaboration of a mental representation. Thus, reading comprehension is an interactive process that takes place between a reader and a text (Rumelhart, 1994); during this interaction, the reader brings variable levels of experiences and skills which include language skills, cognitive resources and world knowledge.

Despite the consensus on the significance of metacognitive awareness in reading skill, there are limited studies on this issue and the studies, investigating metacognitive awareness with different population at different proficiency levels, particularly in EFL classroom (English as foreign language), where English in not medium of instruction. Considering this need, the present paper was designed to investigate the university students majoring English language's metacognitive awareness of reading strategies they use while reading academic texts, particularly teachers' academic texts. (E.g. teaching principles, pedagogy). Through this study, it was attempted to gain more insights about how readers use their resources for cognitive awareness in reading. With the findings of this study, it is hoped that other teachers, scholars, and researchers could further study on the learner's awareness of the reading process.

2. Literature Review

2.1. Reader's Metacognitive Awareness

Earlier work in reading research in L1 and L2 metacognitive awareness of every individual's cognitive ability and motivational process while reading academic text has received considerable interest (see Alhaqbani & Riazi, 2012; Ahmadi et al., 2013; Yüksel & Yüksel, 2012; Takallou, 2011). Takallou (2011) reading strategies and metacognitive awareness can "reveal about the way readers manage their interactions with written text".... " how these strategies are related to reading comprehension" (p. 246), which entails " knowledge of strategies for processing texts, the ability to monitor comprehension and the ability to adjust strategies as needed"(Auerbach & Paxton, 1997: 240-241). It is thought that such monitoring, evaluation, and awareness processes are often referred as metacognition. A considerable amount of literature has been published on metacognition. These studies have been using different terms or words such as metacognitive genre (Negretti & Kuteeva, 2011), metacognitive system (Zhang,2010), metacognitive instruction (Wichadee, 2011), metacognitive awareness (Yüksel & Yüksel, 2012), and metacognitive strategies (Karbalaei, 2010). More recent attention has focused on the provision of the use of reading strategies from reading to academic reading. It has been commonly assumed that academic reading requires critical thinking and deep understanding towards the text. Aghaie and Zhang (2012), for instance, explored the impact of explicit teaching of reading strategies on English-as-a-foreign-language (EFL) students' reading performance in Iran. Findings revealed that Iranian learners showed that strategy instruction contributed to autonomous reading behaviors. In the same vein, Karbalaei (2010), investigated whether there are any significant differences between EFL and ESL readers (96 Iranians and 93 Indians) in metacognitive reading strategies when they are reading academic texts in English. The result of this study indicated that the subjects in both groups reported a similar pattern of strategy awareness while reading academic texts although the two student groups had been schooled in significantly different socio-cultural environments. In brief, much of the research about metacognition in L2 reading strategies highlighted that learner (reader) metacognitive awareness are related positively to their success in L2 reading comprehension and performance and that both reading proficiency and L2 overall proficiency are connected to readers (see Nash-Ditzel, 2010; Ahmadi et al., 2013; Pressley et al., 2013). Together, these studies outline that more proficient readers tend to have better ability of their metacognitive system than poor readers (Lai, 20122). Thus, it is crucial for L2 readers to be aware of how they employ planning, regulating, monitoring, evaluating during their reading process. Considering this significance of metacognitive awareness of reading strategies for reading performance the present study was designed to determine the Thai undergraduate students majoring in English language metacognitive awareness of Academic Texts for Teachers (ATT). Firstly it was attempted to define the participants reading strategies used in academic reading and to determine the frequency of these strategy use so that the student's profile of metacognitive awareness of these reading strategies could be described. The research question addressing this aim is;

1. What is Thai EFL students' metacognitive awareness of Academic Texts for Teachers (ATT) reading strategies?

3. Methodology

3.1. Participants

The participants in this study were 134 Thai student-teachers majoring in English language. All participants were ages to 15-24, Thai as their mother language, and English as foreign language. The participant students have had compulsory English for teacher's courses, and they have been trained on effective reading strategies during their university education, as they are required to read conceptual and theoretical related to teaching.

3.2. Instruments

In the study, in order to determine the participants metacognitive awareness of reading strategies used in Academic Texts for Teachers (ATT), the survey of reading strategies (SORS) by Mokhtari and Sheorey (2002). ATT was selected for this study mainly because the participants are often required to read books or articles related to teacher education courses. The SORS was validated (Cronbach's alpha=0,93), indicating reasonably dependable measure of students' metacognitive awareness. It consists of 30 items, each of which uses a five-point Likert scale ranging from 1 ("never do this") to 5 ("I always do this"). Students are asked to read each statement and click the number that applied to them, indicating the frequency with which they use the reading strategy in the statement. The questionnaire was floated using Google form (https://docs.google.com/forms/d/1SvKJNqjNOkBkeLp-WmnbF8YCPF35BELq32qUaIWB-bE/edit?usp=drive_web) to prevent any cause and delays during the study. Thus, it is considered that the higher the number is, the more frequent the perceived use of the strategy becomes. In the survey questionnaire, there are three categories being measured such as, global reading strategies, problem solving strategies, and support strategies. These categories correspond with different items, namely, 14 items for global reading strategies (GRS), problem-solving strategies (PROB) with 7 items, and support strategies (SUP) compose of 9 items.

3.3. Data Analysis

In data analysis, SPSS 15.0 was used to apply descriptive statistical procedures. The mean values, standard deviation values and percentages were obtained to discuss overall use of reading strategy, and use of each strategy category, lastly, the most frequent and least frequent strategies

4. Result(s)

To interpret the results, the range intervals indicating the frequency of strategy use from Always to Never were calculated for the data collection instrument (SORS).

Table 1 Over all use of reading strategies

	Items	Mean	Description
GLOB	1. I have a purpose in mind when I read	3.44	I sometimes do this
SUP	2. I take notes while reading to help me understand what I read	2.39	I do this only occasionally'
GLOB	3. I think about what I know to help me understand what I read	3.13	I sometimes do this'
GLOB	4. I take an overall view of the text to see what it is about before reading it	3.29	I sometimes do this'
SUP	5. When text becomes difficult, I read aloud to help me understand what I read.	3.29	I sometimes do this'
GLOB	6. I think about whether the content of the text fits my reading purpose	3.60	I usually do this
PROB	7. I read slowly and carefully to make sure I understand what I am reading	2.99	I sometimes do this'
GLOB	8. I review the text first by noting its characteristics like length and organization.	3.43	I sometimes do this'
PROB	9. L try to get back on track when I lose concentration	3.8	I usually do this
SUP	10. I underline or circle information in the text to help me remember it.	3.20	I sometimes do this'
GLOB	11. I adjust my reading speed according to what I am reading.	3.25	I sometimes do this'
GLOB	12. When reading, I decide what to read closely and what to ignore	3.67	I usually do this
SUP	13. I use reference materials (e.g., a dictionary) to help me understand what I read.	3.30	I sometimes do this'
PROB	14. When text becomes difficult, I pay closer attention to what | am reading	3.37	I sometimes do this'
GLOB	15. I use tables, figures, and pictures in text to increase my understanding	3.26	I sometimes do this'

PROB	16. I stop from time to time and think about what I am reading	3.44	I sometimes do this’
GLOB	17. I use context clues to help me better understand what I am reading	3.33	I sometimes do this’
SUP	18. I paraphrase (restate ideas in my own words) to better understand what I read.	3.52	I usually do this
PROB	19. I try to picture or visualize information to help remember what I read	3.31	I sometimes do this’
GLOB	20. l use typographical features like bold face and italics to identify key information	3.17	I sometimes do this’
GLOB	21. I critically analyze and evaluate the information presented in the text.	3.24	I sometimes do this’
SUP	22. I go back and forth in the text to find relationships among ideas in it	3.60	I usually do this
GLOB	23. I check my understanding when I come across new information	3.60	I usually do this
GLOB	24. I try to guess what the content of the text is about when I read	3.61	I usually do this
PROB	25. When text becomes difficult, I re-read it to increase my understanding	3.72	I usually do this
SUP	26. I ask myself questions I like to have answered in the text.	3.32	I usually do this
GLOB	27. I check to see if my guesses about the text are right or wrong.	3.5	I usually do this
PROB	28. When read, I guess the meaning of unknown words or phrases	3.5	I usually do this
SUP	29. When reading, I translate from English into my native language	3.62	I usually do this
SUP	30. When reading, I think about information in both English and my mother tongue.	3.51	I usually do this

The table 1 presents the categories of each strategies, global reading category, for instance, learners perceived that they are sometime reading academic text purposively (M=3.44). As can be seen from the table above, participants think about what they know to help them understand what they are reading (M=3.13). Hence, before reading the text, the participants reported that they sometimes do in taking an overall view of the text to see what it is about before reading it (M= 3.29), while in this process, they usually think about whether the content of the text fits they reading purpose (M=3.60). They also reported that they sometimes review the text first by noting its characteristics like length and organization (M=3.43). When reading, they usually decide what to read closely and what to ignore (M=3.67). In terms of understanding, participants sometime use tables, figures, and pictures in text to increase their understanding (M=3.26), sometimes use context clues to help them better understand what they are reading (M=3.33), use typographical features like bold face and italics to identify key information (M= 3.17), critically analyze and evaluate the information presented in the text (M=3.24). At the end of the reading stage, participants usually check to see if their guesses about the text are right or wrong (M=3.5).

While in problem solving strategy, it is apparent from this table 1 that participants sometime read slowly and carefully to make sure they understand what they are reading. However, they reported that they usually try to get back on track when they lose concentration (M=3.8). The findings also show that participants sometimes pay closer attention to what they are reading when the text becomes difficult (M=3.37). This is evident to their answer that they sometime try to picture or visualize information to help them remember what they read (M= 3.31). Hence, they reported that they usually re-read the text to increase their understanding if the text is difficult (M= 72). Furthermore, they also reported that they usually do guessing the meaning of unknown words and phrase (M=3.5).

Table 2 Categories of reading strategies

Item	Mean	Description
Global reading	3	I sometimes do this
problem-solving strategies	3	I sometimes do this
support strategies	2	I do this only occasionally

Table 2 presents the result obtained from the SORS, it was noted Global reading and problem-solving strategies are tied in the survey. Both categories gained [M=3, sometimes do], which means that learners are either using this strategy or not.

As it shows from the table 2, support strategy in reading academic text is less significant compare to the two categories. Findings also shows that they take notes while reading to help them understand what they are reading occasionally (M=29). They also reported that they sometime they read aloud to help them understand what they read when text becomes difficult (M-29), underline or circle information in the text to help them remember it (M=3.20). However, the table shows that participants usually go back and forth in the text to find relationships among ideas in it (M=3.60), ask themselves questions they like to have answered in the text (m=3.32), and translate from English into their native language (M=3.62).

Finally, the data shows that global reading and problem-solving strategies were the frequent strategy employed by the learners. This may explain that ATT is quite theoretical in nature, so learners may utilize these two strategies to understand the context of the text. In contrary to support strategies, it was revealed in the data that learners do this strategy occasionally. This may inform us that some ATT in teacher education is quite difficult to understand, whereas participants need support to understand the content of the text.

5. Discussion and conclusion

This study was designed to determine Thai EFL University students majoring in English language metacognitive awareness of reading strategies applied during Academic Texts for Teachers (ATT) reading. The results indicated that they usually employed Global reading (M=3) and problem-solving strategies (M=3). A possible explanation for this might be that the participants in this study are all English major students; where there are huge of reading materials that they have to read such as phonology, syntax, and language acquisition, among others. These results were consistent to the study of Mokhtari and Reichard (2002), whey they study the metacognitive awareness of reading strategies of students on Oklahoman. Findings revealed that the three readings strategies were significant in each other. Furthermore, the findings indicating predominant use of problem-solving strategies in the present study was consistent with Mokhtari and Reichard (2004) and Sheorey and Mokhtari (2001) that problem-solving strategies were mostly used by non-native readers since these strategies were critical for comprehension. Particularly, the strategies like “rereading for better understanding”, “adjusting reading rate” and “paying close attention to reading” were some of the strategies that the participants mostly preferred to use when they encountered any comprehension problems during academic reading. The interpretation of these findings, their implications for English teaching and learning, and future lines of research are discussed.

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Scaffolding Students' Critical Reading Ability Through Appraisal Theory

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Abstract

Despite the fact that all students are encouraged to be able to read critically to advance in their academic performance and future careers, several researchers have confirmed that Thai EFL undergraduate students still possess low critical reading ability. In view of this, this study focused on how critical reading ability could be enhanced. White's (1998) and Martin and Rose's (2007) Appraisal Theory was employed as an analytical tool in exploring the differences in stances expressed in American and Chinese business-related articles from a well-known magazine. The participants were one exemplary teacher and thirty-four students of Business English Major at an international university in Thailand. Since Appraisal Theory was a new concept to the students, scaffolding instruction was then employed into teaching to facilitate their ability to build on prior knowledge while gradually internalizing new information. Classroom observation was conducted, and several instruments were employed. The results revealed that social interaction and collaboration played a vital role in helping the students construct an understanding of the required knowledge. It also offered how scaffolding instruction could be applied in order to enhance the students' critical reading ability, as well as substantiated the idea that discourse analysis should be incorporated into teaching because students' ability to analyze the language in context is very crucial in critical reading.

Keywords: Appraisal Theory, Critical Reading Ability, Scaffolding Instruction, Gradual Release of Responsibility

1. Background of the study

Reading comprehension does not only require the ability to understand and/or gain the meaning of what has been read, but also the ability to extract and construct the meaning through the writer/author's intention in writing, and an awareness of whether the texts are neutral or embedded with any bias and/or ideologies (Grabe, 2009; Bednarek & Caple, 2017).

To be able to do so, critical reading ability is one of the most desirable skills for all learners since it is the highest level of reading skill, used to analyze and evaluate information before making final conclusion. Based on several research on critical reading ability (Ueai-Chimplee, 2007; Haromi, 2014; Manarin, Carey, Rathburn & Ryland, 2015), to be able to read critically requires such features as an effort to reveal the assumptions the author has in order to produce such a text; a reliable and valid appraisal (or theoretical explanation) of the author's intention; and an assessment of the neutrality of the text. From this perspective, awareness of linguistic choices and discourse analysis are essential in language learning and teaching (Cook, 1989; Nunan, 1993).

Since ideologies, viewpoints or even attitudes can be represented through the use of media, it is then not unusual that a news report is value-laden and ideologically determined to influence audience's beliefs (White, 2006). That is to say, there are substantial variation in rhetorical functionality according to differences in intended audience, medium and subject matter. Therefore, the key aspect of this ideological functionality is evaluation – the text's positioning of its audience to take either positive or negative views. Among several CDA approaches, Appraisal Theory appears to be appropriate to be employed in this study which focuses on news articles.

Appraisal Theory is based on the notion of stance (i.e. the way writers or speaker encode their point of view toward what they say or write), and is employed to explore how attitudes, judgments and emotive responses are presented in text. (White, 1998; Martin & White, 2005; Martin & Rose, 2007). There are three main categories under the Theory, but this study focuses specifically on Attitudes and its sub-categories as illustrated in Figure 1.

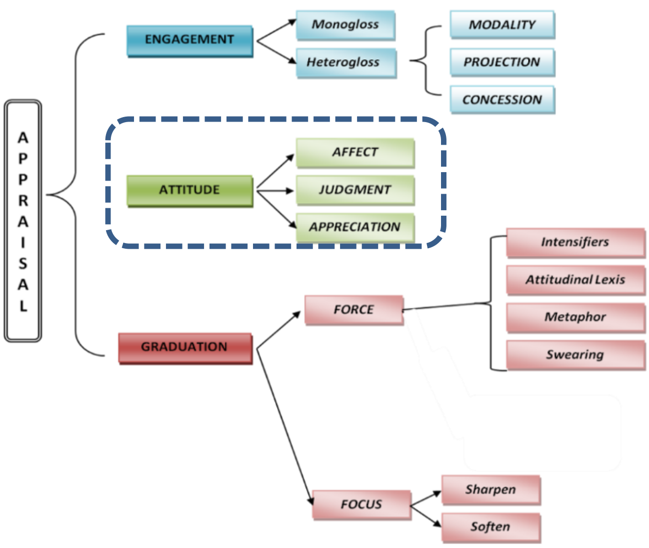

Figure 1: An overview of White's (1998) and Martin and Rose's (2007) Appraisal Theory

Since the theory is a new concept to the participants in this study, scaffolding instruction based on Fisher and Frey's (2008) stages of Gradual Release of Responsibility (GRR) is employed. The stages include direct instruction (***"I do it"***), guided instruction (***"We do it"***), collaborative practice (***"You do it together"***), and independent practice

(***"You do it by yourself"***). These stages demonstrate how the responsibility for performing the tasks is shifted intentionally from the teacher to the students.

2. Objectives

The objectives of this study are as follows:

1. To identify how Appraisal Theory can be used to scaffold students' critical reading ability in Reading in Business English
2. To investigate the effectiveness of Appraisal Theory in scaffolding students' critical reading ability in Reading in Business English.

3. Methodology

3.1 Participants

This one-group pre-test/post-test quasi-experiment with mixed-methods design was conducted with 34 Business English major students from Theodore Maria School of Arts, Assumption University, who were taking EN3240: Reading in Business English during 2/2017. Intact group sampling according to the students' enrolment was used. Most of them were in their junior year. The teaching was conducted by an exemplary teacher.

3.2 Research instruments

3.2.1 Appraisal Theory

For the text analysis, the codes, manners, examples of Attitudes, and three sub-categories were categorized. To sidestep the potential of shortcomings concerning validity of the analyzed results, the articles used in the course were tested by measuring intra- and inter-coder agreement, based on Cohen's Kappa statistics. Two coders, i.e. the researcher and another coder, were involved in detecting and evaluating Attitudes found in the context of occurrence. The analyzed results were considered valid and reliable with the intra- and inter- coder agreements of almost perfect agreement at **K** = 0.941, p = .000, and **K** = 0.842, p = .000. respectively.

3.2.2 Appraisal Theory pre- and post- tests

The researcher adopted an exercise from Foley (2011)'s Attitudinal Analysis to see whether the students could grasp the concept of Appraisal Theory. The test paper was used for both pre- and post- tests, conducted in Week 3 and Week 15, respectively. To establish the validity of the test via content validity, the test was validated by three experts, who were in complete agreement that the test domains and format were acceptable without any revision (IOC value = 1).

3.2.3 Course materials

The course materials comprised 8 business articles from TIME: four of which were about American businesses and the other four about Chinese businesses. TIME was purposively chosen as the source of the articles as it had been one of the major sources from which the materials were selected for use in teaching this Reading course.

To meet the appropriate readability level for the students, Flesch Reading Ease Score (FRES), Flesch-Kincaid Grade Level (F-KGL), and Automated Readability Index (ARI) were employed (Flesch, 1948; Kincaid, Fishburne, Rogers & Chissom, 1975; Smith & Senter, 1967). The average readability scores were 54.76, 10.03 and 9.45, respectively.

Further attempt was made to achieve an interpretation suitable for the twenty-first century by employing Stewart's (2003) Recalibrated Flesch Readability Index, which takes into consideration three factors: school grade level, intended audience and correlation between reading ability and occupation. Considering the scores of each article together with Stewart's recalibrated Flesch Index, the selected articles were deemed appropriate for the students in this study since Flesch's range of scores of between 40 and 60 is equivalent to those in high school and college for the 20th-century level or the white collar for the 21st-century level.

3.2.4 Lesson plans

The procedure and activities of each lesson plan were designed following the stages of Gradual Release of Responsibility (GRR). To establish the validity of the lesson plan, Lesson Plan 1 was validated by three experts, and was approved with an acceptable IOC value of 0.86. Some revisions were made to the lesson plan according to the experts' recommendation. The lesson plan was also tried out during the pilot study to ensure its practicality.

3.2.5 In-class summative test

The purpose of the in-class summative test was to see whether the students' critical reading ability was scaffolded through Appraisal Theory. Although the article used in the test was unseen, it was selected and agreed upon by both the teacher and the researcher to make sure that it allowed the students to use the business knowledge from their background knowledge as well as the knowledge acquired in class. The test specification was confirmed to be incongruence with the objectives and skills to be measured. To ensure the appropriate readability level, the article was assessed using the same readability formulas as those used with the course materials. The results showed that the article was appropriate for college level and white collar.

3.2.6 Opinion questionnaire

Opinion questionnaires were distributed to the students at the end of the classroom observation, with the purpose to see the students' opinions toward the scaffolding instruction using Appraisal Theory as a strategy to enhance their critical reading ability. Following the experts' recommendations, the final version then comprised 4 parts so that more detailed answers could be available for interpretation.

The first part of the questionnaire was on personal information of the students. The 5-point Likert scale was used in the second part to measure the students' opinions on the effectiveness of scaffolding instruction through Appraisal Theory with a greater degree of nuance than 'yes/no' questions. Parts 3 and 4 were in an open-ended question format, focusing on materials and scaffolding activities. The data from the last two parts was segmented and rated by the researcher and another trained rater. Cohen's Kappa was run, and the results yielded almost perfect agreement for both intra- and inter- rater agreements, with **K** = .939, p = .000; and **K** =.881, p = .000, respectively.

3.2.7 Teacher's reflections

Each reflection was written in the form of a diary by the teacher upon the completion of each lesson. The data was also segmented and rated, and Cohen's Kappa was run. The results showed that both intra- and inter- rater agreements were in almost perfect agreement, with **K** = .877, p = .000; and **K** =.823, p = .000, respectively.

3.2.8 Researcher's narrative summaries

During the data collection, the researcher played the role of a participant observer. This allowed the researcher to engage in the activities as desired, while at the same time, collect data in the form of free writing for the narrative summaries.

4. Results

To identify how Appraisal Theory could be used to scaffold the students' critical reading ability in Reading in Business English course, as well as its effectiveness, both qualitative and quantitative methods were employed.

As to how the teacher scaffolded the students' critical reading ability, it was very important to first set a context. The students were asked about their perception toward USA and China. The teacher continued by raising the issue of US-China's frenemy relationship, and asked them whether they thought the articles in TIME would be in favor of China. It was at this point that Appraisal Theory was introduced to the students as a tool to explore attitudes hidden in the texts by the authors. This appeared to be attention-getting, and the students became more interested in finding out what the Theory was and whether it really worked. From this point onward, GRR stages were integrated.

Direct instruction (***"I do it"***) started with the teacher's introduction to Appraisal Theory (input). Graphic organizer – i.e. Appraisal Theory chart – was used to aid their understanding. The students were taught on how to analyze texts using the Theory. During this stage, the teacher did most of the talking as he had to explain the Theory.

The teaching and learning then took place in the form of interaction between the teacher and the students. During the **guided instruction** (***"We do it"***), the teacher provided support and guidance through the use of questions and cues, as well as think-aloud modeling of how Appraisal Theory could be applied. For instance, the teacher would ask such a question as *"Does the author compare this to something?"* which was a technique he used to identify Judgment. This stage of GRR allowed the students to practice with confidence as they knew that the teacher's support was still available when needed.

Collaborative practice (*"You do it together"*) or shared learning became apparent later when the teacher asked the students to work together. Group/pair work was assigned to the students so that they had a chance to practice together, as well as to learn from each other. During this stage, his role as a teacher was kept to a minimum.

After several practices, the students should have become familiar with the Theory and been able to work independently. **Independent practice** (*"You do it yourself"*) took place at this stage as individual work was assigned to the students. With independent practice, the teacher was able to see each student's progress more clearly. Together with the practices, the students eventually became independent learners through collaborative effort and accomplishment.

After that, an in-class summative test was administered to evaluate each student's performance, which could also be used as a means to measure the effectiveness of Appraisal Theory in scaffolding their critical reading ability. Overall, the students scored well in the summative test (M = 90, SD = 2.954). Besides the summative test, the effectiveness was also measured by using the scores of the pre- and post- tests conducted earlier during the semester. There was a significant difference in the scores for the post-test (M = 7.82, SD = 2.622) and the pre-test (M = 5.47, SD = 2.177) conditions; t (33) = 4.034, p = 0.000. A paired-sample t-test was also used to compare the scores as displayed in Table 1.

Table 1: Results from paired-sample t-test (n=34)

	Paired Difference Mean	t	df	Sig. (2-tailed)
Post-test – Pre-test	2.35	4.034	33	.000*

*Correlation is significant at 0.05 level (2-tailed).

Additionally, the post-test and the summative test scores revealed that there was a positive correlation between the two variables, r = 0.027, n = 34, p = 0.878 (as displayed in Table 2).

Table 2: Correlation of the post-test and the summative test (n=34)

		In-class summative test	Post-test
In-class summative test	Pearson Correlation	1	.027
	Sig. (2-tailed)		.878
	N	34	34
Posttest	Pearson Correlation	.027	1
	Sig. (2-tailed)	.878	
	N	34	34

To substantiate the interpretation of the scorers, data from opinion questionnaires, the teacher's reflections and the researcher's narrative summaries were analyzed for a thorough interpretation.

The descriptive statistics of Part 2 of the opinion questionnaires showed high levels of opinion toward scaffolding instruction to enhance the students' critical reading ability through Appraisal System ($\bar{x}$= 4.04, SD = .701), and the use of scaffolding activities with positive effects on their critical reading ability ($\bar{x}$= 3.85, SD = .702). It was also found that the students reported having very high levels of opinion on their acquisitions of English critical reading ability from the provided materials ($\bar{x}$= 4.35, SD = .646) and activities ($\bar{x}$= 4.21, SD = .687).

From the teacher's reflections and the researcher's narrative summaries, the findings revealed that the students found that the four stages of GRR were very effective. Especially with such a new theory as Appraisal Theory, the teacher's direct instruction was very necessary as detailed explanation of the concept had to be made explicitly. It was also found that guided instruction and collaborative practice were very important and contributed to their learning because both stages allowed them to learn from their interaction with the teacher, as well as among themselves. Moreover, another perk of this interaction was that most of the students found the classroom environment fun and interesting. Lastly, the students stated that they became more confident to work individually as the focus had gradually been shifted from the teacher's prominent role in the teaching and learning to the students' relying on themselves to complete the tasks. Having gone through all these stages, they could finally apply what they had learned, and work without assistance eventually. This corresponded well with the quantitative results from the pre- and post- tests and the in-class summative test.

5. Discussion and conclusion

It can be concluded that with an awareness of Appraisal Theory, the students became more confident to approach written texts from different perspectives, and that scaffolding instruction was proven to be effective especially because their learning was influenced by social interactions. With Appraisal Theory as the strategy used to enhance their critical reading ability, the findings agree well with Martin and White's (2005) notion that appraisal strategies serve to inform our interpretation of evaluation of various genres, especially media texts. This also supports the idea that discourse analysis should be included in teaching as it could help "create suitable contexts for interaction, illustrating speaker/hearer and writer/reader exchanges, and provide learners with opportunities to process language within a variety of situations" (Olshtain & Celce-Murcia, 2001: 707-724). Most importantly, despite the fact that Thai EFL undergraduate students tend to possess low critical reading ability, the ability can nonetheless be taught or enhanced provided that appropriate strategy/method is adopted.

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The Development of Speaking Instruction Using Differentiated-Flipped Learning Approach of Thai EFL Undergraduates

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Abstract

The purposes of this research are: 1) to develop the speaking instruction using differentiated-flipped learning approach Thai EFL undergraduates; and 2) to investigate students' perceptions towards the instruction. The study explored the concepts of speaking instruction, differentiated instruction, and flipped learning approach. The research procedure was divided into 3 phases, which were the development of the speaking instruction using differentiated-flipped learning approach, the construction the research instruments, and the implementation. The participants were 30 undergraduates who enrolled in English for Professional Communication course in public university in Bangkok, Thailand. The research instruments were the perception questionnaire. The data was analyzed using descriptive statistic. The findings of the study were: 1) the components of the speaking instruction using differentiated-flipped learning approach consisted of three elements: (1) instructional materials (2) scope and sequences and (3) evaluation. 2) the students' perceptions towards the instruction in terms of students' attitude and confidence mean scores were at 3.65 and 3.56, which indicated that the students had a very high positive attitude and confidence. The finding confirms that the speaking instruction using differentiated-flipped learning approach positively affects students' perceptions.

Keywords: differentiated instruction, flipped learning, speaking instruction

1. Background of the study

In academic settings where English is taught as a foreign language, the instruction which seems to be one of the important instructions for students is speaking instruction. Speaking plays an important role in communication as well as facilitates language acquisition and development (Goh, 2007). In addition, Goh (2007) stated that in EFL context, speaking is an essential tool for thinking and learning. Students who have the confidence in oral communication can make them versatile in their personal, academic, professional and civic lives (Allen, 2002). Thus, the undergraduates are expected to be confident in speaking and oral communication so that they can make use and function in the academic and professional settings effectively (Khan, 2015). With the increasing demand for good communication in English, it has increased significantly the responsibility of an English language teacher (Ahmad & Rao, 2013).

However, EFL students may face numerous problems in the way of developing their speaking skills both linguistic and non-linguistic factors such as grammar, vocabulary, pragmatic variables, and affective factors (Al Hosni, 2014; Hojat and Afghari, 2013; Wang, 2014). Also, the teaching methods and techniques of teaching, insufficient number of English courses and their inadequate content, insufficient use of English outside the classroom, overcrowded classes, and lack of sufficient time to practice speaking can hinder the progress in speaking skills (Senel, 2012; Al-jamal and Al- jamal, 2014). In Thai EFL context, Juhana (2012) explained that the fear of mistakes, anxious, shyness, lack of confidence, and lack of motivation are the main factors, which inhibit Thai students' speaking skills. Khamprated (2012) also found that practicing speaking with interlocutors who have different levels of English proficiency is one of the speaking problems for Thai students, and it can cause the frustration when practicing speaking in the classroom.

Also, today's classrooms are a diverse lot. The students have a mixed ability. It is important and helpful to think about the differences of each student when designing the lesson in multi-level classes (Bailey, 2005). Borja et. al. (2015) stated that nowadays, classrooms in the twenty- first century are not only heterogeneous class, but also various in many aspects. That is, students have the differences in sociocultural backgrounds, mother tongues, learning disabilities as well as learning exceptionalities as part of the student population that makes up the class community. The components of the diversification of the classroom population are therefore readiness level, interests, and learning profile. For this reason, the one-size-fits-all teaching instruction does not convey good teaching instruction practices in these types of settings.

One of the beneficial instructions that focused on the differences of the students is the differentiated instruction. Tomlinson (2017) suggested the differentiated instruction tends to serve the class that students have the differences. Teachers can differentiate the instruction and offer different approaches to what students learn (content), how they learn (process), or how they demonstrate what they have learned (product) based on their readiness level, interest, or learning profile. With the differentiated instruction, it can support students to reach the communicative competence and language skills (Borja et. al., 2015).

Since speaking is a productive skill that students need time to produce and practice (Bashir, 2011), one of the recent learning approaches that can boost students' interaction in class is flipped learning approach. The students are required to study the content provided by teachers before they come to the classroom, then they have to do some activities in class. Lockwood (2014) mentioned that flipped learning makes the teacher even more valuable to the students because they are more accessible when students are working interactively and engaged in learning. Hence, the time for doing activities in class is more effective. According to Bergmann, Overmyer, and Wilie (2013), they summarized flipped classroom as a mean to increase interaction and personalized contact time between students and teachers. In addition, flipped classroom provides an environment where students take responsibility for their own learning, the teacher will be a facilitator. With respect to the individual differences, teachers could customize the instruction that supports the students' individual differences. Thus, combining the concepts for differentiated instruction and flipped learning approach may improve speaking ability.

Thereby, developing the speaking instruction using differentiated-flipped learning approach may improve speaking ability. When students engage in the instruction, they will have an opportunity to explore the content before class anywhere and anytime according to their own pace. The students will have more time to do speaking activities with their peers in class and get the feedback from the teacher. However, there have been few studies reported on the development of speaking instructions concerning the differences of EFL students. The purpose of the present study is therefore to develop the speaking instruction using differentiated-flipped learning approach of Thai EFL undergraduates.

2. Objectives

1. To develop the speaking instruction using the differentiated- flipped learning approach of Thai EFL undergraduates.
2. To investigate the students' perceptions toward the speaking instruction using the differentiated-flipped learning approach.

3. Methodology

This study is an educational research and development in order to conduct the development of the speaking instruction using differentiated-flipped learning approach as well as to explore the students' perceptions towards the developed instruction. The design of this research was divided into 3 phases. Phase I involved the development the speaking instruction using differentiated-flipped learning approach. Phase II was to construct research instruments. Phase III was the implementation.

Regarding Phase I, the concepts of differentiated instruction, flipped learning, and speaking instruction were reviewed. The speaking instruction, which was design with the intention to enhance Thai EFL undergraduates' speaking ability. Therefore, the concepts of differentiated instruction concerning the readiness, interest, and learning profile (Tomlinson, 2017) were employed to combine with each step of the instruction. Moreover, the concepts of flipped learning, which the contents were provided for the students to explored before class were used and were also differentiated based on the learning profile. That is, the instruction in the present study provided the contents, which was differentiated based on the learning profile via the website as well as the preparative speaking activities, which was differentiated based on the readiness, interest, and learning profile via the social media. Then, there were plenty of time to do the activities in class. The students had an opportunity to participate the in-class activities with their peers and get the feedback from the teacher. The in-class activities were also differentiated based in the readiness, interest, and learning profile.

In Phase II, the needs analysis was conducted in order to explore the students' interest and learning profile. Then, the results were synthesized to construct research instruments, including the website and the lesson plans. After that, the lesson plans together with the website were validated by the experts to confirm the validity of the instructional materials. The Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinion. From the overall lesson plans, the mean score was 0.82, which means that the lesson plans together with the website were appropriate. Then, the pilot study was conducted to try out and check the reliability of the instructional materials and research instruments.

Finally, the implementation in Phase III, the developed instruction was implemented to the class, which covered 12 weeks. The participants were 30 Thai EFL students, who were not study in an English major and enrolled in the English for Professional Communication course.

4. Results

In terms of the development of the speaking instruction using differentiated flipped learning approach, the components of the instruction included the instructional materials, scope and sequences, and the evaluation. The instructional materials covered the needs analysis questionnaire, lesson plans, and the website. The results from the needs analysis questionnaire, which aimed to investigate the interested topics and students' learning profiles, revealed that students were interested in job interview, making small talk, overseas business travel, oral presentation, and negotiation. Regarding the learning profiles, which aimed to explore the preferred modes of learning, it showed that the students preferred reading texts, watching video, learning from infographic, learning via computer/smartphone, and sharing ideas with peers via social media. Therefore, all the results were used to create the content, website and lesson plans both online and face-to-face instruction.

For the scope and sequences, students had to do the speaking placement test in order to assess their readiness levels, namely novice, intermediate, and advanced levels. After that, exploring the content and interacting with peers via the website and social media were required to do before class. The content was differentiated based on the learning profile. That is, it was presented in three modes of learning including texts, videos, and infographics. Students could select the mode that they preferred. The interacting activities were also differentiated based on the readiness, interest, and learning profiles, which means that students could interact with peers who shared the same readiness level, design the activities based on their interest and present their works regarding their learning profile. Then, the face-to-face instruction, when students entered to the classroom, the small quiz was used to make sure that students retained the content learned from the website. Next, students had to do the activities, which were differentiated based on readiness levels, interest, and learning profile.

For the evaluation, the evaluation forms were subjected to the experts in order to evaluate the appropriateness of the instruction, it has proved effective since they meet the criteria of appropriateness assessment criteria, including the learning outcome, the content, the procedure in online and face-to-face platforms, and the appropriateness of the website.

Regarding the students' perceptions towards the speaking instruction using differentiated-flipped learning approach, the results from the questionnaire, which focused on students' attitude and confidence revealed that the mean scores were at 3.65 and 3.56 respectively. It indicated that the students had a very high positive attitude and confidence after experiencing the instruction.

5. Discussion and Conclusion

Regarding the findings of the study, the researcher provided 2 main areas to discuss, including the development of the speaking instruction using differentiated flipped-learning approach and the students' perception toward the developed instruction.

In order to develop the speaking instruction using differentiated flipped-learning approach of Thai EFL undergraduates, it is crucial to study the related concepts and the contexts. Starting from the problems occurred in the classroom and students' needs. From the preliminary interview with undergraduates, who enrolled in English for professional communication course from Thai public university, it was found that most students complained that they had a difficulty and hesitation when speaking in English. Most teachers focused on grammatical structure and took most of the class time with reading passages, which led to the insufficient time for practicing speaking in class. In reference to the average speaking score of this course, which was revealed by the teachers, the average scores were low. The students' speaking ability was limited. Then, the researcher investigated students' needs in order to design the instructional material, including lesson plans and the website. The experts were invited to validate the lesson plans and the website. The pilot study was also important in developing the speaking instruction in terms of the flows of the instruction, so that the researcher could adjust the appropriateness of the instruction. The developed instruction provided plenty time for students to practice speaking in class. Lockwood (2014) also suggested that the speaking instruction in EFL classrooms can be even more dynamic with discussions, activities, and/or projects in flipped classroom comparing to the traditional classroom which most teachers are focus on making their way through all of the readings, questions, and assorted activities in the book, so the activities for practicing speaking are not be used because of the time constraint. Moreover, students can participate in the class activities and get the help from teachers before their frustration levels get too high (Fulton, 2014). Students then improve their confidence in expressing themselves or participating in the activities. With respect to the individual differences, the researcher customizes the instruction that supports the students' individual differences. Thus, combining the concepts for differentiated instruction and flipped learning approach may improve speaking ability.

Concerning to the students' perceptions towards the developed instruction, it was divided into two parts including the students' attitude and confidence. In terms of the attitude, it was indicated that students had generally a positive attitude toward the developed instruction. For the students' confidence, the students strongly agreed that they feel more confidence to speak and do speaking activities after participating in the developed instruction. One possible explanation for the result is that speaking instruction using differentiated-flipped learning approach allowed students to learn, practice, and communicate both in online and face-to-face platforms, which offered opportunities for them to discuss, share information, create conversation easily and effectively. Moreover, learning through the developed instruction provided students enough time, interesting topics, and suitable for students to explore and practice speaking through activities.

To sum up, the findings from the questionnaire indicated that students had a positive attitude towards this instruction and they strongly agreed that this instruction could enhance their confidence in general.

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Exploring the Pronunciation of English Consonants by Thai Ground Staff

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Abstract

People in the airline business essentially use English as their everyday working language, especially when communicating to non-native travellers. To convey information, pronunciation is crucial for comprehension, and deviation from standard pronunciation may hinder intelligibility. A number of research studies revealed that speakers of English from different L1 backgrounds show some variations in their pronunciation of English segmentals due to L1 transfer (Chakma, 2014; Chunsuvimol and Ronakiat, 2000, 2001; Kalra, 2010; Kanokpermpoon, 2007; Sridhanyarat, 2017; Winaitham & Suppasetseree, 2012). This paper, as a part of the main research, examines the variations and factors affecting their pronunciation. The participants were placed into two groups according to their level of English experience. The researcher recorded the participants reading a word list and a long text then compared the realizations of English consonant produced at two levels of 'carefulness' of their speech. The study revealed that a word list pronunciation was statistically significantly different from a long text pronunciation ($p = 0.05$). However, when comparing higher-level and lower-level English experienced groups, their pronunciation of English consonants was different but not statistically significant ($p = 0.05$). Discussion and implications for the teaching of English pronunciation for Thai students are finally provided.

Keywords: Pronunciation, English Consonants, Thai English

1. Background of the Study

To interact with one another in a multilingual world, people from different language background need a common language for their communication. When people share no common language, lingua franca is required to make understanding.

After the full establishment of the Association of Southeast Asian Nations (ASEAN), English has been designated the working language. English becomes a means for international cooperation, networking, sharing of information with the global communities and for the country's economic development and competition, especially with other ASEAN countries (Foley, 2005, 2007).

Based on Kachru's Three Concentric Circles of English (Kachru, 1992), Thailand is typically categorized into the "Expanding Circle" in which English is widely taught in the educational system and used as a Lingua Franca in business contexts. However, over the past decades, there has been a national awareness of English as a medium of communication and a working language. The Thai government aims at having more effective Thai communicators of English and increasingly raising the awareness of English in the country. The goal is clearly to prepare for the increasing contacts among the Thais and people from other ASEAN, and Non-ASEAN countries for the purposes of business, trades, and other socio-cultural reasons (Wadsorn, 2012).

One of the most important industries in Thailand that can attract ASEAN and Non-ASEAN members is tourism and it plays a very crucial role as a major source of the country's income (Theparat, 2017). According to the International Civil Aviation Organization (ICAO), English is a required language used in international aviation since 1951 (Uraipan, 2011). People in the airline business essentially use English as their everyday working language and their English is assumed to be intelligible to travelers. In conveying information to others in English, especially when it is by a non-native speaker, pronunciation is vital for comprehension, and deviation from standard pronunciation may hinder intelligibility. As pointed out by Munro (2008) that intelligibility in pronunciation is often delayed because of the nonnative speakers' mispronunciation at the segmental level i.e. consonants and vowels.

Additionally, Jenkins' work in the Phonology of English as an International Language (Jenkins, 2000) suggested a lingua franca core (LFC) which consists of phonological features that are important for intelligibility when non-native speakers use English as a lingua franca. These core features are needed to be included in language teaching curriculum, other less problematic phonological features are classified as non-core. The core features include most consonant sounds, appropriate consonant cluster simplification, vowel length distinctions, and nuclear stress.

However, it is known that no language employs the same speech sounds. Contrastive Analysis thereby, is the study of the differences between a source language and a target language. According to Lado's Contrastive Analysis Hypothesis (Lado, 1957), one factor that caused difficulty of speaking English by non-native speakers of English is the interference of speakers' native language. In the context of this study, the pronunciation of English consonants by Thai ground staff would be interfered by the Thai phonological system. As noted in Suksiripakonchai (2014), Thai speakers of English would transfer the Thai phonological system by imitating or substituting Thai speech sounds to develop the speech sounds they intend to produce in English. It can also be said that Thai speakers would not find difficulty when they have to produce the speech sounds that are close to the sounds in Thai. In contrast, the speech sounds that are not existed in Thai phonological system would be problematic for Thai speakers to produce.

Number of studies have shown that Thai learners of English as a second language have difficulty when they produce the sounds of English which do not exist in Thai's phonological system (Chakma, 2014; Kalra, 2010; Kanokpermpoon, 2007; Winaitham &

Suppasetseree, 2012). Thai Pronunciation of English consonants have been studied by a number of researchers to tackle the problems of L2 learners (Mano- im, 1999; Chunsuvimol and Ronakiat, 2000, 2001; Kanokpermpoon, 2007; Soonghangwa , 2013; Sridhanyarat, 2017; Suwanajote, 2017). However, not many studies were found to be conducted within the work contexts.

This study, as part of an ongoing research, attempts to explore the pronunciation of English consonants in words which frequently appeared in the airline announcement context by Thai ground staff and examine the factors affecting their pronunciation of English.

2. Research Objectives

2.1) To find the variations of pronunciation of English consonants by Thai ground staff

2.2) To examine the factors affecting the pronunciation of English consonants by Thai ground staff

3. Research Questions

3.1) What are the variations of pronunciation of English consonants by Thai ground staff?

3.2) What are the factors affecting their pronunciation of English consonants?

4. Research Hypothesis

The hypothesis corresponding to the second research question is:

4.1) Thai ground staff's pronunciation of English consonants in the word list and the long text will be significantly different ($p = 0.05$).

4.2) The pronunciation of English consonants by the higher-level English experienced ground staff will be significantly different from the lower-level English experienced ground staff ($p = 0.05$).

5. Methodology

5.1 Participants

Thirty ground staff, nine males and twenty-one females, participated in the study. They are 23-32 years old. All of them are Bangkok-Thai native speakers with an undergraduate's degree from various institutions. Regarding the participants' English proficiency, the minimum of 450-TOEIC scores is one of the requirements for the position of ground staff. The participants have been working as ground staff for approximately three years. Their duty is both at the check-in counter and the boarding gate. Particularly, they make announcement at the boarding gate in Thai and English and communicate to non-Thai passengers in English as well. Informed consent was obtained, and confidentiality of informants was maintained. The researcher did not know the participants before the recordings were made. However, the researcher had an informal conversation with the individual participant to obtain some background information such as education, prior pronunciation instruction. Additionally, the participants filled in questionnaire on English language experience and were grouped into two groups with regards to their scores. With the total score of 400, the higher-level English experienced group's score is 130-178 and the higher-level English experienced group's score is 181-232 (SD = 14.5).

5.2 Instruments, Data Collection, and Procedure

The instruments are English Language Experience Questionnaire (adapted from Modehiran, 2005) and pronunciation tasks. The questionnaire consists of four parts: 1) personal information, 2) English Language Experience in Formal Education, 3) English Language Experience in Workplace Context, and 4) English Language Experience in Self-Practice Activities. Before that, the audiotape recording of casual interviews and airline announcements at the boarding gate were collected as a pilot study in order to find the consonantal sounds which are problematic for the Thai ground staff. Then the pronunciation instruments were made from the selected words. The words selected must contain problematic sounds and occur most frequently in the airline announcement. There are sixty words which were used to make two pronunciation instruments that are the word list and the long text. All instruments used in this research were validated using the Index of Item-Objective-Congruence (IOC) by three experts who held a doctoral degree of Linguistics and have teaching experience in phonetics and phonology for Thai learners.

In data collection process, the two pronunciation instruments were given to the participants to read. An individual participant read the long text first, followed by the word list. This is because the researcher presumed that the level of carefulness in the word list is higher than in the long text. Audiotape recording and observation of each ground staff were carried out by the researcher at the airline office at the airport.

6. Data Analysis

By using the intra-rater, all recordings were listened to by the researcher two times. Each repeated listening was made a month apart. Then the inter-rater who held a doctoral degree in Linguistics and expertise in phonetics and phonology was requested to listen to ten participants' recordings to find correlation and ensure the result. All words and texts were transcribed into phonemic transcription based on standard pronunciation of English consonants. When listening to the recordings, phonetic transcription was made to explore variations in their pronunciation which is the actual articulation of the participants. For some cases, the recordings were transferred into the spectrogram in Praat (Boersma, 2001) to ensure the actual pronunciation. The examples of the long text and the word list are partially shown below together with their phonemic and phonetic transcriptions. The bolded symbols are the focused consonant sounds:

The long text and the phonemic transcription of the target words

In a few moments, I will be ***pleased*** [**pl**iːz**d**] to tell you about what it is like to be a member of the ground ***staff*** [**st**ɑːf] or a ground attendant for an airline. Unlike a ***flight*** [**fl**aɪ**t**] attendant who works in the sky, I work on the ***ground*** [**gr**aʊ**nd**] at the airport…

S01 - Phonetic transcription

In a few moments, I will be [**pʰ**liː**s**] to tell you about what it is like to be a member of the ground [**st**ɑːf] or a ground attendant for an airline. Unlike a [**fl**aɪ] attendant who works in the sky, I work on the [**gr**aʊ] at the airport…

Word List	Phonemic transcription	S01 - Phonetic transcription
1. pleased	[pliːzd]	[pʰliːsd]
2. staff	[stɑːf]	[stɑːf]
3. flight	[flaɪt]	[flaɪt]
4. ground	[graʊnd]	[graʊnd]

For the second objective, A dependent-samples t-test was conducted to compare the pronunciation of consonants in the word list and the long text. Besides, an independent-samples t-test was computed to compare the pronunciation of consonants in higher-level English experienced group and lower-level English experienced group.

7. Results

There were problematic consonantal sounds found in three different positions that were initial, medial, and final position. The problematic consonantal sounds found in those positions were single consonants and consonant clusters. Table 1 illustrates the problematic consonants in different positions and their variations except the consonant clusters.

Table 1: Problematic consonants and their variations

Consonants	Words	Positions	Variations
/r/	row	Initial	[r], [l]
	arrival	medial	[r], [l]
/l/	technical	final	[l], [w], [Ø]
/d/	proceed	final	[d], [tʰ], [t̚], [s]
/g/	good	initial	[g], [k]
	begin	medial	[g], [k]
/ʃ/	cancellation	medial	[ʃ], [ʧ], [tɕʰ]
/ʒ/	pleasure	medial	[ʒ], [ʃ], [ʧ], [tɕʰ]

Consonants	Words	Positions	Variations
/ʧ/	changed	initial	[ʧ], [ʃ], [tɕʰ]
	departure	medial	[ʧ], [ʃ], [tɕʰ], [tɕ]
/ʤ/	passenger	medial	[ʤ], [tɕ]
/s/	passport	medial	[s], [t̚]
	plus	final	[s], [t̚]
/z/	zero	initial	[z], [s]
	reason	medial	[z], [s]
	passengers	final	[z], [s], [Ø]
/f/	afternoon	medial	[f], [p̚]
/v/	have	final	[v], [f], [p̚]
/θ/	thank	initial	[θ], [t], [tʰ]
	north	final	[θ], [ð], [t], [tʰ], [t̚], [s]
/ð/	this	initial	[ð], [d]
	weather	medial	[ð], [θ], [d], [t], [tʰ]
	smooth	final	[ð], [θ], [d], [tʰ], [t̚], [s]

For the consonant clusters at the initial position, it was found that the problematic consonant clusters were those occurred together with /r/ or /l/ that were [pr], [pl], [fr], [fl], [dr], [kr], and [gr]. The variations of the pronunciation of the consonant clusters were with the standard pronunciation and the non-standard pronunciation in which the participants dropped the /r/ or /l/ or replaced the /r/ with /l/.

Concerning the consonant clusters at the final position, the two consonant clusters were *thank* [ŋk], *inconvenience* [ns], *reasons* [nz], *ground* [nd], *informed* [md], *pleased* [zd], *first* [st], *contact* [kt], *aircraft* [ft], and *minutes* [ts]. The three consonant clusters were *moments* [nts] and *changed* [nʤd]. The variations of the final consonant clusters were: 1) the pronunciation of all sounds correctly e.g. *aircraft* [eəkrɑːft], 2) the deletion of one or two sounds e.g. *contact* [kɒntæk], 3) the replacement of one or two sounds e.g. *first* [fɜːs], 4) the deletion of one sound and replacement of the other e.g. *pleased* [pliːst], and 4) the insertion of an extra sound e.g. *informed* [ɪnfɔːmed].

Regarding the factors affecting the pronunciation of English consonants, the researcher found that the participants were more "careful" when reading the word list than the long text. To compare the pronunciation of English consonants in the word list and the long text, the dependent sample t-test was calculated and it was determined that the pronunciation of consonants in the word list was significantly different from the pronunciation of consonants in the long text ($t(29) = 10.51$, $p > 0.05$).

When looking at the participants' score of the English language experience, they were grouped into two that were the higher-level English experienced group (n = 17, mean = 197, SD = 14.21) and the lower-level English experienced group (n = 13, mean = 158, SD = 14.95). The English language experience, however, was not the substantial factor affecting the participants' pronunciation of English consonants. It was found that there was no significant difference in the pronunciation of consonants of the higher-level English experienced group and the lower-level English experienced group in both the word list and the long text.

8. Discussion and Conclusion

This study was set out to determine the variations of the pronunciation of English consonants by Thai ground staff. The emergence of the problematic consonantal sounds was not only in the word-initial position, but also word-medial and word-final positions. The results indicated the variations of the pronunciation and Thai ground staff's pronunciation of English consonants was found to have characteristics, possibly as a natural occurrence in L1 transfer to English as an International Language. This findings were similar to the earlier studies namely Chunsuvimol and Ronakiat, 2000, 2001; Kanokpermpoon, 2007; Mano-im, 1999; Soonghangwa, 2013; Sridhanyarat, 2017; Suwanajote, 2017. It is also shown that the problem of the pronunciation was due to the differences in the sound systems of English and Thai which was supported by Lado's Contrastive Analysis Hypothesis (Lado, 1957).

Originally, the pronunciation problem might have been classified as native language interference (Lado, 1957), however, more recent studies of English as an International Language (Jenkins, 2000, 2006, 2015) would consider it as part of EIL. In terms of pronunciation even where some EIL learners seemed to have successfully acquired a British/American accent and as such the influence of the L1 may appear to be negligible in a person's speech; their pronunciation is probably still being filtered through an overlay of local segmental features and syllable-timed prosody (Crystal, 2012).

Relating to the initial studies of the pronunciation and styles (Labov, 1966 and Trudgill, 1974), the findings also revealed that the level of carefulness in both reading styles *does* have an impact on the pronunciation of consonant. There was a statistically significant difference between the two careful reading styles. In the main study, the researcher also explored the pronunciation of such consonants when the participants are in the off-work mode or casual speech style. Correspondingly, the study uncovered that the pronunciation of English consonants by Thai ground staff in the casual speech was significantly different from the long text and the word list.

However, the level of English language experience was not critically be the factor affecting their pronunciation as the scores of the two groups of English language experience were not relatively very high. The highest score was 232 (58%) and the lowest score was 130 (32.5%) from the total of 400. Though the TOEIC test was the requirement of the ground staff entrance, there was neither speaking nor pronunciation part tested. Furthermore, according to the English language experience questionnaire's result, the prior English pronunciation learning was not much emphasized in school and university levels. Besides, the participants commented that the content was mostly focused on grammar. Accordingly, the findings would contribute to the recommendation for pedagogy for English pronunciation teaching in school and university levels in order to prepare the L2 learners to the working contexts.

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A Proposed Framework for Continuing Professional Development to Promote University Lecturers' Implementation of Student Self-Assessment in their EFL Classes

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Abstract

Student self-assessment (SSA) plays an integral part in the learning process, providing students with ample opportunity to manage their own learning and development in a sustainable fashion. In order to effectively integrate appropriate assessments into their assessment plan, EFL lecturers need to be assessment literate. Drawing on the concept of assessment literacy, this study aimed at exploring EFL lecturers' perceptions of in-service training as part of their continuing professional development (CPD), laying emphasis on the implementation of SSA at the tertiary level. The study adopted a mixed-methods research design, employing a closed-ended and open-ended questionnaire and an in-depth, semi-structured interview as research instruments. The data were collected from six university lecturers, who were native speakers of Thai and taught English to undergraduate students in a provincial university in Thailand. The results unfolded the lecturers' varying experiences in using SSA as part of their classroom teaching activities. Their needs and preferences for further training in the use of SSA were also quantitatively and qualitatively analyzed, prioritized, and reported with particular reference to the five domains of assessment literacy: knowledge, skills, conceptions, principles, and awareness of language use in their situated EFL context. The results were subsequently used as a basis for proposing a nine-step framework for designing, delivering, and evaluating in-service training in a larger scale. This study suggests that an effective in-service training program should be developed based upon the interplay between the five domains of assessment literacy and the participants' expectations, schemas, and contextual needs and constraints.

Keywords: assessment literacy, student self-assessment, continuing professional development

1. Background of the Study

The use of student self-assessment (SSA) in language education and applied linguistics can be broadly defined as a student's capabilities to critically evaluate their own learning performances. Little (2005) and Huang and Benson (2013) advocate that students should engage in self-assessing their own learning so as to develop their autonomous capacities in monitoring and strengthening their abilities to manage their own language learning. SSA may appear to be simple to a certain extent, yet empirical studies on the integration of SSA in teaching English, be they in the English as a Second Language (ESL) or English as a Foreign Language (EFL) context, have unfolded that such judgments made by students are not without problems. Previous studies (e.g. Brantmeier, 2006; Brantmeier & Vanderplank, 2008; Sapsirin, 2014; Suzuki, 2015) have yielded inconclusive results, subsequently problematizing if students could accurately assess their own learning performance. It has been however argued that training students on how to use self-assessment as part of 'assessment for learning' can yield fruitful results (Mazloomi & Khabiri, 2016; Yoon & Lee, 2013). It is therefore imperative to prepare teachers with adequate assessment literacy and self-efficacy in effectively training their students on how to use SSA as part of classroom activities.

Student self-assessment (SSA) is a task-specific assessment, in which students evaluate their language performance and competence in order to modify their learning to meet their desired language learning goals. To conduct a valid SSA, the teacher is considered an essential key (Brown & Abeywickrama, 2010; Cram, 1995). To empower the teacher with the five key domains of SSA, as proposed in this study, means effectively practicing a sound SSA. The five key domains consist of *knowledge* of SSA, *skills* to conduct SSA, *principles* of SSA, *conceptions* of SSA, and *language-specific competency* regarding English language use among students. In this study, we argue that these defined constructs under the said domains can serve as a conceptual framework of the continuing professional development on the use of SSA.

Knowledge of SSA

Knowledge of SSA, as advocated by Stiggins (1991), refers to a teacher's knowledge of purposes of assessment, focused achievement to be measured, design and development of assessment, delivery of assessment, high- and low-quality assessment, impact on stakeholders, factors affecting assessment result and outcomes, feedback, indicators of sound and unsound assessment, methods to prevent what may go wrong with the assessment, and possible negative consequences of unsound assessment. Within this domain, based on Stiggins (1991), the constructs under the knowledge of the SSA are identified, and to a certain extent further developed by scholars in the fields, as a definition of SSA, purposes of SSA (Tan, 2008), focused achievement for SSA (Brown & Abeywickrama, 2010), design and development of SSA (Cram, 1995), SSA tools (Ashton, 2014; Cram, 1995; Wan-a-rom, 2010), implementation and delivery of SSA, and methods to prevent what may go wrong with SSA (Brown & Abeywickrama, 2010).

Skills to conduct SSA

As the second domain, skills are described as when teachers are able to develop, perform, and evaluate language assessment (Fulcher, 2012). Language teachers' skill in developing assessment is thus concerned with their skill in designing a sound language assessment. Their skill in performing assessment involves their effective implementation of the sound assessment as part of their classroom assessment activities. The last skill, which is as important as the previous two, is teachers' skill in evaluating their own assessment practice using predefined criteria and planning for the further development of a better assessment. The skills used to conduct SSA in this paper are developed from Fulcher's (2012) general description of skills, built upon relevant previous works. Simply put, they are specifically conceptualized as follows: teachers' skill in developing the SSA for their English courses (Cram, 1995), teachers' skill in performing SSA (implementing the sound SSA into their English courses (Brown & Abeywickrama, 2010, and teachers' skill in evaluating SSA (evaluating the SSA practice using predetermined criteria and planning for the development of a better SSA (Watson Todd, 2002)

Principles of SSA

Principles of language assessment literacy refer to the principles employed to implement an appropriate use of language assessment practices, with reference to codes of practice, ethics, fairness, professionalism, proper use of language tests, and test impact (Davies, 2008; Fulcher, 2012). It is important to note that this study adapted the ten principles of assessment for learning to guide classroom practice, as proposed by the Assessment Reform Group (2002). The ten principles of SSA involve the following constructs: SSA as an assessment for learning, part of effective planning, focuses on how students learn, classroom practice, key to professional skill, sensitivity and constructiveness, fostering motivation, promotion of understanding goals and criteria, helping learners know how to improve, developing the capacity for self-assessment, and recognizing all educational achievement.

Conceptions of SSA

Within the terrain of SSA in language education, conceptions refer to the mental structure of assessment, including beliefs, meanings, concepts, propositions, rules, mental images, and preferences (Thompson, 1992, cited in Opre, 2015). As argued by Brown (2004), the teacher's conceptions fall into four categories: conceptions of improvement in teaching and learning, school accountability, student accountability, and treating assessment as an irrelevance. The conception of improvement in teaching and learning a given language deals with the teachers' belief that the assessment can be used to determine the students' language learning progress and the quality of their instruction. As for the conception of school accountability, it is concerned with the teachers' belief that their language assessment can be a good indicator of the school's quality. The third conception, which is about student accountability, places critical emphasis on the teachers' belief that the adopted language assessment can be utilized to determine student achievement. Finally, the conception of treating assessment as an irrelevance is the teachers' belief that the language assessment is irrelevant to the instruction and/or student learning.

Language-specific competency regarding English language use among the students

The last domain is language-specific competency, which is defined as the language assessors' awareness of different facets of linguistics, language use, linguistic competence, current language perspectives and language norms of the test takers (Inbar-Lourie, 2008). This domain is to serve the needs of the students as well as accommodate the assessment context. Inbar-Lourie (2008) advocates that language assessors are required to acknowledge the current perspectives of language use, particularly the language norms of the test takers. For instance, when evaluating ESL students, language teachers should be aware of the influence of the students' first language and culture. As the current study was conducted with EFL university teachers who were expected to use SSA with their EFL university students, this study thus employed the language norms of English as a Foreign Language (EFL) (Inbar-Lourie, 2008).

After the five key domains of SSA literacy and their constructs have identified, it is necessary to conduct a survey on the teacher participants' needs because, according to Desimone (2009) and Fulcher (2012), the training should be designed based on the teachers' addressed needs and schema. In addition, the teachers' needs and schema can be obtained and prioritized using needs assessment in order to accurately design content and select training activities which are in line with the teachers' needs and context of teaching (Fulcher, 2012; Wongwanich, 2005). Two main objectives of this study were subsequently stated as follows:

1. To examine the teacher participants' knowledge, skills, principles, conceptions, and language-specific competencies in the use of SSA

2. To explore the needs and problems related to the use of SSA among the teacher participants

2. Methodology

2.1 Research participants

The participants were six lecturers in the Department of English for International Communication in one public university in Thailand. All of them used Thai as their first language and taught English as a foreign language. With reference to ethical issues in conducting this research, the researchers sought consent from them before collecting the data. They were also informed that their participation was on a voluntary basis, and confidentiality and anonymity in participating in this study were guaranteed.

2.2 Research instruments

This study used two research instruments: a survey questionnaire and a focus group discussion. The first instrument was a 27-item survey questionnaire in a dual response format. It was used to elicit the desirable and current levels of the following domains: knowledge of SSA, skills in implementing SSA, principles of SSA, conceptions of SSA, and language-specific competency regarding SSA. The participants indicated their desirable and current levels of the aforementioned domains on a five-point Likert scale. They were also requested to indicate how well the statements in the questionnaire describe desirable and current levels of their language assessment literacy in the use of SSA

The second research instrument, which was a focus group discussion, was subsequently conducted after the administration of the questionnaire. A list of semi-structured interview questions, developed primarily based upon the results obtained from the questionnaire results, was used as a guideline during the discussion section in order to elicit data regarding needs and problems in implementing SSA.

2.3 Data collection and analysis

The questionnaire was administered to all research participants. After the completed questionnaires were returned to the researcher, they were analyzed and major results were identified. After that, the focus group discussion with all participamts, as led by the research, was conducted by using the list of interview questions developed based upon the results of the questionnaire administration.

2.4 Data Analysis

The data obtaiend from the questionnaire administration were quantitatively analyzed by using an SPSS program. The ranking of the needs in this study, as reflected through the lens of the questionnaire responses, was performed by using the Modified Priority Needs Index ($PNI_{modified}$) (Wongwanich, 2005). To obtain the standard scores, the needs of the SSA were assessed by determining the real level of needs. The mean score of each domain was interpreted using the following criteria.

4.21 – 5.00	The participants having very high levels of SSA literacy in the given domain
3.41 – 4.20	The participants having high levels of SSA literacy in the given domain
2.61 – 3.40	The participants having moderate levels of SSA literacy in the given domain
1.81 – 2.60	The participants having low levels of SSA literacy in the given domain

1.00 – 1.80	The participants having very low levels of SSA literacy in the given domain

The findings showing the differential value between the participants' desirable levels of knowledge, skills, principles, conceptions, and language-specific competency in SSA (I), and the teacher participants' current corresponding levels, (D) were obtained using the following formula.

	$PNI_{modified}$	=	(I – D)/D
Where:	PNI	=	priority needs index
	I	=	mean of desirable knowledge, skills, principles, concpetions, and language-specific competency of the teacher participants (***Importance)***
	D	=	mean of current knowledge, skills, principles, conceptions, and language-specific competency of the teacher participants ***(Degree of success***)

The constructs of each domain were examined and interpreted using the results from the $PNI_{modified}$ as follows:

$PNI_{modified}$ value	SSA training
- (minus)	The training should aim to decrease this construct.
0	The participants have already acquired that construct, and/or the participants do not need to change.
+ (plus)	The training should aim to enhance this construct.

As for the data from the focus group discussion, they were transcribed and then qualitatively analyzed using content analysis.

3. Results and Discussions

3.1 Results from the questionnaires

The participants' desirable and current levels of knowledge, skills, principles, conceptions, and language-specific competency in SSA are presented in Table 1.

Table 1: The $PNI_{modified}$ and participants' desirable (I) and current levels (D) of knowledge, skills, principles, conceptions, and language-specific competency in SSA (n = 6)

Domains and constructs	(I) Index of Expectation	(D) Degree of success	PNI modified	Rank
Knowledge	3.57	2.08	0.716	4
SSA instruments	5.00	1.80	1.778	1
Implementation and delivery of SSA, and methods to prevent what may go wrong with SSA	4.00	1.80	1.222	2
Design and development of SSA	3.93	1.85	1.124	3
Purposes of SSA	3.08	1.67	0.844	4
Focused achievement for SSA	4.00	2.33	0.717	5
Factors affecting SSA results and outcomes	2.47	1.44	0.715	6
Definition of SSA	4.83	3.50	0.380	7
Effects of SSA on stakeholders	2.50	2.17	0.152	8
Indicators of sound and unsound SSA	2.33	2.16	0.079	9
Skills	3.48	1.59	1.189	2
Developing SSA	3.33	1.00	2.330	1
Performing SSA	3.50	1.58	1.215	2
Evaluating SSA	3.63	2.21	0.642	3
Principles	3.48	1.79	0.944	3
Classroom practice	3.67	1.33	1.759	1
SSA as an assessment for learning	3.33	1.33	1.504	2
Part of effective planning	4.00	1.67	1.395	3
Promoting understanding of goals and criteria	3.00	1.33	1.255	4
Fostering motivation	3.67	1.67	1.198	5
Being sensitive and constructive	2.67	1.33	1.008	6
Focusing on how students learn	4.33	2.33	0.859	7
Key to professional skills	4.67	3.00	0.557	8
Developing the capacity for self-assessment	1.33	1.00	0.330	9
Recognizing all educational achievement	3.33	2.67	0.247	10
Conceptions	1.77	2.10	- 0.157	1
Irrelevance	1.04	3.04	- 0.658	1
Improvement of teaching and learning	2.44	1.22	1.000	2
Student accountability	3.94	1.83	0.607	3
University accountability	1.00	1.00	0.000	4
Language-specific competency	5.00	5.00	0.000	5
Language norms of English as a Foreign Language (EFL)	5.00	5.00	0.000	1

According to Table 1, the results from the PNI $_{modified}$ indicated that the teacher participants need to develop all domains, where conceptions (I = 1.77, D = 2.10, PNI

$_{modified}$ = - 0.157), skills (I = 3.48, D = 1.59, PNI $_{modified}$ = 1.189), principles (I = 3.48, D = 1.79, PNI $_{modified}$ = 0.944), knowledge (I = 3.57, D = 2.08, PNI $_{modified}$ = 0.716), and language-specific competency (I = 5.00, D = 5.00, PNI $_{modified}$ = 0.000) were prioritized respectively.

3.2 Results from the focus group discussion

The results from the focus group discussion revealed that none of the participants had experience in using SSA when they were students. Neither did they attend any training in any kind of language assessment. When working as university lecturers, they learned about SSA from journals or co-workers. Some even tried SSA with their students. For instance, one of the lecturers had tried SSA with her students and found that the students could do it when she trained them to compare their performance assessment criteria. With their inadequate knowledge and lack of training on SSA, not surprisingly all participants reiterated that they did not have confidence in using SSA because they had no idea whether they had done a sound SSA. Another lecturer was aware of the importance of SSA and thus strongly supported the use SSA in English courses. This is because she found that her students became more aware of their own learning using student self- assessment. She proposed that there should be a variety of training activities for students, along with the implementation of SSA, and practical steps so as to train the students on how to use SSA in an effective manner.

- **Preferable training activities for knowledge, skills, and language-specific competency**

Approaches to the development of the participants' knowledge and skills of SSA should be based on collaborative learning and workshops. All of the three participants expressed that it was unnecessary to teach them the linguistic norms of English as a Foreign Language (EFL) since they graduated in the field of English language education and had experience teaching EFL students. One participant said that he preferred attending workshops and discussing topics with other peer teachers. To gain confidence in using SSA, he added that he wanted to practice role play in the workshop before implementing a self-assessment with his students. Another lecturer reported that she preferred knowledge and skills to be exchanged with her colleagues. One lecturer also agreed that the workshop trainer and sample model of SSA practices would help her to better understand the use of SSA in the classroom. All lecturers also agreed to have a meeting to discuss and exchange their knowledge. This finding was consistent with Chinda (2008) and Richards and Farrell (2005) in that the influence of community of learning is an effective tool and desirable way to promote the language practitioners' learning and professional growth.

- **Preferable training activities for principles and conceptions**

Based upon the data from the focus group discussion, it was found that two participants argued that conceptions and principles might not be affected by the workshops since they had experienced other university training, such as cooperative education training or knowledge management training, and observed no change in their' beliefs and principles. All participants agreed that the surrounding context had more influence. For example, one participant mentioned that he knew that he shouldn't use too much the multiple-choice formats for assessment, but his colleagues preferred to use it. As such, he needed to use it, too. This finding was in line with the claim by Brown (2008), who explicitly stated that "socialization in the school's professional community might have more effect than all the assessment literacy training offered. (p. 295)"

4. Conclusion

This study was undertaken to assess the needs for SSA training from the six participants as well as discuss the background and possible challenges the participants might encounter during the implementation of SSA. The results of this investigation show that the participants preferred having conceptions, skills, principles, knowledge, and language-specific competency respectively in their training, as reflected in their prioritizing these five four domains in the needs assessment. Although the current study is based on a small sample of participants, the findings have suggested that, to a certain extent, it is possible that some English language teachers in Thai universities may have limited background on SSA and encountered certain challenges that restrained them from using SSA in their classrooms.

The results of this study have a number of important implications for the future practice in terms of the continuing professional development and needs assessment for the language teachers. The participants' preferable training activities were obtained from this paper as a preferable framework for designing training on professional development. The evidence from this study suggests that SSA training could achieve the expected outcomes – assessment practice of the participants through the firmly established framework of the training – because it meets the genuine needs of the teachers.

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The Study of Reflective Writing Application in Interpreting Classroom Activities

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Abstract

Reflective writing is the process of debriefing, which is used in many fields. In a classroom context, it is a learning tool that enables learners to improve their performance of any skills via self-analysis. So it becomes a common practice in a classroom or training environment. This study investigated the application of reflective writing in simultaneous interpreting classroom activities, in the context of English to Thai and vice versa, among Chiang Mai University seniors who were English majors and took ENGL001415, the Introduction to Interpreting course. Students' reflective writings in a log were collected right after each practice. Key elements of the process and the attitudes of learners who wrote a reflection right after practice were the focal areas of this research. The collected data were scrutinized and conceptualized through thematic analysis. Kolb's learning cycle (1984): Concrete experience (What happened?), Reflective observation (Why did it happen that way?), Abstract conceptualism (What can I learn from this?), and Active experimentation (How do I plan to improve?) and Gibbs' model of reflection (1988): description, feelings, evaluation, analysis, conclusion and action plan, were employed as a conceptual framework for thematic analysis. The study found that reflective writing was a great learning strategy as it helped students to achieve learning outcomes. Along the process of self-analysis and self-assessment of reflective writing, learners were motivated to develop a higher skill of interpreting. Also, they were well aware of the benefits of reflective writing towards their potential and the improvement of interpreting skills. Besides, reflective writing is an effective communication tool between the instructor and learners where intervention and suggestion can be conveyed. Observation of students' reflection can be useful to classroom activity adjustment and the design of a structured reflection form. This can be concluded that reflective writing is an integral part of interpreting classroom activities.

Keywords: reflective writing, simultaneous interpreting, self-analysis

1. Background of the Study

In a classroom context, reflective writing is a learning tool that enables learners to improve their performance of any skills via self-analysis. It helps learners to become an active learner. It helps one to "recognize and clarify the important connections between what you already know and what you are learning" (University of New South

Wales, 2019). Reflective writing is the process of debriefing, which is used in many fields. It is often used to help improve professional practice or real-world tasks. It asks you to "critically evaluate" and "make connections between the theories and practice you are engaging within your unit and can guide you to become more aware of your personal thoughts about your life experiences in relation to those theories" (Deakin University, 2019). Reflective writing is to explore and explain an experience with objectivity. "It involves thinking and writing about anxieties and errors as well as successes…when carrying out a practical task. Try to stand back from the situation and be as objective as possible" (University of Reading, n.d.).

Reflective writing guidelines from various academic institutions are provided online as an accessible educational resource for practitioners and instructors. Reflective writing can be applied in a literature class in a form of journaling or a reader's response. It can be used in a critical reading class as an opinion writing. However, for some advanced courses like interpreting, it is likely that reflective writing can be applied to increase learning outcomes. None of action research on the effectiveness of reflective writing towards interpreters' training in the English-Thai context has been done so far. So, it is hoped that insights from this research will be beneficial towards the learning tool development for interpreters' trainings and a concrete/structured reflection pattern appropriate for an interpreting course might be achieved.

ENGL001415, Introduction to Interpreting, emerged in 2008 as a Major Elective in the Bachelor's Degree of English program in Chiang Mai University. The course content includes basic skills in interpreting such as extending memory, summarizing, predicting, paraphrasing, note-taking, shadowing and sight translation which is the basis for consecutive and simultaneous interpreting. The theory and practice of the course is mostly based on Daniel Gile's *Basic Concepts and Models for Interpreters and Translator Training* (1995). The book contains useful teaching suggestions about fidelity, comprehension and sequential model, knowledge acquisition, effort models and coping tactics. It can be said that the course adopted the linguistic-oriented approach from Gile's principles and guidelines; however, it is possible that other pedagogical approaches, like reflective writing, might help increase learning outcomes.

2. Objectives

This study is to investigate the application of reflective writing in interpreting classroom activities in the context of English to Thai and vice versa. The research focus is on the effectiveness of reflective writing as a learning/teaching tool for interpreting skills.

3. Methodology

The qualitative data consisted of 6 interpreter's logs collected from 22 students who enrolled in ENGL001415, the Introduction to Interpreting course, in Chiang Mai University's Bachelor Program of English in the curriculum year of 2018. Subjects are required to write a reflection in English in a form of interpreter's log, unstructured, in a descriptive manner, once each simultaneous interpreting practice is complete in a sound lab environment.

The data was analysed, using the thematic analysis method. According to Miles and Huberman's guidelines for thematic analysis (1994), qualitative data analysis is a continuous, interactive process that starts with data reduction -- selection, simplification, and transformation of data. Miles and Huberman (1994) propose that coding is the first and foremost crucial step in the analysis process, that is, "coding is analysis. To review a set of field notes, transcribed or synthesized, and to dissect them meaningfully while keeping the relations between the parts intact, is the stuff of analysis" (p.56). Codes are definitely associated with words, phrases, sentences or whole paragraphs, connected or unconnected to a certain setting (Miles and Huberman, 1994).

Following Miles and Huberman's guidelines, the reflection in interpreter's logs were selected, compared, and differentiated. The retrieved data were combined and transformed into significant data. To do this, a conceptual framework is required according to Miles and Huberman. These two researchers suggest planning a start list based on a conceptual framework first, then developing the list into code-in-use flavor. The conceptual framework used in this study is based on Kolb's Experiential Learning Cycle (1984) and Gibbs' Reflective Cycle Model (1988).

One of the most well-known theorists of learning theory is David A. Kolb who introduced Experiential Learning Theory and Model as shown below.

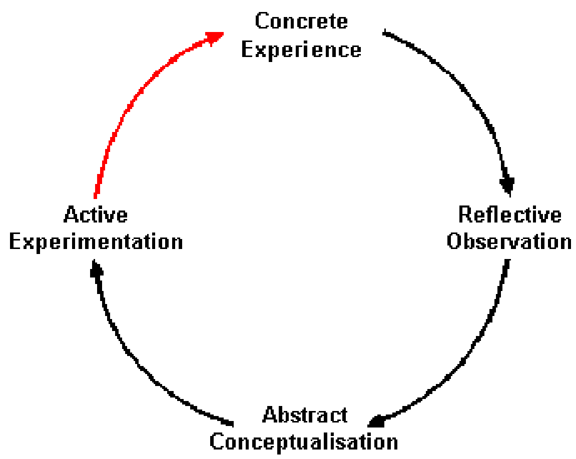

Figure 1: Kolb's Experiential Learning Cycle (1984)

According to Kolb (1984), Concrete Experience focuses on doing something; Reflective Observation is to review how you did it, how you felt and how you might have done it differently; Abstract Conceptualization is about interpretations of the experience and comparisons of what you were taught in class; Active Experimentation is centered around planning of what to do next time.

According to Kolb (1984), the four parts of the experiential learning cycle reflect different attributes:

> Learners, if they are to be effective, need four different kinds of abilities - concrete experience abilities (CE), reflective observation abilities (RO), abstract conceptualizing abilities (AC) and active experimentation abilities (AE). They must be able to involve themselves fully, openly and without bias in new experiences (CE). They must be able to reflect on and observe their experiences from many perspectives (RO). They must be able to create concepts that integrate their observations into logically sound theories (AC) and they must be able to use these theories to make decisions and solve problems (AE). (Kolb, 1984, p. 30)

Following Kolb's experiential learning cycle, Gibbs (1988, p. 47) developed his reflective cycle model (1988) as a pedagogical approach for a deeper reflection.

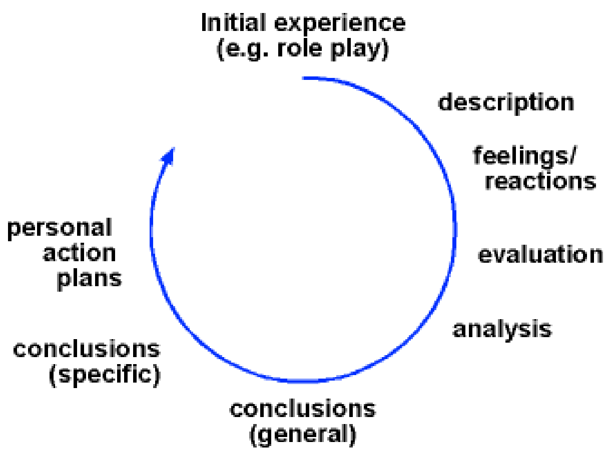

Figure 2: Gibbs' Reflective Cycle Model (1988).

His model has six stages: 1) describing the experience; 2) thinking about one's own feelings; 3) evaluating the experience; 4) analyzing the experience; 5) drawing a conclusion with solutions; and 6) developing an action plan to cope with the same situation if it happens again.

Gibbs (1988) points out useful a learning cycle as follows:

> It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalizations or concepts can be generated. And it is generalizations that allow new situations to be tackled effectively. (Gibbs, 1988, p. 9)

According to Gibbs (1988), learners should "reflect on their experience in a critical way rather than take experience for granted and assume that the experience on its own is sufficient" (p.19). In the last stage of the reflective cycle model, learners should draft an action plan or make a list of things to do to improve their performance so that learners will be able to respond to the same situation with a better solution (Gibb, 1988).

Sample of a start list

CE = Concrete Experience	RO = Reflective Observation
AC = Abstract Conceptualism	AE = Active Experimentation

Sample of codes-in-use flavor:

D = Description	F = Feeling	E = Evaluation
A = Analysis	C = Conclusion	P= Action Plan

4. Results

4.1 it is found that students didn't show all of the four different kinds of abilities - concrete experience abilities (CE), reflective observation abilities (RO), abstract conceptualizing abilities (AC) and active experimentation abilities (AE) according to Kolb's Experiential Learning Cycle (1984) – in their reflection. Abstract conceptualizing abilities and active experimentation abilities are less than other abilities. In the first sample, none of AC is found and in the second sample, none of AE is found.

Samples of thematic analysis of the start list are as follows:

"*The last activity is simultaneous interpretation of Sean Buranahirun's clip, "Someone who walks out of your life". (CE) I think this one has an appropriate speed. (RO) I can follow (interpret) him right away. (RO) But some moment that he increases his speed, I have to interpret faster. (RO) However, I have to practice more. (AE) I will use auditory memory than visual memory. (AE)"* – Student N

"Welcome back to the lab! (CE) Today I have learned a new lesson, simultaneous interpreting and that was a new challenge for me. (CE) For the clip 'English in a Minute,' I could do phonemic shadowing better than interpreting. (RO) My problem that I found was the speaker was speaking so fast and then I lost my concentration to catch up with the text. (AC) My brain was frozen and then I felt like my mouth was paralyzed. (RO) Overall, I felt comfortable with this lab (CE) and it was a new chapter and new challenge for me. (CE)" – Student D

Kolb (1984) proposes that learners achieve concrete experience (CE) abilities when they get involved with the activity completely and welcome new experiences without prejudice. It is found that in the first part of the reflection, most of the subjects of this research showed excitement and enthusiasm to learn new skills. Some might show uncertainty yet willingness to learn. They fully participated in the activities, completed the task given and openly discussed their impression.

According to Kolb (1984), a sign that reflective observation abilities (RO) are achieved is when learners make an observation from various aspects or look at the situation from many angles. It is found that the subjects of this study reflected the experiences ranging from confusion to satisfaction. Mostly, they criticize their own performance first. Sometimes, they mentioned extra-textual factors such as quality, type, length and speed of the source text, which might affect their interpreting performance. They also mentioned problems in interpreting, which arose from socio-cultural contexts, such as culture-bound vocabulary. More often than not, they discussed linguistic aspects of the task, both syntactically and lexically. Some of them compared their previous performance with the current one or compared their quality of interpreting between English to Thai and Thai to English.

Kolb (1984) points out that abstract conceptualizing abilities (AC) are witnessed when learners can transfer their observations into a reasonable concept. It is found that the subjects of this study analyzed problems when they got stuck or fail: how it occurs and why this happens. A few of them came up with a solution or problem-solving tactics.

For active experimentation abilities (AE), learners must be able to apply those concepts to solve problems (Kolb, 1984). It is found that some of the subjects of this study mentioned strategies or coping tactics they applied to solve the problem. Others just showed intention to improve next time.

4.2 Results of thematic analysis of the codes-in-use flavor are as follows:

For the theme of Description (D), most students started their reflection with the description of the task details but the length was varied. Some even showed the task analysis and speculation:

"Today I have learned about simultaneous interpretation which you have to interpret right after the speaker speaks a few words. This type of interpreting really need speed and I think simultaneous interpreting might be easy and have less distraction since I don t have to take note (like in consecutive interpreting). This might help me collect all of information of the source text." -- Student C

In the Feeling (F) theme, most students show their feelings openly from positive, doubtful, neutral to negative:

"*Today the class is very fun because it is our first time practicing simultaneous interpreting. I am very excited and exhausted.*" – Student P

"I I really enjoy shadowing. It is really fun. I love to close my eyes when I do this. – Student N

"Welcome back to the lab!" – Student D

"It is not easy as I thought." – Student C

Scrutinizing the theme of Evaluation (E), it is found that most students were able to assess their performance based on a mode of interpretation, type of interpretation, and text analysis:

"Personally I think I do better in Thai-English interpretation." – Student N

"I can interpret it but it is rather slow." – Student M

"In the session of shadowing, I did a good job." – Student A.

"I can interpret better because the source text is slower than the previous one." – Student T

There are two patterns of analysis in the Analysis (A) theme. Some ended up explaining confusion and anxiety. Others reflect on their experience in a critical way; they tried to analyze their failure and success:

"I found that the audio in the source text is more distractive and I cannot follow the audio because it is too fast. Sometimes, I forgot that I am doing simultaneous interpreting and I wait until the speakers finish his sentence and then I get lost."— Student C

Some students revealed that they are aware of their own weakness and what should be done to solve it. In other words, solution is part of the Conclusion (C) theme: *"I can't interpret simultaneously. So I decide to omit the information and start interpreting the next sentence instead."* – Student N

In the Action Plan (P) theme, the reflection in this part could be general or specific. Most students expressed an intention to improve next time without a clear strategy. A few students pointed out a concrete plan of improvement: *"I think I need to improve and find the better word choice because it is understandable but the language use is not good enough"* -- Student M

5. Discussion and Conclusion

From the study, it can be said that reflective writing is an effective learning strategy to enhance students' learning outcomes. It is a great tool for interpreters' training and classroom atmosphere as it allows an effective learning cycle to truly happen. Once learners get used to reflective writing, they can benefit from it. Interpreting demands concentration, linguistic ability, and speed. It creates fresh experience and learners needs a tool to reflect this experience and generate the concept/principles/rules before it was forgotten. It helps them to reflect their practice from hands-on experiences and how they manage their stress and develop coping tactics. Along the process of self-analysis and self-assessment of reflective writing, the subjects of the study were motivated to develop a specific skill of interpreting. At first, their writing was just an overall picture of the task. Through time, they became more focused and specific. It is noticeable that students were well aware of the benefits of reflective writing towards their potential and the improvement of interpreting skills as they wrote longer and clearer – the involvement with the task is very high.

Reflective writing is a good communicative tool between the instructor and learners as well. We can use these reflections as a tool of intervention when learners lost confidence or fail to perform. We can give them moral support, guidance, correct attitudes at the right time. What they write in an Action Plan sometimes is just an intention. When it is noticeable that they cannot develop a concrete action plan, the instructor can intervene and suggest appropriate strategies. Conversely, the instructor can reflect on learners' reflective writing and review classroom activities. If learners complained about speed, length, accent, background knowledge, word difficulty, we can adjust those factors accordingly. Besides, interpreting exercises are quite stressful for learners. Reflective writing can help them sort out their feelings which is sometimes quite overwhelming after the activity is done. They can describe their experiences in strong terms and feel more relaxed or more determined to achieve their learning goals and ready to deal with the challenges.

This study proposes that the unstructured reflection done in a descriptive manner can be more appropriate at the early stage of interpreting practice so as to lessen the pressure during apprenticeship stage while the structured reflection can be introduced some time later. By using Kolb's cycle (1984) and Gibbs' model (1988) as a conceptual framework of this study, it is found that Kolb's cycle focuses on four learning abilities and it is considered a holistic process while Gibbs' model is more analytical as it dissects the learning process into stages. It can be said that when we use an unstructured reflection, Kolb's learning abilities are unfolded naturally and not sequential, rather organic. However, learners have a tendency to explain Abstract Conceptualization (AC) and Active Experimentation (AE) implicitly. The missing abilities are what an instructor needs to point out to learners to improve their reflective writing early on.

On the other hand, it is possible that a structured reflection form, with guided questions, can be built upon the learning stages of Gibbs' model. It provides easy-to-understand steps for learners to write a reflection. In a certain stage of learning, this prescriptive tool is believed to help learners scrutinize their performance and draw a certain conclusion more effectively. From the result of this study, an instructor can incorporate coping tactics in interpreting as guided questions in Gibbs' Analysis (A) and Conclusion (C) stages as students tend to discuss these two abilities briefly or not at all.

More importantly, constant reaffirmation from an instructor about the importance of reflective writing is quite necessary. Not every student love to write and perhaps some of them do not feel the necessity to write in a speech production course like interpreting.

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Positioning, Agency, and English Language Learners: Voices of Pre-service Classroom teachers

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Abstract

Recent literature of identity has demonstrated strong impact on teachers' professional development and formation in educational industry. This study explores the (re) identity negotiations and agency of five Thai pre-service student teachers majoring in English language who received their internships at a secondary school in Eastern Thailand. Drawing upon theories of identity construction, narrative positioning perspective, and using in-depth interview, the case highlights how preserve teachers identities formation positioned and shaped by university-school internship. Finding suggests that pre-service teachers perceive challenging to their self-positioning as English teachers in the classroom, varies positional identities to their school context (e.g. supervisor, mentor, colleagues, etc.), and sometimes conflicting identities. Through discussion of excerpts from the teachers' narratives, the study argues that the negotiation between multiple identities and positioning are necessary part of the construction of identity of pre-service teachers as they are newcomers in the field of teaching. The analysis presented provides implications for teachers, pre-service teachers of English language, and teacher education.

Key words: positioning; identity; agency; construction; internship

1. Background of the study

In recent years, educators and curriculum designers emphasized the importance of teachers training to all individuals who want to pursue their professional development in teacher's education. In the case of pre-service teachers, for instance, pre-service teachers come into the teaching profession with beliefs about teaching; sometimes they are aware of them, other times they are not. These are informed by their own judgment of how high-quality teaching looks and works. It is, in other words, they have entering beliefs that enlighten their own system of beliefs about teaching. Moreover, entering beliefs about teaching come from their own experiences as pupils, significant interpersonal relations with their professors, mentors and classmates, and their reflection upon critical incidents in their first encounters with teaching. In fact, entering beliefs appear to be a construction, which implies that they are not static or do not remain the same over time; they are subject to experience changes or turning points when they come into contact with different components of teacher development: course content, reflection, and research, to mention some. For this reason, teacher educators should embrace a teacher education pedagogy that considers the central role of pre-service beliefs about teaching by both explicitly including this topic in the curriculum (for example through reflection, course content and learning activities). As Varghese and colleagues (2005) highlight, the teacher is not "a neutral player in the classroom, but on the contrary, her positionality in relation to her students, and to the broader context in which the teacher was situated" (p. 34) is vital. They further argue that to understand teaching and learning "we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them". However, the identities of pre-service teachers, particularly in EFL context have not been adequately addressed. Little is known regarding their identity negotiations in relation to their teaching practices in particular context, and how such negotiations influence their agency, interactions, and practices. In particular, the research on the identity (re)construction of pre-service teachers who teach English language (as a foreign language) is scarce. Finally, there is a conclusion that highlights the importance of undertaking more research on pre-service education.

2. Related Review

2.2 Narrative positioning and identity,

Over the last fifteen years, research has shown that the construction of Identity can be achieved through narration of individual in particular context, more specifically through what is related, to whom and in what way. Schifrin (1996, p. 197) calls narratives "a linguistic lens through which to discover people's own (somewhat idealized) views of themselves as situated in a social structure". Georgeakopoulos (1997) affirms the close relation of narrative communication to self-presentation. De Fina (2003, p. 19ff.), on the other line, stresses the central role of narrative to the construction of identities that through narration, people enact and negotiate personal and social roles, relationships, and their membership into specific communities of pratice. The most common definition that can be found is "language in use". The term position is used to capture the dynamic aspects of selfhood. This selfhood, Davies (2000) argues, is constantly in process; it only exists as process; it is revised and (re)presented through images, metaphors, story lines, and other features of language, such as pronoun grammar; it is spoken and re-spoken, each speaking existing in a palimpsest with the others. Unlike roles that are static and fixed, positions are situation-specific, disputed, challenged, changing, shifting and therefore dynamic (Harré and Slocum, 2003, van Langenhove and Harré, 1999). In a similar study, Yoon (2008) described how three teachers assigned various positions to themselves and ELLs in their classrooms and how these positioning closely influenced teachers' classroom practices. Overall, the limited literature on positioning of teachers of ELLs shows that teachers' self-positioning closely interact with how they position their students and how such positioning moves influence their teaching practices. Focusing on this relational aspect of positioning, this study aims to add to the limited literature on teachers' reflexive and interactive narrative positioning. Roger and Wetzel (2013) define agency as "the capacity of people to act purposefully and reflectively on their world" (p. 63). Just like identity, agency is shaped by social interactions and achieved in particular situations (Priestley et al., 2012). In other words, through positional moves or positioning, people can gain or lose the right to speak and act. That is, by being positioned in certain ways, individuals may or may not exercise agency. An individual can only speak from the positions made available within discourses (Davies, 2000). While certain positions may enable one to become argentic, agents can also actively resist certain positioning. Agency and positioning are therefore closely linked, one influencing the other. Roger and Wetzel's study (2013) is worth highlighting because it is perhaps the first study that has analyzed teacher agency by looking at positions the participant teacher, Leslie, has constructed for her. From the short review above, then we might look across contexts and then positions may enable actively resist certain positioning.

Therefore, the research question addressing this aim is;

1. How do pre-service teachers (re) negotiate, construct, and position themselves in pre-service internships program in an EFL context?

3. Methodology

3.1 Participants and setting

The five participants in this study (see below) were pre-service teachers enrolled in Faculty of Education major in English in one of the public university in Thailand. They were pursuing their internship program in Public Secondary schools in Thailand. For their internship, each participant observed and taught in different levels of primary and secondary level.

Table 1 Participants profile

pseudonym	Year of teaching level	Gender	Age	Nationality
1.Nan	Primary level 6	Female	20	Thai
2. Aom	Primary level 5	Female	21	Thai
3.Earn	Secondary level 5	Female	20	Thai
4.Nott	Secondary level 4	Male	21	Thai Isan
5.James	Secondary level 6	Male	21	Thai Isan

3.2. Data collection and analysis

The data for this study consist of semi- structured interviews from August, 2018 to January 2019. Because the researcher's goal was to gain an in-depth understanding of positioning, identity, and agency, a case study design seemed to be the most appropriate (Creswell & Poth, 2017) in this present study. The researchers did not invite more individuals to participate in this present study as Creswell suggests that the small number of case studies, ideally fewer than 4 or 5, provides "ample opportunity to identify themes of the cases as well as conduct cross-case theme analysis"(p. 157). This study uses a single-case design with multiple participants. Because the researcher's participants shared many common characteristics and conditions (Merriam, S. B., & Grenier, R. S. (Eds.). (2019). single case study design over multiple or collective cases seemed to be more appropriate. Having multiple participants enabled me to "strengthen the precision, validity, stability, and trustworthiness of the findings" (Miles et al., 2014, p. 33).

The researcher interviewed each participant once and each interviewed lasted around 2 to 3 hours in faculty department's office. The researchers scheduled participants according to their free time. Interviews were audio-recorded and transcribed. The participants had officially completed their undergraduate studies when the researcher conducted the interviews that were all semi-structured. In the interviews, the researchers asked participants questions about their educational and professional backgrounds, experience and interactions with EFL students during internship placements, challenges in teaching EFL learners, and experiences in the EFL courses in the undergraduate's program. These broad questions led to many follow-up questions during the interviews. The researchers also asked participants to narrate relevant anecdotes or philosophy in teaching and reflect on them. There were four phrases and began with the coding interview data. First, the researchers read each transcript without any coding. The researchers then coded the first interview transcript. This was almost a line-by-line coding and a large number of codes emerged from my recursive reading. The goal was to make sense of the data, identify similarities and differences as well as significant participant quotes or passages that were striking or stood out to the researcher's idea. Multiple readings of interview data and multiple reviews of the codes helped the researchers revise the initial codes and create categories (e.g., teacher, mother, father, friends, financial) according to the research focus in this study. In the second phase, the researchers did positioning analysis and identified reflexive and inter-active positions. In particular, the researcher's focus was on "the relational aspect of positioning theory with respect to a determination of how one's position necessarily positions others" (Sosa&Gomez, 2012, p. 593). When the researchers completed positioning analysis, the researchers reviewed the positions and identified the most recurring or dominant ones for each participant. In the third phase, the researchers revisited the data for agency. In each positioning act identified, the researcher looked at how positioning occurred, whom the participants positioned, and what happened as a result of a particular positioning act. In other words, the researchers aimed to understand "if" and "how" positions allowed or limited the participants to "act" in their narratives. During and after these first three phases, the researcher compared and contrasted categories and themes across three participants. The researchers read their reflective memos to further make sense of the themes and strengthen understanding of the issues they were exploring. The final coding categories are presented in Appendix A. The following section involves a description of the themes or issues that I uncovered.

4. Result(s)

This study aimed to understand how five pre-service Thai teachers positioned themselves in relation to their social context of internship and how their identity (re)negotiation interacted with their agency in particular context of teaching. The positioning analysis reveals that the participant's recursively position themselves in relation to teaching career. The positioning and identity (re)negotiations the researchers describe below seem to shape these pre-service teachers' agency and self-reported teaching practices in EFL classroom. What follows is a description of the participants' self-positioning in relation to teacher's persona, teaching styles, relationship with colleagues as well as their status the teachers ascribed to themselves?

Self-positioning in relation to their teaching career

The pre-service teacher participants positioned themselves as a product of motivation and inspiration of why they want to pursue teaching career. However, they seemed to take on different motivation in pursuing their teaching career. For example [Int. 4, Nott], mentioned that;

> "I through my inspiration is my past teacher....He had technic to motivated students to enjoy his class. It is a power to push me to concentrate to the class. [Int. 5, James]

While one participant shaped her teaching career through the fact that she came from a family of teachers. This may understand that family gave an effect to the participant's decision in becoming a language teacher.

> I got inspiration from my family because of one of my family member are English teachers – my brother and my sister. And I thought English is variety language that I could use to communicate with other people around the world. It is very important now a day to help us learn a new thing out of the book or classroom. [Int. 2, Aom]

Another participant also mentioned that his father is a teacher in the secondary schools, where he added that his teacher used to play with him educational games.

> ...because my father is a teacher in the secondary school in Thailand. My father is teaching social subjects. When I was in secondary level I used to join him in going to school. So I found my English, He taught me also to play scrabble and then I always play with me until I did not know myself that I improve my

> vocabulary. When I had an exam I got a high score in English, then I also joined competition. [Int. 5, James]

Self-positioning in relation to their teacher's persona

During the interview, the pre-service teacher participants mentioned their personality of being a teacher, when the researchers asked them about themselves as a teacher inside the classroom. Most of the participants viewed themselves differently. For instance, one participant reported that;

> I am a strict teacher because the I always impose my rule inside the classroom. If students break the rule so we have to tell them the consequences. Anyway I need to survey student's content knowledge about the subject before planning. Maybe should to be strict at the beginning to make them scary. *[Int. 3, Earn]*

[Int. 4, Nott] mentioned that he is quite selective in mingling with other teachers, he stated that;

> I am quite person with some group: for example friendly with young friends but not too much friendly with older teacher in the school.

While the one participant, mentioned that;

> I am realistic teacher yet a friendly one. But not too much friendly. I want to learn values of my subject, I mean I integrate values. [Int. 5, James]

Self-positioning in relation to their teaching style

During the interview, when the researchers asked them about their way of teaching during their internship, most the participants highlighted "active learning" in their teaching style. Some of them mentioned that;

> Active learning in my opinions same as child center on we need to concentrate with students but the difference is the process in doing the activities, students could reflex whatever teachers throw to them. It is the same as communication between teacher and learner. [Int. 1, Nan]

> It might be child center because of I need to checked students before I teach that what students' level? How could they learn? [Int. 3, Earn]

> I used an active learning style and also student's center style to let students finding the answer by themselves after that I will let them present their opinions in front of the class and another thing I used game to make them felt good with my lessons. I felt that if I gave a lot of knowledge, it made them felt bored. So games related to their life. And games could motivate them. [Int. 4, Nott]

Self-positioning of colleagues in relation to the their status as a pre-service teacher

When the research interviewing them about their relationship with their co-teachers, they reported different cases, one participant stated that;

> Maybe It happened It had some teacher here at the beginning they looked at me a little bit straight- they didn't talk nicely but when they saw the way how I worked or the way how I did jobs after that they did to me better or before never say hi to me at the beginning but after that they say hi when I say hi to them. [Int. 1, Nan]

One participant, on the other hand, stated that she received total accommodation from her co-teacher through handbook, room-microphone, and other things to be used in her teaching.

> My trainer teacher they always ask me if I need any help from her. She gave the teacher hand book and also many teaching documents. And I also could use the multipurpose room-microphone and speaker phone. On the other hand the school supported me teaching materials I never ever spend money to buy them. For example I was moderator on Christmas day so the school support me everything. [Int. 2, Aom]

Lastly, one participant reported that he asked advised from his mentor;

> My mentor teacher always gave me advices. For example: I will have responsibility same as them never say that job for permanent teachers or for pre service teacher. Sometimes may asked for helping but they didn't means that they are not respect me. But even if they did with you as a teacher in the school. [Int. 4, Nott]

5. Discussion and conclusion

In this paper, the researchers aimed to explore how five pre-service teachers, Nan, Aom, Earn, Nott and James, positioned themselves in relation to their social context of internship and how their identity (re)negotiation interacted with their agency in particular context of teaching. In our analysis of pre-service teachers' narratives, we found positioning theory, among other approaches to discourse, particularly helpful as it enabled me to see and understand the teachers' longingly produced selves through their positioning in terms of the categories and storylines. The analysis of data indicates that the participant teachers' positional identities were shaped mostly in relation to **their teaching; Self-positioning in relation to their teacher's; Self-positioning in relation**

to their teaching style; Self-positioning of colleagues in relation to the their status as a pre-service teacher. These findings corroborate to the results of Baranik and colleagues (2010); Buyukgoze-Kavas and colleagues (2010); Magnuson and colleagues (2006) that when mentor teachers are equipped with the above-mentioned essential characteristics and are professionally prepared for their job, they are more likely to bring about positive outcomes such as mentees' increased confidence, satisfaction, career growth, and greater personal and professional development.

6. Conclusion

Based on the findings of the present study, it can be posited that the positioning analysis reveals that the participant's recursively position themselves in relation to teaching career. The positioning and identity (re)negotiations the researchers describe below seem to shape these pre-service teachers' agency and self-reported teaching practices in EFL classroom. What follows is a description of the participants' self-positioning in relation to teacher's persona, teaching styles, relationship with colleagues as well as their status the teachers.

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Response to Primary School English Teachers' Needs for Training of Boot Camp in Upper Southern Thailand

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Abstract

The Ministry of Education has organized the teacher training—Boot Camp—to improve teachers' English proficiency and teaching methodology. Therefore, the purpose of this study was to investigate the extent that Boot Camp responded to primary school English teachers' needs for training. Participants of this study were 50 primary school English teachers who attended Boot Camp, Batch 20, at Nakhon Si Thammarat Rajabhat University Center. Two sets of questionnaires on teachers' needs for training and knowledge/skills they learnt from Boot Camp were used in the study. Data were analyzed using descriptive statistics. The results showed that Boot Camp, Batch 20, at the above-mentioned center weakly responded to the teachers' needs for training in teaching listening, teaching speaking, communicative approach, listening skill improvement, and using video clips from YouTube in teaching, and writing lesson plans. Moreover, it was found that Boot Camp did not respond to the teachers' need for post-training follow-up activity. The results of this study can be used as a guideline for practical designs of teacher training programs in order to serve the needs of primary school English teachers.

Keywords: primary school English teachers, professional development, teacher training, need assessment

1. Background of the Study

Thai students spend more than twelve years studying English, but their English proficiency is still low. Unqualified and poorly-trained teachers are one of the main causes of English language teaching failure (Dhanasobhon, 2006). In 2015, Thai English teachers in schools were required to do the CEFR-referenced online placement test. Although they were expected to have reached CEFR B2 level, the majority obtained only the CEFR A2 level. The limited English proficiency and the lack of training indicate a need for professional development on the part of the Thai English teachers in schools.

It was proved that professional development is necessary to develop quality of work at every organization, especially for English teachers. According to Collins (2000), training is the most effective model of professional development which supports teachers to acquire the new knowledge and apply the obtained knowledge to their classrooms.

In response to the above-mentioned problem, the Ministry of Education (MoE) incorporating with British Council organized Boot Camp. As a teacher training, Boot Camp aimed to improve teachers' teaching methodology and English proficiency. The British Council started the first batch of Boot Camp in October 2016 and completed the last one, Batch 20, in October 2018. In every batch of Boot Camp, there are same standards of trainers' proficiency, curriculum, and duration. Each batch of Boot Camp lasted three weeks with a total of 90 hours and covered lessons focusing on language improvement, teaching techniques/methods, classroom management, and others.

The British Council (2017) reported that most teachers changed their teaching method as shown in micro-teaching sessions during the three-week-long Boot Camp. In feedback sessions, the teachers shared their positive thinking towards Boot Camp. However, when they went back to teach their own classes, some were unable to use communicative language teaching approach that they have learnt from Boot Camp with their students. Some said some knowledge/skills from Boot Camp were not suitable for their students' English proficiency. In real situations, students' listening and speaking skills are weak because they have limited opportunity to practice these skills (Braddock, 2017). When teachers came back to their own schools and ran into the same problems they had before, the teacher training program could be regarded as unsuccessful and an investment loss (Zeichner, 2003). Therefore, investigating whether a teacher training program responds to teachers' needs is important. Particularly, it is necessary to evaluate the needs for training of English teachers, especially primary school English teachers who pave the way of fundamental English for students. In addition, it is equally important to investigate whether Boot Camp responds to primary school English teachers' needs for training.

2. Objectives

The purpose of this research was to investigate the extent that Boot Camp responded to primary school English teachers' needs for training. It attempted to answer these research questions:

1. What are primary school English teachers' needs for training?
2. What knowledge/skills did primary school English teachers learn from Boot Camp?
3. To what extent does Boot Camp respond to primary school English teachers' needs for training?

3. Research Methodology

This study took a quantitative research design. The participants were 50 primary school English teachers of public schools in upper southern Thailand which includes eight provinces: Chumpon, Ranong, Surat Thani, Phang Nga, Phuket, Krabi, Nakorn Si Thammarat, and Trang. These teachers attended Boot Camp, Batch 20, at Nakhon Si Thammarat Center in October 2018. Their ages ranged from 25 to 40 and they held a bachelor's degree with English and non-English majors. They were both male and female with 3-15 years of English teaching experience. All of them were asked for a prior consent to participate in the study via e-mail and telephone. The data were analyzed using descriptive statistics of means and Pearson's correlation coefficients.

3.1 Instruments and Procedures

1) Questionnaire 1

Questionnaire 1 was administered via Google Docs to the participants before they attended Boot Camp, Batch 20. It was used to explore their needs for training in English language teaching. The questionnaire consisted of three parts. The first part aimed to gather demographic information about the participants including years of English teaching experience, educational background, gender, age, location, and personal contact (e-mail address, phone number). The second part contained 40 items with a five-point Likert scale constructed to identify the needs of the participating teachers for training in English language teaching. The items in this part were based on the researcher's observation of Boot Camp activities and the related studies. The third part was in the form of an open-ended question for the participants to give further information about their additional needs for training in English teaching.

2) Questionnaire 2

Questionnaire 2 was administered to the same group of participants immediately after the completion of Boot Camp. A printed copy of the questionnaire was administered. It was used to identify knowledge/skills the participants learnt from Boot Camp. Like Questionnaire 1, Questionnaire 2 consisted of three parts. The first part aimed to gather demographic information and it contained the same questions as those in Questionnaire 1. The second part comprised 40 items which were phrased in such a way that they were paralleled with those items in the second part of Questionnaire 1. The third part was an open-ended question for the participants to give further information about their additional obtained knowledge/skills from Boot Camp.

4. Results and Discussion

This section shows the results of data analyses and presents the discussion which will lead onto further findings of the study. In order to address the three research questions on primary English teachers' needs for training, knowledge/skills they learnt from Boot Camp, and the extent that Boot Camp responds to their needs for training, the results of the data analyses are presented and discussed in a respective order. The results of the data analyses for the research questions 1 and 2 were presented in one table as shown below.

Areas of Knowledge/Skills	*Teachers' Needs for Training*	*Teachers Learnt from Boot Camp*
1. English teaching method	***4.39***	***4.55***
1.1 Teaching listening	4.58	4.78
1.2 Teaching speaking	4.67	4.80
1.3 Teaching reading for comprehension	4.65	4.58
1.4 Teaching writing	4.56	4.13
1.5 Teaching vocabulary	4.54	4.87
1.6 Teaching grammar	4.52	4.47
1.7 Communicative approach	4.60	4.69
1.8 Grammar Translation Method	4.19	4.00
1.9 Listening and Speaking Method	4.44	4.53
1.10Total Physical Response Method	4.33	4.78
1.11Discussion Method	3.40	4.09
1.12Teaching English for young learners	4.55	4.62
1.13Teaching English by using role play	4.17	4.13
1.14Teaching English by using storytelling	4.10	4.51
1.15Teaching integrated skills	4.33	4.51
2. English skills improvement	**4.57**	**4.50**
2.1 Listening skill	4.60	4.62
2.2 Speaking skill	4.69	4.67
2.3 Reading for comprehension skill	4.52	4.49
2.4 Writing skill	4.56	4.40
2.5 Pronunciation/ Native-like accent	4.52	4.33
2.6 Classroom language use	4.54	4.80
3. Classroom management	**4.33**	**4.39**
3.1 Encouraging interaction between teacher and students	4.33	4.53
3.2 Encouraging collaborative learning among students	4.42	4.49
3.3 Motivating students to learn English	4.52	4.60
3.4 Managing the class to respond to individual differences	4.33	4.04
3.5 Providing positive classroom environment	4.19	4.22
3.6 Monitoring the class	4.23	4.42

Areas of Knowledge/Skills	*Teachers' Needs for Training*	*Teachers Learnt from Boot Camp*
4. Creating/using teaching materials	**4.21**	**4.17**
4.1 Increasing knowledge of technology for language teaching	3.98	3.80
4.2 Creating handcraft teaching materials	4.54	4.56
4.3 Using audio-visual equipment in classroom (computer, projector, tablet)	4.00	3.86
4.4 Using songs in teaching	4.15	4.36
4.5 Using games in teaching	4.44	4.76
4.6 Using materials from the Internet in teaching	4.38	4.09
4.7 Using video clips from YouTube in teaching	4.04	3.71
5. Others	**4.18**	**3.99**
5.1 Developing a curriculum	3.96	3.84
5.2 Writing lesson plans	4.29	4.76
5.3 Incorporating culture into English class	3.98	3.69
5.4 Designing tests of four skills (listening, speaking, reading, and writing)	4.46	3.71
5.5 Micro-teaching with feedback	4.33	4.44
5.6 Post-training follow-up	4.06	3.39
Overall	***4.34***	***4.36***

Note:1.00-1.80 = Strongly disagree, 1.81-2.60 = Disagree, 2.61-3.40 = Neutral, 3.41-4.20 = Agree, 4.21-5.00 = Strongly agree

Table 1: Teachers' Needs for Training and Knowledge/ Skills They Learnt from Boot Camp

4.1 Primary School English Teachers' Needs for Training

Overall, the descriptive statistics in Table 1 demonstrates that most of the primary school English teachers in this study strongly agreed ($\bar{x}$=4.34) with their needs for training. In particular, they strongly agreed that they needed training in the following four respective areas: English skills improvement ($\bar{x}$=4.57), English teaching method ($\bar{x}$=4.39), classroom management ($\bar{x}$=4.33), and creating/using teaching materials ($\bar{x}$=4.21). In addition, they agreed with their needs for training in other areas ($\bar{x}$=4.18) such as writing lesson plans, micro-teaching with feedback, and designing tests of four skills (listening, speaking, reading, and writing).

A closer look at specific needs in each area that the teachers strongly agreed with their needs for training reveals that in the area of English skills improvement, the top three needs are those for improvement of their speaking skills ($\bar{x}$=4.69), listening skill $\bar{x}$=4.60), and writing skill ($\bar{x}$=4.56), respectively. In addition, the top three needs in the area of English teaching method are teaching speaking ($\bar{x}$=4.67), teaching reading for comprehension ($\bar{x}$=4.65), and communicative approach ($\bar{x}$=4.60), respectively. In the area of classroom management, the top three needs for training lie in motivating students to learn English ($\bar{x}$=4.52), encouraging collaborative learning among students ($\bar{x}$=4.42), encouraging interaction between teacher and students ($\bar{x}$=4.33), and managing classroom to respond to individual differences ($\bar{x}$=4.33), respectively. Lastly, in the area of creating/using teaching materials area, the top three needs for training are creating handcraft teaching materials ($\bar{x}$=4.54), using games in teaching ($\bar{x}$=4.44), and using materials from the Internet in teaching ($\bar{x}$=4.38), respectively.

Although the teachers agreed with their needs for training in other areas ($\bar{x}$=4.18), a closer look at their specific needs showed that they strongly agreed with the following top three needs for training: designing tests of four skills (listening, speaking, reading, and writing) ($\bar{x}$=4.46), micro-teaching with feedback ($\bar{x}$=4.33), and writing lesson plans ($\bar{x}$=4.29), respectively.

The above results revealed the primary school English teachers' highest training needs in the area of English skill improvement such as speaking, listening, and writing skills, followed by the area of English teaching methods such as teaching speaking, teaching reading for comprehension, and communicative approach. This is in line with a previous study by Noom-ura (2013) which found the highest training needs of thirty-four teachers for 1) their own English proficiency improvement, especially in speaking, listening and writing skills, and 2) teaching methodology that encourages students to speak English. The above results of teacher training needs might be an indicator of inadequate knowledge/skills of the teachers. The teachers in this study who hold a bachelor's degree with English and non-English majors might consider that the above-mentioned English skills are the areas they need to improve. Further evidence from demographic information about participants of the present study that reflects gaps between the provision of Boot Camp and the need for training in English skill improvement is the trend that the teachers with less than ten-year English teaching experience were the ones who expressed a strong need for training in English skill improvement. Probably, the teachers with lower experience in English teaching may lack confidence in English skills and become more aware of gaps in their English skills and then request more training. If the above results of the training needs are viewed as an indicator of the teachers' shortage of the knowledge/skills, then these results may also reveal the level of readiness of teachers to perform their communicative skills when they teach students using a communicative approach in the classroom. For this reason, they also desired to improve their own speaking skill for teaching communicative English and using it in classrooms.

4.2 Knowledge/Skills Primary School English Teachers Learnt from Boot Camp

Overall, Table 1 shows that the primary school English teachers strongly agreed that they obtained knowledge/skills from Boot Camp $\bar{x}$=4.36). The teachers strongly agreed that they learnt about English teaching method ($\bar{x}$=4.55), English skills improvement ($\bar{x}$=4.50), and classroom management ($\bar{x}$=4.39) from Boot Camp, respectively. In addition, they agreed that they learnt about creating/using teaching materials ($\bar{x}$=4.17) and other areas ($\bar{x}$=3.99) such as writing lesson plans and micro-teaching with feedback from Boot Camp, respectively.

To be specific, among the areas of knowledge/skills the primary school English teachers strongly agreed that they obtained from Boot Camp, the top three specific areas of knowledge/skills they learnt from Boot Camp about English teaching method are teaching vocabulary ($\bar{x}$=4.87), teaching speaking ($\bar{x}$=4.80), and teaching listening ($\bar{x}$=4.78), respectively. In addition, the top three knowledge/skills they obtained from Boot Camp about English skills improvement are classroom language use ($\bar{x}$=4.80), speaking skill ($\bar{x}$=4.67), and listening skill ($\bar{x}$=4.62), respectively. In the area of classroom management, the top three knowledge/skills they obtained from Boot Camp concern motivating students to learn English ($\bar{x}$=4.60), encouraging interaction between teacher and students ($\bar{x}$=4.53), and encouraging collaborative learning among students ($\bar{x}$=4.49), respectively.

Even though the teachers agreed they gained knowledge/skills of creating/using teaching materials ($\bar{x}$=4.17), a detailed exploration of their obtained knowledge/skills shows that most teachers strongly agreed that they obtained the following top three knowledge/skills: using games in teaching ($\bar{x}$=4.76), creating handcraft teaching materials($\bar{x}$=4.56), and using songs in teaching ($\bar{x}$=4.36), respectively. In the other areas, teachers strongly agreed that they obtained knowledge/skills about writing lesson plans ($\bar{x}$=4.76) and micro-teaching with feedback ($\bar{x}$=4.44).

The descriptive statistics for the teachers' obtained knowledge/skills from Boot Camp showed that English teaching method was the highest obtained knowledge/skills, followed by English skill improvement. One possible explanation is that the objective of the training is to develop teachers' teaching methodology and English language skills (British Council, 2015). Each week of Boot Camp, the training content particularly covered communicative approach, vocabulary practices, games and songs. Participating teachers practiced their teaching methodology in the weekly micro-teaching activity. Most of them adapted TPR and teaching communicative approach in their practices. This weekly observation was consistent with the above-mentioned results. Teachers implicitly absorbed the English teaching methods and language skill improvement through the micro-teaching activity. In line with the results of this study, British Council (2015) reported comments by some participating teachers admitting that Boot Camp was very helpful for English teachers and it improved their speaking skill and English teaching skills, particularly in communicative teaching. The results from the British Council suggested that the focal content in the training may make an impact on participants' teaching methods and skill improvement.

4.3 The Extent That Boot Camp Responds to Primary School English Teachers' Needs for Training

Note[1]: TL = Teaching listening, TS = Teaching speaking, CA = Communicative approach, LS = Listening skill, SS = Speaking skill, EI = Encouraging interaction between teacher and students, UV = Using video clips from YouTube in teaching, WL = Writing lesson plans, and PT = Post-training follow-up

Note[2]: .30 to .50 or -.30 to -.50 = Weak positive/negative relationship, .00 to .30 or .00 to -.30 = Little if any relationship

Knowledge/skills \ Needs		English teaching method			Skills improvement		Classroom management	Creating/using teaching materials	Others	
		TL	TS	CA	LS	SS	EI	UV	WL	PT
English teaching	TL	.357*								
	TS		.395**							
	CA			.396**						
Skills improvement	LS				.327*					
	SS					.274*				
Classroom management	EI						.255*			
Creating/using teaching	UV							.388**		
Others	WL								.337*	
	PT									-0.392*

** Correlation is significant at the 0.01 level. * Correlation is significant at the 0.05 level.

Table 2: Correlations between Primary School Teachers' Needs for Training and Knowledge/Skills They Learnt from Boot Camp

The study found only nine significant relations between the primary school English teachers' needs and their obtained knowledge/skills from Boot Camp. Table 2 reveals a weak positive relationship at the significant level of .05 between the primary school English teachers' needs for training and knowledge/skills they learnt from Boot Camp about teaching listening (r = .357), writing lesson plans (r = .337), and listening skill improvement (r = .327). In addition, there are weak positive relations at the significant level of .01 between the teachers' needs for training and their obtained knowledge/skills from Boot Camp about communicative approach (r = .396), teaching speaking (r = .395), using video clips from YouTube in teaching (r = .388). Moreover, there are little if any relationship at the significant level of .05 between the teachers' needs for training and knowledge/skills they learnt from Boot Camp about speaking skill improvement (r =

.274) and encouraging interaction between teacher and students (r = .255). The above results signify that Boot Camp weakly responded to the primary school English teachers' needs for training in teaching listening, teaching speaking, communicative approach, listening skill improvement, using video clips from YouTube in teaching, and writing lesson plans.

However, there was a weak negative relationship at the significant level of .05 between the primary school English teachers' needs for training and their obtained knowledge/skills from Boot Camp about post-training follow-up (r = -0.392). In other words, the provision of Boot Camp weakly and inversely relates to the teachers' need for post-training follow-up activity. Therefore, it can be said that Boot Camp did not respond to the need for post-training follow-up activity of the teachers in this study.

Overall, weak positive relations were found in this study. Although the relationship between the teachers' needs and knowledge/skills they learnt from Boot Camp in this study was not strong, it is worth pointing out that overall such relationship in communicative approach and teaching speaking tends to be the highest correlation coefficient among the weak correlation. These results are consistent with the results of this study reported earlier that the needs for training and the obtained knowledge/skills about teaching speaking and communicative approach are among the primary school English teachers' top priorities. Furthermore, these results appear to be in line with Nillapun's (2012) finding that communicative approach in the teacher training was the most helpful and effective. In addition, in her study the teachers reported a highest positive attitude toward communicative approach and English-speaking teaching. This reflected that the knowledge of communicative approach and English-speaking teaching the teachers learnt from the training were the most effective and suitable for them.

Nonetheless, this study found a weak negative relationship between the teachers' needs for training and knowledge/skills they learnt from Boot Camp about post-training follow-up. One explanation for this finding is that the foreign trainers were unfortunately sent back to the UK by the end of the last batch of Boot Camp. As a consequence, the post-training follow-up in the last batch was called off and all of the participants of this last batch did not get an opportunity to be in a post-training follow-up stage. In contrast, a month after the end of all the previous batches of Boot Camp (Batch 1-19), the participating teachers had opportunities to get feedbacks of their practical application of English teaching methods in the follow-up session. Drago-Severson (1994), Guskey (2000), and Joyce and Showers (1982) asserted that teacher training accompanied by follow-up activity results in an effective and practical program. The reason is that participating teachers can evaluate how well they could transfer the new knowledge/skills to their current classroom practices.

5. Conclusion

The results of this study show that Boot Camp weakly responded to the training needs of the primary school English teachers in upper southern Thailand. These results not only showed the strongly-needed areas for training of the teachers, but also demonstrated an insufficient content of Boot Camp for the participating teachers. In view of the results, it is suggested that the content of teacher training emphasize teachers' needs as a first priority in order to provide suitable and effective training content. It is hoped that the results of the study may offer a contribution to practical designs of teacher training programs which respond to the needs of English teachers in Thailand especially in southern region. Additionally, these results can serve as a guideline to streamline the Boot Camp content, especially the post-training follow-up to produce increased knowledge, skills, and performance of the teachers as well as to adequately address their needs.

This study has a few limitations. The focus of this study was limited to Boot Camp, Batch 20 in the upper southern region. The geographical research area was chosen because there was consistency of insurgency in lower southern area and the researcher could practically contact Nakhon Si Thammarat Rajabhat University in which Boot Camp proceeds. In addition, the participants of this study included only 50 primary school English teachers who represented only a small fraction of primary school English teachers and may not be a representative of the general primary school English teachers in Thailand. Therefore, future research can be conducted on a different group of participants to further affirm the results. Moreover, future research can also employ a qualitative method such as interview and classroom observation on the applicability of knowledge/skills from Boot Camp to verify and cross-check the obtained quantitative results.

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Gender Performativity in David Ebershoff's *The Danish Girl*

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Abstract

Gender is currently one of the most controversial issues in our society. The notion of gender was once specified as being based on a binary system of male and female sexes. Heteronormativity and patriarchy play a crucial part in attributing gender identities, gender roles, and the concepts of femininity and masculinity. However, it is presently acknowledged that biological variables do not confine people with their assigned sex, especially for non-binary genders who do not conform to traditional gender norms. Therefore, gender has become illusory because it is difficult to define.

From among LGBTQ-themed fiction, *The Danish Girl* by David Ebershoff, a novel based on a true story of the first transgendered person, was chosen for this study. Einar Wegener, the protagonist, was the first person who underwent a sex reassignment from male to female, the procedure taking place in the late nineteenth century. This paper aims to study how gender performativity has been portrayed in the novel. Judith Butler's concept of performativity is applied in this study to prove that gender is performative, and it is but a repetition of behaviors and performances. This study aims to promote gender awareness and encourage people to develop more understanding of gender fluidity and 'transgenders'.

Keywords: Judith Butler, Performativity, The Danish Girl

1. Background of the Study

The concept of gender has been used since the early 1970s as an analytical category to draw a line of separation between biological sex differences and the ways in which they are used to inform behaviors and competencies which were later assigned as masculine or feminine (Pilcher & Whelehan, 2004). The academic study of gender has been developed by second wave feminism to elaborate a critique of gender inequalities in both personal relationships and in social positioning especially economically and politically. Society formerly specified gender based on a binary system which described social characteristics focusing on gender identities and gender roles. For example, a female was generally expected to act in typically 'feminine' way; to be polite, accommodating, and nurturing, while a male was generally expected to be strong, brave, and aggressive. The gender-binary system is one that pairs sex and gender within the confines of normative social performance in order to prescribe modes of self-expression ranging from lifestyle choices to occupations as well as to personality traits, private and public behaviors, clothing, sexual orientation, and names and pronouns.

Generally, it is difficult to understand the differences between sex and gender because they are closely related. In *Becoming a Visible Man*, Jamison Green (2004) explains that “sex is a system of classification that divides body types based on presumed reproductive capacity as typically determined by visual examination of the external genitalia” (p. 4). Sex is therefore commonly defined as two categories: as biological variables of male or female. On the other hand, gender is nurtured by social and cultural factors which socialize people into either masculine or feminine. Gender, therefore, is fashioned from the characteristics that a society or culture delineates.

The late nineteenth and early twentieth century were the significant period of several changes under chaos caused by the prosperity of industrialization, the catastrophe of the First World War, and The Great Depression or a global economic depression, and then the rise of Nazism and fascism which resulted in the World War II. At the same time, new scientific ideas and modern philosophy, such as Friedrich Nietzsche’s proclaim that God is dead, Sigmund Freud’s concept of the unconscious, and Albert Einstein’s theory of relativity, had an influence on the society’s viewpoint. The gender perspectives in that period especially the role of women extremely changed and moved into industrial jobs, such as police officers, farm laborers, and bank tellers due to the requirement of huge number of laborers as well as the result of the WWI. However, demobilized soldiers requested their jobs back after the war end, women were therefore forced to out of the workplace and gain temporary jobs, excluding women’s work such as nurses and salesladies. Due to the widespread of modern consumer society and culture, the changes in women’s lives were particularly striking by the arrival of the “modern girl”, an independent female who could vote and worked behind the counters and shopped in department stores, spent her salary on the latest fashions, applied makeup and smoked cigarettes, and used her sex appeal to charm any number of young men, became a dominant global figure in the 1920s. The social equality was greater promoted as women had “the right to vote immediately after the war, but women’s rights movement faded in the 1920s and 1930s” due to the Great Depression which caused the mass unemployment and the rise of Nazism which caused the concept of radical purity (McKay, et al., 2014, pp. 840-887). Eugenics, in the meantime, “was popular throughout the Western world in the 1920s and 1930s and the Nazis pushed these ideas to the extreme” (McKay, et al., 2014, p. 899). According to *Oxford Dictionary*, eugenics refers to “The science of improving a population by controlled breeding to increase the occurrence of desirable heritable characteristics.” By adopting a radical view of eugenics, the Nazis built up the idea of racial purity which led to the Holocaust as the Nazi persecuted the number of supposedly undesirable groups headed the list by the Jews, and “homosexuals also faced ostracism and brutal repression." Also, the Nazis stated the "strictly defined gender roles" for men and women for example women only had responsibility for domesticity (McKay, et al., 2014, pp. 913-915). In *50 Key Concepts of Gender Studies*, Pilcher & Whalehan (2004) explained that the interest in sexology (the scientific study of sexual practices, primarily interested in 'deviance') and psychoanalysis became flourishing during the nineteenth and twentieth centuries in order to focusing on individuals' sexual desire and satisfaction and policing sexuality as well as expecting the personality types associated with gender norms. Heterosexuality is clearly related to normality, whereas homosexuality is expressed in terms of deviance.

As an umbrella term for sexual and gender fluidity, queer theory, influenced by feminism, developed in the mid-1980s, then became widespread in the early 1990s. Queer theory proliferated in the wake of growing theoretical interest in sexuality. Lois Tyson (2011) states in *Using Critical Theory: How To Read and Write About Literature* that "the term 'queer' is positively used to acknowledge the shared political and social experience of lesbian, gay, bisexual, transgender, and all people who consider themselves for whatever reasons except heterosexual" (p. 172). Queer theory moves beyond the politics of identity and refuses to be fixed or categorized, echoing Michel Foucault, who said in *The History of Sexuality* (1979) that categories of gender and sexuality were culturally and historically specific and constructed through particular discourses such as religion, law and medicine. Gender is therefore unstable and fluid. Moreover, Annamarie Jagose (1996) supports in *Queer Theory: An Introduction* that the use of queer theory, as a term for a coalition of culturally marginal sexual self-identifications, describes an initial theoretical model which has developed out of more traditional lesbian and gay studies. She also argues that queer theory, by focusing on mismatches between sex, gender and desire, locates the incoherencies of those three terms which help to stabilize heterosexuality (pp. 1-3). Queer theory further challenged the politics of identity by denying the need for fixed sexual identities, identifying 'queer' as the badge of the sexual radical. Queer is a way of denying the normalcy of heterosexuality by blurring the binary opposition and celebrating gender pluralism (Pilcher & Whelehan, 2004, p. 75). The objective of this paper is to study how gender performativity has been portrayed in the novel with an aim to promote gender awareness and encourage people to develop more understanding of gender fluidity and transgenders.

2. Theoretical Framework

Judith Butler introduces the idea that gender is performative and gives an explanation of how gender identity is formed through a set of acts in her notable work; *Gender Trouble: Feminism and Subversion of Identity* (2010). She initially cites Simone de Beauvoir's statement in *The Second Sex* that one is not born a woman, but rather becomes one. Butler additionally explains that women need not to be the cultural construction of the female body, and men need not interpret the male body. She therefore indicates that "gender proves to be performative" (p. 34) and also emphasizes that gender is something one does rather than one is. Gender is not stable and fixed. It has a tendency for fluidity. Butler also states that

> Gender is the repeated stylization of the body, a set of repeated acts within a highly rigid regulatory frame that congeal over time to produce the appearance of substance, of a natural sort of being. A political genealogy of gender ontologies, if it is successful, will deconstruct the substantive appearance of gender into its constitutive acts and locate and account for those acts within the compulsory frames set by the various forces that police the social appearance of gender (p. 33).

In addition, Butler explains that gender is an ongoing and socially constructed process, which proceeds through a continuous series of performative acts. When one performs femininity or masculinity, one then creates and defines one's gender through performativity. To Butler, gender is "a modality of taking on or realizing possibilities, a process of interpreting the body, giving it cultural form" (p. 40). It is a tacit project to renew one's cultural history in one's own terms rather than a radical act of creation. Thus, to choose a gender is to interpret received gender norms and reorganize them.

Butler also states that drag constitutes the way that gender is theatricalized, worn, and expressed. The performance of drag plays upon the distinction between the anatomy of the performer and the gender that is being performed. There is no original or primary gender that drag imitates, but gender is a kind of imitation for which there is no original (pp. 127-128). This form of imitation produces the notion of the original as an effect and consequence of the imitation itself. Drag is not the act of transvestitism, but it is the way that that gender is repurposed and reenacted. Drag implicitly reveals the imitative structure of gender itself. Drag is another example of performativity emphasizing that gender is unfixed and unstable. Gender performativity is therefore the repetition of acts which are fluid, dependent on something we perform, and perpetually reproducing itself.

3. Discussion

To begin, the story was set in Europe (Denmark, France, and Germany) during 1925 – 1931. As the concept of sexuality was based on a binary system, Einar Wegener; the protagonist, was born with male external genitalia. He was then certified as male immediately due to his anatomy. Einar was therefore expected to display a muscular body and act in a typically masculine way but was described as a boy "with his chinadoll face and his pretty feet" (David Ebershoff, 2000, p. 23). Although Einar's gender identity was male with regard to social norms, his perception of himself was female because he thought that he was "a little girl born as a boy on the bog" (p. 173). As a male, Einar was expected to display a muscular body which was a sign of a male image, but physically, Einar was "an unusual man with his pretty hair and his shin smooth as a teacup, he could be a confusing sight…his lips were pinker than any of the sticks of color" (p. 25). His physical appearance did not conform to received norms of masculinity because it suggested femininity, contrary to those norms. He was also portrayed as "shy and easily embarrassed" (p. 12) which also implied femininity, while he was supposed to be expected to display masculine traits and present himself as self-confident and brave. Einar's body breaks the frame of gender norms because Einar carries a feminine body. Butler (2010) states that "woman need not to be the cultural construction of the female body, and man need not interpret male bodies" (p. 142). Therefore, biological sex does not determine gender. At the age of seven, Einar's father found he had dressed himself with "the amber beads twisted around his throat, a yellow deck-scarf on his head like long, beautiful hair" (p. 28) which represented a girl or a woman due to gender stereotype. Einar also experienced sexual intimacy with his childhood friend, Hans. They played together and Einar pretended to be a woman who was cooking for Hans while Hans "whispered, his voice hot and creamy on Einar's ear, his fingers with their gnawed-down nails on Einar's neck" (p. 32) and they were about to kiss. Einar began to imagine being a little woman with Hans as her partner. They became closer while floating kites at the age of thirteen. Einar's face was so close to Hans's that he could feel, through the grass, his breath. The more the boys became adolescent, the more they felt intimate with each other. Einar wanted to "lie so close to Hans that their knees would touch, and at that moment Hans seemed open to anything at all" (p. 31). Their relationship stood against the cultural expectations because Einar and Hans, in gender-stereotyped activities as male, were sexually attracted to each other. These scenes show that Einar and Hans were performing gender they chose which did not conform to heteronormativity.

By following standard regulations, a society has a fixed idea of how people dress, behave, and present themselves in accordance with heteronormativity. People who are different from the norms would be considered unacceptable and alienated. Einar, as a member of a society, was expected to portray masculinity based on his assigned sex because the society had gender role expectations. Although Einar became a professor of art at a university in Denmark, he was portrayed as "shy and easily embarrassed around teenagers" (p. 12) which was understood as feminine traits while he was expected to display masculine traits. Einar destroyed the gender role expectations based on a binary system which held that one has to be either male or female in relation to biological variables when he began cross-dressing as a model for a portrait on a request by Einar's wife, Greta. To dress up in a woman's clothes persuaded Einar to "enter a shadowy world of dreams where Anna's dress could belong to anyone, even to him" (p. 11). Greta then named crossed-dressed Einar, Lili. Although it seemed that Lili emerged accidentally, she was residing inside Einar. Cross-dressing became a routine for Einar, and Lili transformed him into another person at home and in public. Lili attended concerts, went to cafes and worked as a saleslady in a shop with Greta's encouragement. Einar was now engaged in continual acts of gender-performance by cross-dressing as Lili which demonstrates that gender is not fixed. Einar, moreover, tried to enhance his performance as a woman and gain mastery over the gestures. He visited Madame Jasmin-Carton's place, a house of prostitutes, for a peep-show and tried to "examine women, to see how their bodies attached limb to trunk and produced a female" (p. 105) and he then rehearsed the gesture of a woman. Einar was again repetitively acting-out stereotypically feminine gender mannerisms by cross-dressing and performing as Lili. Gender performativity is thus presented through the transformation from Einar to Lili. Lili then became the stereotypical female, emphasizing her femininity by wearing dresses, doing her hair, putting on makeup, kissing a man, and engaging in other feminine activities. While Einar was shy and easily embarrassed and performed femininity as Lili, Greta's character did not show any shyness because she was forthright, commanding, and supervising Einar. Einar and Greta then seemed to overturn their gender roles. Apart from cross-dressing and performing as Lili, Einar also transcended the gender binary through the sex reassignment. He challenged the fixed status of maleness and femaleness constructed by society. Einar's sex reassignment implies the fact that gender is not a fixed category; at the same time, the sex reassignment is an effort in trying to fit the norms that only two sexes exist. This, therefore, shows that although gender could be transient, free flowing and fluid according to Butler's theory, Einar's decision on sex reassignment implies the concept of sexuality during the nineteenth and twentieth centuries which still based on a binary system.

As a film adaptation, *The Danish Girl* was screened with the same title in 2015. The film was directed by Tom Hooper and starring Oscar winner Eddie Redmayne and Alicia Vikander. The film explored gender, sexuality, and cultural expectations as well as highlighted a portrayal of non-normative identities. To recall Judith Butler's concept of gender performativity, she asserts that gender is performative and is the repeated stylization of acts in a discourse which precedes the subject. Gender in such a framework is a performance constituting the subject one is made to be. The film, likewise, elaborated on the idea of gender performativity and portrayed how the concepts of masculinity and femininity can be challenged and redefined through the character of Greta and hybridity of the bodies of Einar/Lili. The scene in which Einar tries to enhance his performance as a woman and gain mastery over the gestures is captured closely by the camera focusing on Einar's body movements whenever he touched the fabric of his dress or tried to rehearse the gestures of a woman. The details of the woman to the image of Einar were blurred while the camera shifted the focus from the woman to Einar. The blurring of shots was suggestive of the blurring of gender roles. The way that the film displayed the transformation of Einar and the switching of gender roles between Einar and Greta exhibited Butler's concept of gender performativity that there is no original or primary gender being imitated. Gender is a kind of imitation for which there is no original. In fact, it is a kind of imitation that produces the very notion of the original as an effect and consequence of the imitation itself. Drag is performed by those imitating a different gender than their own. However, drag is not the act of putting on the trappings and clothing of another gender but the way that all genders are repurposed and reenacted. Drag is another example of performativity emphasizing that gender is the shadow of reality and therefore is unfixed and unstable.

4. Conclusion

In conclusion, Judith Butler's concept of gender performativity explores how gender is performative as portrayed in David Ebershoff's *The Danish Girl*. Gender performativity is the repetitiveness of the gendered acts which produce a series of effects. Although the traditional concept of gender assumes that people could only be male or female in terms of binary oppositions, Einar crosses the boundaries of masculinity and femininity as well as holding multiple gender identities in one body by performing those identities. Greta has a main role in supporting Einar including the decision to undergo sex reassignment surgery. Greta is seen as performing masculinity when she commands Einar to dress in women's clothes. In addition, queerness can be seen in Hans who is sexually attracted to Einar. These characters in David Ebershoff's *The Danish Girl* demonstrate that body does not determine gender as the notion of gender is unstable, fluid, and dependent on performativity.

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Melancholy Scholars: Creating the Image of the Gentleman in William Shakespeare's play *As You Like It* and Nicholas Hilliard's Miniature Portrait of Henry Percy, 9th Earl of Northumberland

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Abstract

This paper explores the following question: Why is the image of the melancholic gentlemen who is found contemplating in nature with his heavy head in his hand a recurring motif that can be traced not only in the poetry and plays of the Tudor and Jacobean eras, but also in the portraits of the period? What made melancholy such a popular disease to affect? This paper attempts to answer this question by analyzing the sociopolitical factors surrounding late sixteenth and early seventeenth century England and the production of its literary and material cultures. Focusing on William Shakespeare's play As You Like It and Nicholas Hilliard's miniature portrait of Henry Percy, 9th Earl of Northumberland, this interdisciplinary paper argues that members of the English nobility sought to portray themselves as melancholics because it helped them to assert their aristocratic background during a time when the aristocracy was facing a crisis of instability as too many peers of the realm found themselves alienated from a court that could offer them no positions. These men therefore chose to refashion and reimagine themselves as gentlemen whose aristocratic identities and accomplishments were no longer dependent upon the world of the court. Instead, nature became their symbolic refuge: an alternative place wherein they can project an image of themselves as melancholic scholars in order to secure their status as aristocrats.
Keywords: Elizabethan, Jacobean, Melancholy, Shakespeare, Hilliard

1. Background of the Study

The Elizabethan and Jacobean periods were challenging times for the English aristocracy because old families who were once at the top of the social hierarchy in terms of power, wealth, and influence, were now at the bottom as a large number of new families were "forcing their way to the top" to replace them (Stone, 1978). The crisis of the aristocracy affected both its old and new members, leaving many of them without power, influence, or position at court. Although Elizabeth's rule witnessed sweeping growths in terms of population figures, public education (Kitzes, 2006), and the number of new families rising up to become the landed gentry, she refused to match this expansion in her court by continuing to limit the number of honors and knighthood she distributed (Stone, 1978). Her conservative attitude seen through her unwillingness to extend the peerage and enlarge her court resulted in fierce competition for the few offices that were open to be filled only if it was vacated by its previous occupants upon their death or incapacity (Adams, 1994). Faced with this dire situation, some men chose to ally themselves with powerful noblemen by joining their factions and taking part in the power struggle at court (Ridley, 2002), while others who had failed to secure a place or ally, felt themselves alienated and cut off from court (Kitzes, 2006). These cracks that appeared in English society and its politics under Elizabeth I's reign (1558-1603), placed the aristocracy into a state of crisis from which it would descend into further chaos under the reign of her successor: James I (1603-1625).

It was during this time of crisis regarding restricted professional opportunities during Elizabeth's reign and that of James,' that melancholy as a cultural and social phenomenon reached the height of its popularity, influencing everything from the arts to medicine and theology (Kitzes, 2006).[1] Melancholy's popularity in the late sixteenth and early seventeenth century lay in its mass appeal as the image of the isolated scholar who was intelligent but alienated from society resonated well with the large number of educated individuals who themselves felt alienated by their failure to obtain an office at court (Kitzes, 2006).These men were then left as melancholics to mourn their alienation from society (Kitzes, 2006). The melancholic typically dressed in black clothes as they were always mourning over their career frustrations and alienation from the court.The fact that a vast number of these unhappy and professionally frustrated Elizabethans and Jacobeans were identifying themselves and their situation with that of the melancholic shows that many of the gentlemen in that era were seeing themselves as sufferers of a common social disorder: thwarted ambition from the lack of posts and court positions open to them. This realization is important because it might help us to understand why the Elizabethan and Jacobean aristocrats who were most at risk to suffer from this condition, would want to 'diagnose' themselves as melancholics in their commissioned portraits by emulating the melancholic's posture i.e. posing thoughtfully with their heavy head in their hand to convey the melancholic's habit of engaging in deep thought. The matter is not simply one of the melancholic posture being popular at the time because it was seen as fashionable, but as Strong (1969) argues, the reason

[1] Melancholy was part of the ancient Greek system for explaining the human anatomy and human psychology. It believed that the human body is comprised of four bodily "humors" or liquid secretions regulated by different organs - each producing a different temperament in an individual. An overproduction of black bile by the liver, for instance, will result in the individual being susceptible to suffering from feelings of great sorrow or grief, in other words, melancholy. Public interest in the ancient Greek concept of the four bodily humors would be revived in the work of the medieval Florentine humanist and neo-Platonist Marsilio Ficino's book *Di Vita Libri Tres* (1489) that popularized the belief that most intellectuals like philosophers, politicians, and poets suffered from melancholy as they were prone to overworking their mind and becoming depressed. Melancholy was thus associated with intelligence and became a popular disease to affect or "contract" amongst individuals who wised to engage it in pretense (Strong,1969).

The English scholar Richard Burton would later popularize the disease amongst the English aristocracy and general public by publishing his highly acclaimed book *The Anatomy of Melancholy* in 1621 (during the reign of James I). It would later go through many revisions and republications as melancholy became fashionable and public interest in the disease grew.

behind its popularity lay in its power to ennoble the sitters and allow them to indulge in self-aggrandizement as they can pose as intellectuals and be remembered as such. These melancholy portraits can therefore be appreciated as a medium through which these sitters can assert their identities as gentlemen who are privileged because their portraits project an image of themselves as members of an elite aristocracy defined by privilege, education, and exclusivity. This illustrates the power that the melancholic pose had in allowing wealthy patrons to create any self-narrative they want concerning their identities and class background that they would have themselves and their viewers believe.

2. Objective

The objective of this paper is to explore the sociopolitical reasons behind the popularity of melancholy and the melancholic pose in Tudor and Jacobean art.

3. Hypothesis

This paper argues that melancholy and the melancholic pose was popular amongst aristocratic sitters in Elizabethan and Jacobean portraits because wealthy patrons wanted to commission portraits of themselves posing as melancholic scholars as it helped them to assert their aristocratic background during a time when the English aristocracy was in crisis.

4. Methodology

This paper's methodological approach is interdisciplinary. It begins its analysis of melancholy by focusing on its depiction in William Shakespeare's play *As You Like It.* Having briefly drawn the connections between melancholy and class politics amongst the aristocracy, the paper will then move on to examine Nicholas Hilliard's miniature portrait of Henry Percy, 9th Earl of Northumberland against the backdrop of the crisis of the aristocracy during the Elizabethan and Jacobean Ages. The miniature painting will be analyzed as an artifact whose medium, subject matter, design, and use of symbolism reveals it to be an object constructed to affirm and attest to the earl's aristocratic roots in the face of social and political uncertainty.

5. Result

To explore the sociopolitical causes behind the popularity of melancholy and its depiction in the Elizabethan and Jacobean period, this paper begins its analysis by situating it within a brief examination of William Shakespeare's play *As You Like It.* Although the play is a lighthearted pastoral comedy that centers around the complicated romance between a young woman named Rosalind and her lover Orlando, it also includes memorable characters who, suffering from political exile and melancholy, help explore the play's themes of power, wealth, and its usurpation. In the play, Rosalind's father, a banished Duke, utters the following lines in the Forest of Arden, far from the throne stolen by his own brother Frederick:

> Now, my co-mates and brothers in exile,
> Hath not old custom made this life more sweet
> Than that of painted pomp? Are not these woods
> More free from peril than the envious court?
> [. . .] And this our life, exempt from public haunt,
> Finds tongues in trees, books in the running brooks,
> Sermons in stones, and good in everything. (Shakespeare, 1599, 2.1.548-564)

In this forest where the trees have tongues and the stones give out sermons, there is secret knowledge hidden like 'books in running brooks' waiting to be discovered and deciphered by gentlemen such as the Duke. Gentlemen who have had the privileged upbringing and elite education needed for such intellectual pursuits. Nature is thus imagined to be a place where the displaced nobleman who no longer has a position in court can seek refuge in his study of nature. Doing this enables the Duke to occupy his time exercising his wit as a learned gentlemen, thereby reasserting his aristocratic status even if he is in an isolated forest removed from the world of the court. This image of the learned gentlemen contemplating in nature is a popular figure known as 'the melancholic,' and he is commonly found throughout Elizabethan and Jacobean literature and art. The distinctive feature of the melancholic is his dark brooding nature and a tendency towards loneliness that separates him from his peers. Jacques, or "melancholy Jacques" as his friends call him, is another character in the play who is the banished Duke's noble attendant and is likewise exiled from court due to its internal politics and power struggle. Jacques is a fine example of the melancholic not only because of his taciturn behavior and temperamental personality, but also the manner in which he is portrayed when the audience is first introduced to him. For example, when the Duke inquires his lords on Jacques whereabouts, they tell him that "he lay along under an oak, whose antique root peeps out upon the brook that brawls along this wood" (Shakespeare, 1599, 2.1.579-581). Jacques' black mood and body language expressed through that of lying in the reclining pose located underneath a tree, is one that is greatly associated with the melancholic "look" found in the portraits of the period where aristocratic sitters assume the melancholic pose amidst settings in nature. One portrait in particular comes to mind when we talk about this representation of melancholy and the melancholic pose in art, and that is the 1590 - 1595 miniature of Henry Percy, Ninth Earl of Northumberland by Nicholas Hilliard. This miniature portrait is an artifact well suited to a study of the popular representation of melancholy and the melancholic pose we find amongst members of the aristocracy; both fictional like Shakespeare's characters, and real like Henry Percy, because it can offer an explanation as to why members of the aristocracy would want to commission portraits of themselves posing as melancholic scholars. The miniature painting is an interesting example of how a melancholy portrait depicting a sitter's intellectual interests could be used to assert their aristocratic identity during the crisis of the aristocracy under Elizabeth and James.

The miniature (see figure 1 in appendix) is an innovative portrait that uses the melancholic pose in a natural setting to portray the sitter as a gentlemen scholar, or more precisely, a virtuoso whose main concern in life as a gentleman is to dedicate himself to the study of nature and performing scientific experiments. It was well known that the Percy had earned his nickname as 'the wizard earl' from his research into anatomy, cosmography, alchemy, and distillation, but in true aristocratic fashion, these investigations were more about the earl engaging in these subjects as a pastime and source of gentlemanly diversions. (Stone, 1978) For the earl to be portrayed as lying in the melancholic pose within a private garden atop a hill or a building is for him to say that he pictures himself as a gentleman of leisure (just like Shakespeare's Duke) who has the time, money, and intelligence to indulge in his favorite pastime: the pursuit of intellectual study; all of which fulfilled the general requirements expected of an Elizabethan gentleman (Stone, 1978). The popular melancholic pose is therefore used by the earl in his portrait to make a statement regarding his privileged social status and upper class identity. Even though our earl is seen wearing black and white clothes which are colors typically associated with Queen Elizabeth and her courtiers, he is not here to pay an homage to the cult of Elizabeth nor is the miniature itself an homage to her (Shafe, n.d.). On the contrary, his presence here in a garden far removed from the world of her court makes his being here alone more of a personal statement that says he is there for himself and for his own personal reasons: to indulge, as a gentleman of leisure, in his scientific interests as a virtuoso. This turning away from the monarch and the commonwealth to focus on the personal and the individual is significant because it reflects the attitude of the seventeenth century virtuoso (Stone, 1978). The virtuoso's decision to divert his attention to his scientific studies and experiments can therefore be understood as an aristocrat's attempt to occupy his free time now that the chance of finding a position in court was uncertain. The virtuoso type thus takes the professional frustrations and personal disappointments of the melancholic and channels it into leisurely activities that exercises his wit as a learned gentleman and asserts his aristocratic background while he is at it. While many aristocrats at the time were seeing themselves and literally painting themselves in their commissioned portraits as suffering melancholics, other sitters like the earl, began to see themselves and their situation under a different light: as gentlemen virtuosos. In picturing himself in his commissioned miniature as a virtuoso lying in a melancholic's pose in a garden dressed in the melancholic's black, the earl and his artist has symbolically created a space wherein the melancholic type merges with that of the virtuoso to evolve into a fuller and more complete image of a learned gentleman: one who is well-rounded and accomplished because he has finally found his place and occupation in life after having been previously prevented from finding them at court. The earl's place is now in the garden and his occupation is to cultivate the nature within it as he cultivates his mind through learning. The book shown near the earl's head, a common image associated with the melancholic scholar in other paintings, becomes in his portrait, a symbol of the virtuoso's exploration of scientific theory, while the discarded hat and gloves, so often seen accompanying a melancholic lover, becomes a symbol of his willingness to put the theory to practice by carrying out scientific experiments. (Shafe, n.d.) The ability of the garden to function as a place where the melancholic can become a gentleman virtuoso is not strange considering that Strong has stated that the garden was a place for both melancholics and virtuosos because gardening within it was believed to cure melancholics of their malady while the practice of gardening itself soon became an attribute closely associated with gentlemen virtuosos (Strong, 1998).

In Hilliard's miniature of the earl, the garden serves as a setting for a carefully contrived scene throughout which has been arranged arcane symbols and hidden devices designed for the earl to play out his aristocratic background and assert his status as a privileged and intelligent gentlemen. The garden the earl is depicted in appears to be a private garden cultivated on top of a hill or building. It encloses him and creates his own personal and exclusive space which separates him from everyone else. This detachment from others echoes the melancholic's desire to isolate himself from society while also serving to accentuate the earl's prestige by showing him as a member of an exclusive social class that few can access. Even the earl's private garden reflects this exclusivity because it appears to have no access to it. We, as viewers, are left to view it from an aerial perspective. The wall of the garden separates us from his company and he does not seem to be aware of any viewer's gaze because his eyes do not address our presence. It is we who have stumbled upon the earl in the private world of his thoughts and it is quite clear that our company is not needed even as observers. This sentiment is expressed in the quality of miniatures themselves as paintings that do not need a large audience of viewers to appreciate their existence, being by their nature small paintings that were personal, private possessions encased in their secret little worlds of hidden meanings that spoke its message only in intimacy between artist and sitter, or sitter and beloved (Edmond, 1983).

This aura of exclusivity which accompanies miniature paintings in general, serves to accentuate this miniature of the earl and its hidden message of his elite aristocratic status. The hedges erected in his garden functions as a source of his seclusion and exclusivity from others. Physically they act as barriers designed to keep him enclosed and separated in isolation from people, while symbolically they serve as mental barriers whose structured and well-manicured shapes distinguishes himself as a gentleman virtuoso of superior intelligence whose mastering of the secret knowledge of nature enables him to tame its wild unknown into subdued geometric shapes in a cultivated garden (Shafe, n.d.). While the hedges in the garden function as symbols of his exclusivity, the trees within it serve as symbols of his pedigree. These trees can be appreciated as 'family trees' because they represent his family's aristocratic line as they serve as symbols of his ancestors and are meant to represent the Percy lineage and generations of its male family members (Shafe, n.d.). The earl honors the fact that he is an heir to his family's pedigree by placing a pun on the family motto in an impresa found hanging from the branch of a tree. The impresa's sphere and feather are a visual pun on the Latin words *espere* for sphere and *espoir* for hope, while the *penne* for feathers becomes a pun for *peine* or pain which, all together relate to the Northumberland family motto '*Esperance en Dieu*' meaning 'hope in God' (Shafe, n.d.) The pun aside, the impresa serves as a device symbolizing the earl's personal philosophy regarding scientific study. Looking closely at the impresa, it appears that the scales are off balance because its center is off towards the left on the side of the sphere and yet one feather on the other end of it is enough to counterbalance the weight of the world because the feather weighs so much or 'tanti' as it says in Latin. The 'wizard' earl's ability to perform this scientifically impossible task in this painting is possible because he is a virtuoso, a scholar of science who, through the mastery and application of scientific theory is able to symbolically balance the world against the weight of a feather. The impresa together with the miniature's use of horticultural symbolism and the earl's melancholic posture plays into the overall conceit of the garden as a place where a gentleman virtuoso resides, studies, and masters his control over nature. This world of the miniature thus works to create and assert the image of the earl as an aristocratic gentleman.

6. Discussion and Conclusion

The miniature of Henry Percy, Ninth Earl of Northumberland has been an interesting painting to ponder the reasons behind the popularity of the melancholic posture amongst sitters in Elizabethan and Jacobean portraits. Although we might never truly know the real reasons behind a sitter's decision to commission a melancholy painting of themselves, it is still possible to conjecture as to why it was so popular during that particular time in English history. Looking at the political and social climates of the Elizabethan and Jacobean periods, we can appreciate how this portrait of an aristocrat painted in the noble pose of melancholy scholars and intellectual thinkers could have helped aristocrats like Percy to project a secure sense of themselves and their class identity during such unstable and uncertain times of shifts and changes for the English aristocracy. In the end, this image of a gentleman found reposing and contemplating in the melancholic's posture in nature is a powerful visual statement that helps to assert the earl's self-identity as a gentleman of a privileged and elite aristocracy.

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Appendix A

Figure 1. Hilliard, N. (1590-1595). *Portrait of Henry Percy, Ninth Earl of Northumberland.* Amsterdam, Rijksmuseum

An Ecocritical Analysis of Coldplay's Music Video "Up&Up"

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Abstract

Coldplay's music video "Up&Up" (dir. Vania Heymann and Gal Muggia), which won 2016 MTV Video Music Awards in the category of Best Visual Effects and has been watched for more than 172 million times on YouTube (as of April 2019), has been much praised for its visual uniqueness. Being a pop song, however, it receives little academic attention despite its pertinent messages concerning environmental problems and communication. In this ecocritical analysis, the author not only examines the more explicit environmental images used in this video, but also analyzes the creator's method of building subtle connections between different species, across time and space. The disparate objects and events, both natural and cultural, are manipulated into unusual sizes and then forced into the same frame in an ingenious manner, challenging the audience's perception of themselves and the environment. By doing so, this short video manages to communicate the complex and interwoven relationship of multiple beings on the planet and offers some reflection on climate change communication. This specific approach can be linked with the concept of scale framing which, according to the renowned ecocritic Timothy Clark, is central to the understanding of the global environmental problems. The final part of the article focuses on the ambiguous lyric and the potential of this artistic production to generate environmental consciousness.

Keywords: Ecocriticism, Coldplay's Music Video, Up&Up, Media and Environmental Awareness

Being a popular rock band from England, Coldplay needs little introduction, but the band's role in environmental activism is probably less known to the public outside their fandom. For example, the band has given 10 percent of their profit to several charity organizations and has supported the environmental cause, such as ClientEarth which campaigns for better air quality (ClientEarth, n.d.). In 2009, Coldplay tried to "stay carbon neutral during one of their concerts at the Emirates Palace hotel in New Zealand. Organizers funded a wind farm to supply much of the energy needed for putting on such a show" (Rose, 2012). The band is among other artists, such as Ed Sheeran, Bob Dylan, and Beyonce, to participate in an album titled *Plastic Oceans*, with "the purpose of raising awareness and funds for projects aiming to counter plastics pollution of the oceans" (Ocean Conference, 2017). Apart from the band's direct engagement with environmental campaigns, several of their music videos have carried profound environmental implications. For instance, “Don’t Panic” (dir. Tim Hope, 2001) features images of water cycle, intensive consumption and production, and extensive flood—a possible result of climate change. “Paradise” (dir. Mat Whitecross, 2011) presents the theme of captive wildlife and animal rights through an elephant mascot trying to smuggle itself back to Africa, while “Adventure of a Lifetime” (dir. Mat Whitecross, 2015) challenges the human and non-human dichotomy by having the band members frolic in a jungle as anthropomorphized gorillas.

This paper examines a more recent music video, “Up&Up” (dir. Vania Heymann and Gal Muggia, 2016), which won 2016 MTV Video Music Awards in the category of Best Visual Effects and has been watched for more than 172 million times on YouTube (as of April 2019). In contrast to the earlier videos, the narrative of “Up&Up” is much less straightforward and less coherent since it is made up of disparate shots. The video is claimed on the band’s website to be “a poignant, surrealist montage which alludes to contemporary issues” (“Watch the new Up&Up video,” 2016), while a song reviewer has categorized the visuals in this video into five key areas: science and technology, history of wars, social phenomenon, environmental issue, and sports (“Some mind-boggling stories,” 2016). This article aims to pursue more closely the environmental aspects of this work and prove that it deserves ecocritical attention. Not only does the MV directly voice environmental concerns through some of the images used, but it also offers a method of building connections and illustrates what the prominent ecocritic Timothy Clark proposes as the concept of scale framing. Considered in this theoretical framework, the video can be pertinent to the understanding of climate change, even though its meanings are by no means absolute.

To begin, a number of viewers express fascination with the visual elements in “Up&Up.” One columnist declares that the video “turns the everyday into the extraordinary” (Carley, 2016). The MV, consisting of 68 montages excluding those featuring the band performing, contains surreality that strikes wonder from the start. It begins with a lone sea turtle swimming in an empty subway platform as trains are departing, and two manatees rolling in the sky outside the highway road with the city as a background. What follow are a series of pictures—disparate objects and events—patched together, such as popcorn popping out of a volcano, synchronized swimmers blooming inside a cup of tea, a plantation being bombed while a giant gymnast does a backward somersault in the background, dolphins jumping forward in the open sea with an inverted urban scene on the sky, and racing cars speeding on the ring of Saturn. These images, totally engrossing in their newness, seem hardly connected with each other, if not actually clashing. For example, modern transports and innovations are juxtaposed with the dated tone of color, as well as old-fashioned costumes, car models, and architectures. Therefore, the dominant impression is that of the contrast and the inversion of expectation in multiple aspects simultaneously: between newness and history, futurism and nostalgia, and dreaminess and vigor. Such contradictions, as will be discussed, are the key to the implicit ecological messages of this creative work.

The first major visual component is the freedom of movement recurring throughout the video: a swimmer jump from a springboard into the clouds and paratroopers from a plane into a pasta pan; a high jumper does the Fosbury flop over the row of trees by the Washington Monument; a lunar rover runs across the moon surface where a man lies sunbathing, and cyclists pedal up the side of a skyscraper. These acts of emergence and submergence—the upward and downward glides across the sky, the ocean, and other landscapes—defy gravity and undermine the traditional understanding of divisions and layers of the geosphere. Pictures of a turtle swimming in the subway station and surfers riding on the wave while a manta flies in the sky, in particular, generate a sense of unbroken co-occurrence and traverse in a more biocentric manner. As people are traveling by bicycles, skis, cars, submarines, helicopters, speedboats, or even spaceships, animals are constantly on the move—migrating, cruising, and swimming—and their gestures are just as graceful and powerful as any of our movements and sundry vehicles. Another picture of dolphins leaping into the air is an ideal reversal of divers plunging into the sea and venturing into the depth of the ocean. These images focusing on mobility and patterns of movement that seem almost synchronized cannot be random. More likely, the producers are trying to draw a parallel between humans and non-humans, as every life is in motion, engaging in dynamic, vigorous activities.

Other images allow viewers to see the interrelation between human's everyday reality and the natural world. When a packed migrant vessel is embedded within a small bathtub, one is compelled think about the relationship between the water contained in this tub and the seemingly limitless ocean, as well as the contrast between the rich with the luxury of a bathtub and the poor boarding this crowded ship. This is similar to the images of migrating people in a desert merging in the background into a sandy beach with sun umbrellas, and the two Middle Eastern boys walking in a dry countryside with fish swarming over their heads. They break down the conventional separation between humans, animals, and the so-called *natural* elements like air, water, or ocean.

Apart from such bridging across disparate lives, objects and spaces, the video extensively utilizes discrepancy in sizes. Here I would like to focus on four images that are more obviously related to environmental problems: the giant soft-drink cup in the middle of a stream, the enormous butterfly clinging to an oil drilling station, the vacuuming of a green carpet with a herd of tiny elephants roaming on it, and flowers growing as large as buildings in a city. For some, these pictures may address the problems of pollution, resource extraction and depletion, deforestation, and loss of biodiversity through urbanization respectively. None of these issues is actually new. Yet the producers of the video manipulate the sizes of these objects, plants and animals that are otherwise utterly mundane. As a result, the video's ecological messages are communicated in a more immediate and fascinating manner.

First, a soft-drink cup is small and insignificant enough in our hand, but when it blocks a brook, our perception of the volume or the weight of that cup is challenged. It is no longer a single cup that it purports to be, but an accumulation of cups that many people use over a certain period of time. Second, butterflies are typically small and fragile creatures, but once they are of the size of a drilling station, one is urged to contemplate the implications. What emerges is not only the similar act of extraction, of oil or nectar, but also the causal connection between the massive drilling operation with potential environmental impacts, and the enormity of smaller animals and insects in their significance to an ecological system despite their tiny sizes. Next, the third image of miniature elephants migrating across the green carpet is a reverse of the two earlier ones. While the precariousness of wildlife is emphasized by the reduced size of the megafauna, the immensity of human is shown through a glimpse of the vacuum nozzle suctioning away the jungle that might as well be "home" to species other than us. In the fourth picture, flowers bloom radiantly and compete with the city's tallest buildings. Unlike ordinary, mature evergreens, the fragile forms and the deep, rich colors of these flowers at once generate a sense of mysterious allure and unusual beauty. It compels one to reflect on the relationship between such delicate, exotic blooms and the rigid, geometrical skyscrapers. This may result in the identification of the urban growth with a fragile ecological niche, or the underlying flourish of flora, either at this place in the past, or elsewhere at present. As the two extreme ends of nature and culture are yoked together, a sense of intrusion and disparity is subdued. It calls into question the viewers' common perception about what is man-made and natural, and shows how inextricable they are in any real environments.

In the three montages of the migrant ship, the soft-drink cup and the vacuuming, the enormous portrayal of cultural objects and human activities can point to the concept of the Anthropocene, which, according to Timothy Clark, is best illustrated through the image of Thomas Hobbes's Leviathan. This new agency is "a giant man… the mighty creature, composing of many individuals, that makes up that more-than-personal entity, the state." Hobbesian Leviathan is thus a vivid image of "human species as a whole" or "humanity as a geographical force" (2015). The accumulation of human-induced environmental impacts on the planet, minute in itself as an individual act, can become quite catastrophic due to the growing population and the stretching period of time. The transformation of human as a race into a larger and more destructive species on the planetary scale is excellently communicated by the three images discussed above. In contrast, the pictures of the enlarged butterfly and giant flowers might serve to counterbalance such a smug, anthropocentric idea of human greatness and mastery.

In either case, the juxtaposition within the nature-culture binary is intensified by inversion of sizes and becomes a site where meanings and insights pertinent to ecocriticism emerge.

Aside from the ecocentric implications arising from unusual sizes of life forms and objects in this video, the visual technique employed by the producers is relatable to the time-lapse photography commonly used in films about global warming. According to Pat Brereton, "global events such as climate change do not occur in humanly perceptible scales or time frames, they consequently demand forms of representation that can capture massive but at the same time relatively slow ecological change... The visualization of climate change [like in James Balog's documentary *Chasing Ice* (2012)[2]] helps to overcome the tempo-spatial problems highlighted as one of the most challenging aspects of climate change communication" (2015). Similar to this exploitation of visual technique and time-lapse photography, images used in "Up&Up" can communicate a wider scope of time and space. On the whole, the video seems to suggest that what we deem small and large are only relative; and this is the foundation of the quandary of scale that Timothy Clark proposes in *Ecocriticism on the Edge: The Anthropocene as a Threshold Concept* (2015).

Clark's proposal involves the importance, as well as the constraint, of "frame" in any reading and criticism. "A constitutive, unavoidable element of any representation, evaluation or literary reading is to presuppose or project a certain scale in space and time for its issues. A certain scale must make up the fundamental structure of any imaginable experience, or of any model of the world" (2015). To explain, humans are by default tuned to a certain perspective or a scope of vision. For example, we cannot perceive microscopic particles or the whole planet without any optical devices; nor do we generally consider a text, say a novel, in the scope of a geographical era, but place it in the context of a century or a decade. However, in reality some events, such as the far-ranging effects of introduced species, the mutagenic process of radioactive residues, or the whole life cycle of plastics, require that we perceive them *beyond* an ordinary, familiar scope. The habitual mode of thinking and seeing would then be inadequate when we encounter such multiple, encompassing scopes of climate change, which defy traditional demarcation of both space and time. Clark thus claims that "the most difficult challenge for critical reevaluations in the Anthropocene is represented by scale effects, that is, phenomena that are invisible at the normal levels of perception but only emerge as one changes the spatial and temporal scale at which the issues are framed" (2015). Indeed, the extent, connectivity, mutability, and complexity of the current global environmental crisis demand that people adopt multiple framings or stretch them in

[2] Balog uses "photographic stills taken from the same vantage point and separated by years; thus presenting the unfolding ecological crisis before our very eyes, in breathtaking simplicity" (Brereton, 2015).

order to perceive more thoroughly the causes, effects, and the implications of the present environmental phenomena.

Such a perspective, I would argue, can be seen in the music video "Up&Up." Consider, for example, the image of the packed migrant ship in the bathtub, or the girl poking the bank of a small pool over which the Golden Gate Bridge extends. They are both brilliant visual projection of the idea of finiteness that an imaginative work can aspire to offer. In an interview, Clark explains that it is difficult for human to realize the idea of a "finite" planet, because they cannot perceive it—neither at the horizon nor in their thought. "Some of the difficulty in getting people to think about climate change stems from the given, evolved, or 'natural' elements of the human condition, with its largely built-in scales of comprehension and concern. *Yet these must now be defamiliarised and rendered more apparent, a relatively new project for environmental criticism*, supplementing other work such as critiques of consumer capitalism" (emphasis added, Aquilina, 2015). In an outstanding manner, the montages in this MV encourage imagination of the earth as stretching in both temporal and spatial dimensions, yet communicate the smallness and finitude of the planet, to the point that there is no separate event or action that will not in some way affect anything else. The San Francisco Bay and the Pacific Ocean can amount to only a small pool over which the girl squats, and constructions like ships and oil rigs can be contained in soup bowls on the dinner table of an Asian couple. These images underline the finitude and connectivity of the global resources. It is true that most viewers might not be aware of the significance of this stretch of scales in their perception, nor the sense of finiteness Clark mentions. Yet that is all the more reason that ecocritics pay attention to this work as a model and encourage more productions and literature that could cultivate such visions and imagination.

In his lecture at the 2011 "Emergent Environments" conference, Greg Garrard responds to Timothy Clark's "derangement of scale," praising him for the groundbreaking idea of scale effects and his application of that concept to literary texts without being selective or flinching from the enormity and complexity of climate change in those multiple scales. The major concern raised by Garrard is that Clark's proposal, similar to other ideas based on deconstructionism, seems to offer little solution or a way out of the crisis. The "logic of entrapment," which Garrard deems defeatist, stems from Clark's acknowledgement of the deranged disparity between the apocalyptic future we are facing and the change through individual, daily actions that we are advised to do. However, while we suffer from this "cumulative insignificance" as each thing we can do feels so "pathetically unimportant," Garrard still maintains that "culture is cumulative." It is unreasonable to expect that one novel or one film, like Cormac McCarthy's *The Road* or Al Gore's *An Inconvenient Truth*, will change people's mind. In fact, since "there is no generic solution to climate change," we need multiple genres, interdisciplinary modes of study and inquiry, as well as multiple cultural forms of engagement (emergentenvironments, 2011). At this point, I believe that this music video by Coldplay can become significant as its amazing visuals can immediately expose the diverse yet incongruous scales in question. This might be the first step toward a better grasp of one's cumulative ecological impacts, the society's cumulative responses, and the positive changes that are hinted at by the words of the song, which will be next analyzed.

Apart from the visual aspects discussed, the song as a text can be read through an ecocritical lens as well. The lyric of "Up&Up," however, is ambiguous and does not forward direct environmental or conservational messages, that is, unless one will force meanings to them in that direction. For example, the song begins with "Fixing up a car to drive in it again / Searching for the water, hoping for the rain." The second verse goes, "See a pearl form, a diamond in the rough / See a bird soaring high above the flood / It's in your blood" (Coldplay, 2016) Here the first might be interpreted as a symptom of oil addiction and the water shortage in an abnormally arid climate. The second might be read as gradual and largely invisible ecological processes that result in precious jewelry or mineral, an extensive deluge caused by global warming, and the connection between human beings and animals through the blood in our bodies. On the other hand, these lines might not mean anything at all, or at least not anything coherent. A Guardian columnist John Harris notes about "Up&Up" that "I don't know what that riot of mixed metaphor and cheap sentiment means; its chief author, Chris Martin, probably doesn't either" (2015). Another internet user under the screen name of joeypeterson comments that the song is actually about relativity, imagination and choices of perspective, which can open up all sorts of possibilities, citing the lines: "never give up," and "lying in the gutter, aiming for the moon" ("Some mind-boggling stories," 2016). This is a plausible interpretation of the lyric, but to me it is the catchy refrain that might be pertinent to the analysis of this work as a song for the environmental cause.

We're gonna get it, get it together right now
Gonna get it, get it together somehow
Gonna get it, get it together and flower (Coldplay, 2016)

Despite its mawkish sentimentality, this refrain and phrases like "Just need love" and "Don't ever give up" can suggest deliberate attempts to fix or improve things—a constant and positive effort or a collective action. While it remains unclear what that "it" could be that we are going to get, the lyric allows a wide range of reading that might involve a unifying attempt to seek the betterment for the planet. It is true that a more critical audience would be wary of any simple solution for the enormous environmental challenge the world is facing, or even of the exact subjects that will constitute a "we" who can get together "somehow" to do whatever needs to be done. More criticism might rest on the fact that environmental concerns are not communicated clearly or consistently in the lyric; or that one is likely charmed by the beautiful pictures and the soothing tune, but will probably forget them after the video ends. Even so, the song does offer the listener a chance to imagine the impossible; and because of that it is a hopeful song and has a lot of potentials to generate environmental awareness, especially when it is combined with the stunning visual elements discussed earlier. In the MV, after several images of the band members performing over a remarkably small earth—the drum kit covering an entire continent, the bassist and guitarist standing amidst mountains and clouds, and the lead singer lying on the wide, flat landscape with a plane smaller than his eyes passing by—the video closes with the image of the planet from space. Although this is but a brief scene, it can point toward this line of interpretation that the continuity of the earth itself is the goal that we are, or should be, trying to ensure.

In conclusion, Coldplay's "Up&Up" is an interesting case study for ecocritics since its visuals challenge the traditional idea about human's relationship with the environment and serve as a refreshing example of Timothy Clark's proposal concerning the Anthropocene and the multiple scale effects. As a pop song, it is easy to disseminate and might prove a highly efficient component in a campaign for the environmental cause. Even as it does not directly or solely engage with ecological problems in its lyric, the ambiguity and extreme subtlety of words and images used open up a range of interpretation. This could be even more effective than works with a salient environmental message, the directness of which can lead to guilt, fear, and put off audience inclined to reject the reality of climate change. What we might hope to promote is perhaps more artistic and creative productions that stimulate the public imagination and generate more understanding and discussion about the complex entanglement of the material culture with the physical environments that surround us. While it would be absurd to expect that this single song would be able to do the job of raising the environmental awareness for everyone, as a very short piece of work so carefully crafted and so inspirational, I believe the band and the producers deserve much recognition and appreciation, not only among the band's fans and general viewers, but among scholars and educators in the environmental field as well.

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A Marxist Analysis of Alienation in J.K. Rowling's *Harry Potter Book Series*

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Abstract

According to Sisay Mengstie, alienation can be defined as a state which separates human identity from human nature. In addition, capitalism itself is a considerable cause of alienation as the economic system plays an important part in creating social inequality and inequity which lead to a sense of alienation among laborers. This research aims to study the concept of alienation through an analysis of the *Harry Potter* book series and the factors which lead the characters to a sense of alienation. This paper draws upon a Marxist theory of alienation to analyze the books by focusing on three main types of alienation including alienation from fellow humans, alienation from products, and alienation from human nature. The book series contains depictions of alienation in different forms caused by discrimination, prejudice, and conflicts of racial identities. The characters in the series are separated into small groups determined by their race, class, working conditions and economic situation. Therefore, some are dehumanized and this leads them to a sense of alienation. Ultimately this paper will assert that alienation as portrayed in *Harry Potter* may originate from a foundation typifying class struggle.

Keywords: Alienation, Harry Potter, Marxism, Capitalism, J.K. Rowling

1. Background of the Study

Alienation can be defined as a state which separates human identity from human nature (Mengstie, 2011). Capitalist economic value is one important source of alienation in society as well as in the wider world. The conditions of alienation are caused by radically unequal economic strata, dehumanization, poor working conditions, differing social classes, and violations of human rights. The term 'alienation' is used by theorists such as Karl Marx to explore the relation of individuals (Neuhouser, 2014). Rahel Jaegg (1892) stated that, alienation is the inability to establish a relation to other human beings, to social institutions, to things, and thereby (Jaeggi, 1892). Sociologists including Erich Fromm (1900) defined alienation as the separation of "the individual from some aspects of society" (Allen, 1970, p. 154). In Fromm's view, social alienation implied man becomes alienated from himself. This process includes the phenomena of "powerlessness" and "meaninglessness". In the *Harry Potter* series, social class influences values in the world of wizardry. Rowling (2001) revealed in an interview that her concept of 'bloods' was inspired by a World War II Holocaust exhibition (Sexton, 2001). In *Harry Potter*, blood types which are categorized into three groups, pure blood, half blood and, mud blood possibly lead to alienation from other people. Moreover, the duty which leads some characters feel estranged from their bureau, work and even from themselves, is also one of the essential factors.

2. Theoretical Framework

Marxism focuses on economy and class struggle, the site of inequality and exploitation between two classes- capitalists and laborers. Capital is normally inherited from one generation to another, and it never belongs to the laboring class (Harman, 2008). Karl Marx (1932) explained in his work that "the realization of labor is its objectification. In the sphere of political economy, this realization of labor appears as a loss of reality for the worker, objectification as loss of and bondage to the object, and appropriation as estrangement, as alienation" (Marx, The Economic and Philosophical Manuscripts, 1932, p. 39). The capitalists, who do not appear in the circle of production, possess products while they give some fewer rewards and wages to their labors causing them to become remote and estranged from the products. Marx also added that "class struggles, human distinction, and self-consciousness between capitalists and laborers can cause alienation" (Allen, 1970, p. XXXIII). Alienation has a strong impact on laborers and expands to a gap between the two classes because "the worker becomes poorer the more wealth he produces" (Marx, The Economic and Philosophical Manuscripts, 1932, p. 137).

Marxist Alienation

I. Alienation from Fellow Men

Marx (1932) stated that, in the society of laborers, they were classified into various kinds of groups, such as white laborers, black laborers and Asian laborers (Marx, The Economic and Philosophical Manuscripts, 1932). Here, alienation would occur not only through the division of the laborers from the rest of the society by their class, but also from each other by their strict racial categorizations.

II. Alienation from Products

According to this concept, the labors did not experience any sense of ownership of the products that they made because the profits were transferred to their employers. Therefore, the laborers produced goods which would never offer them a sense of personal ownership, nor any opportunity to acquire the products which they created.

III. Alienation from Human Nature

From Marx's perspective, under capitalism, laborers were forced to work without any sense of their own interests or profits. Although the laborers' duties increased or the laborers produced more products, they are denied personal benefits by employers who keep the benefits themselves.

3. Objective

This research aims to study the *Harry Potter* series of books through the concept of Marxist alienation and identify factors which lead the characters to a sense of alienation.

4. Discussion

Harry Potter, Marxism, and Estrangement

In the *Harry Potter* series, the world of wizardry is clearly divided into many different class hierarchies making some characters, such as the Weasleys and the house-elves, encounter alienation from class struggles. Likewise, some creatures, such as the house-elves, experience exploitation by the upper classes because they serve wizards without wages. This situation represents alienation from human nature because wizards treat house-elves as slaves, objects or animals. This dehumanization brings a sense of rootlessness and leads them to a sense of alienation from human nature. Marx (1932) stated that "The human commodity, man in the form of a commodity; it also produces him as a mentally and physically dehumanized" (Marx, The Economic and Philosophical Manuscripts, 1932, p. 48). Therefore, the sources of alienation originate from dehumanization leading the laborers to feel alienated. Lack of human reciprocity causes the laborers to become objects themselves. Marx also added that "Man appropriates his integral essence in an integral way, as a total man. All his human relations to the world -- seeing, hearing, smelling, tasting, feeling, thinking, contemplating, sensing, wanting, acting, loving" (Marx, The Economic and Philosophical Manuscripts, 1932, p. 58). Marx's explanation presents that the lack of these relations transforms human to inhuman.

Percy says that house-elves are not wizards, but that they are 'non-wizard part-human'. This quotation represents house-elves as inferior creatures, so their identity is unspecified. They are categorized as inhuman, and disdained by their owners (Riss, 2006). As semi-animal wizards, the house-elves are oppressed by most other wizards. As Dobby says, "Dobby has never been asked to sit down by a wizard — like an equal" (Rowling, Harry Potter and The Chamber of Secret, 1999, p. 13). This hybridity presents bias towards racial identity as slavery oppression, which relates to alienation from human nature, because the capitalists treat laborers as the inferior. Considering from how he becomes nervous, Dobby feels delighted when Harry shows his sympathy since Dobby is always treated as a beast by being blocked his rightful rights by his master. According to Marx, he said "Nature as it comes into being in human history -- in the act of creation of human society -- is the true nature of man; hence nature as it comes into being through industry" (Marx, The Economic and Philosophical Manuscripts, 1932, p. 61). Hence, every human owns their creative abilities and rights. Conversely, house-elves cannot free themselves. Consequently, Dobby feels alienated by enslavement by his master. Lack of independence is the result of his masters' disdain of him as inhuman, causing alienation.

Marx also indicated that a laborer becomes alienated because "he does not confirm himself in his work, but denies himself, feels miserable and unhappy, does not develop free mental and physical energy, but mortifies his flesh and ruins his mind." (Marx, The Economic and Philosophical Manuscripts, 1932, p. 139). Without any motivating inspiration, most house-elves in the story are normally forced to work. When they break the rules, they will punish themselves for flouting their master's orders. For example, Dobby commits self-punishment because he almost discloses the facts about the return of Voldemort (Rowling, Harry Potter and The Chamber of Secret, 1999). This self-punishment represents dehumanization when the laborers break their master's command. Schacht (1971) explained that alienation from human nature refers to a person's separation from his human consciousness and then they will lose their humanity (Schacht, 1971). For this reason, Dobby tends to be alienated from human nature since he dehumanizes himself using self-punishment. As one of the effects of alienation, self-punishment leads people to lose their sense of self. And then, this situation allows them to be more easily controlled by their master; for example, Dobby who is controlled by the Malfoys. Dobby does not only lose the ability of thought, but he also ruins his self-actualization by committing the self-torment. Hence, this self-dehumanization results in alienation from human nature by being blocked from expressing the opinion.

In conclusion, alienation from human nature results in conditions of surrender, objectification and dehumanization. People encountering this kind of alienation will suffer from their work as their rights are limited, and they cannot present their creativity to their masters. This reason causes them discontent and lack of freedom.

Harry Potter and Capitalist Exploitation

Similar to the muggle world, the privileged in the wizardry world are able to possess the better quality of things, in their case magical tools such as wands and brooms. To afford the better belongings, good career becomes the important factor to possess the essential things. However, the lower class wizards, such as Mr. Weasley who works in the Ministry of Magic, still suffers from financial problems. The Ministry of Magic is divided into different departments which are responsible for different purposes, and each of them takes responsibility for only their own work. As the lower workers operating in the Department of Misuse of Muggle Artifacts office, Mr. Weasley works separately from other people because most wizards in other departments (especially Cornelius Fudge) do not desire to interact with muggle belongings or with muggles (Rowling, Harry Potter and The Chamber of Secret, 1999).

Therefore, The Department of Misuse of Muggle Artifacts becomes the office that nobody will voluntarily work in, and people who work in this department will turn into the subalterns of the Ministry. They cannot voice their opinion and without encountering scorn from other wizards in the same Ministry. Moreover, they are also banished to work in an uncomfortable and badly equipped office and required to do hard work. Mr. Weasley says, “We haven’t got a window, we’ve asked, but they don’t seem to think we need one.” (Rowling, Harry Potter and the Order of the Phoenix, 2003, p. 132). Even though he asks for the window, his demand is denied. This discrimination does not only impact Mr. Weasley’s work directly, but the sense of surrendering also desponds him. Finally, Mr. Weasley is alienated from his fellow men by being ignored by his employer, Cornelius Fudge, who thinks that Weasley is of a lower class.

Mr. Weasley is also alienated from his co-workers in the Ministry. Due to associating with muggles, Mr. Weasley is disdained by other wizards. Besides, Fudge has built excellent friendships with wealthy wizard families, such as the Malfoys. Even though Mr. Weasley is a pure-blooded wizard, Mr. Malfoy always oppresses him as a betrayer of pure blood dignity by insulting him as a ‘muggle-lover’, so that he will not be promoted to higher position as he lacks ambition. Marx stated in his work that “the hatred of laborers is presented inside their mind as the interpersonal emotion which sees the owner or the people they work with as an enemy” (Marx, The Economic and Philosophical Manuscripts, 1932, p. 22). Working styles and profits empower selfishness between Mr. Weasley and Mr. Malfoy because Mr. Malfoy always vies for Fudge’s attention while Mr. Weasley fails to attract Fudge’s attention due to his muggle-related duty. Furthermore, Marx also added in his work that “to hire out one's labour is to begin one's enslavement. To hire out the materials of labour is to establish one's freedom.... Labour is man; the materials, on the other hand, contain nothing human.” (Marx, The Economic and Philosophical Manuscripts, 1932, p. 121). Therefore, the competition between workers creates conflict between both groups, especially when the competition relates to money. They are obligated to compete against each other to attract their employers. However, Mr. Malfoy’s appealing achievement results in the Mr. Weasley’s failure which leads him to be alienated from his leader.

***Harry Potter* and Invisible Production**

In capitalism, products and laborers are separated from one another resulting in social inequality. The laborers are unable to use or possess the products which they create because the products belong to other people, such as factory owners and customers. While they produce goods, they suffer from the process of production. Marx stated that, “the object that labor produces, its product, stands opposed to it as something alien, as a power independent of the producer.” (Marx, The Economic and Philosophical Manuscripts, 1932, p. 39). The laborers feel alienated because they exist merely as objects. The values of their labors as well as their personal signification are greatly reduced. This kind of alienation creates the wide gaps between laborers themselves and products. In short, alienation from product comprises of three main factors: the owners get the products to sell; the laborers who create the products do not own them; the profits belongs to the owners.

In Harry Potter, the laborers face alienation from production of abstract goods called 'immaterial product'. Marx (2016) analyzed the idea of product into two different types. The first is product in the form of material products, for example books, pictures, bags etc. The other is presented in the form of immaterial products which include service. The labor behind this idea is service-giving work, including such things as doctors, priests, actors, servants etc. (Marx, Theory of Surplus Value, 2016).

Dobby also faces alienation from immaterial products. House-elves apart from Dobby are also represented as slaves who work without payment. Similar to other characters who are alienated from their product, the source of alienation is their work, which in the house-elves' case also includes services. False consciousness impacts characters causing them to ignore their most authentic selves. False consciousness is defined as the processes which hide the true relationship of purpose between classes and conceal the exploitation suffered by the proletariat (Meszaros, 2016). Marx defines this phenomenon as "the pitiful state of affairs when a man happens to be mistaken regarding of his own motives." (Larsson, 2011, p. 131). This false consciousness drags the unlucky citizens into an illusion of hidden purpose and the house-elves demonstrate this, Dobby being a prime example. Therefore, the house-elves' duty is never equal to the wizards'. Other house-elves' strong false consciousness leads them to think that they are satisfied with their work, because the employers have dominated them by using the hidden power (Pines, 1997), (Rosen, 2016). House-elves at Hogwarts ponder that they are happy to work, even though they do so without money and must work without appearing to anyone's sight. Nobody knows that there are house-elves at Hogwarts until Nearly Headless Nick tells Hermione. Nick says that good house-elves will not present themselves in public as "They come out at night to do a bit of cleaning . . . see to the fires and so on. . . . I mean, you're not supposed to see them, are you? That's the mark of a good house-elf, isn't it, that you don't know it's there?" (Rowling, Harry Potter and the Goblet of Fire, 2000, p. 182). House-elves do not seem to notice their alienation from their 'product' because they are dominated by false consciousness.

On the other hand, Dobby notices this problem when he is the servant of the Malfoys. After gaining his freedom through Harry, Dobby seeks a job as a servant at Hogwarts. Although he gains the independence, the nature of the work he must choose is inevitable: he will be a servant once again. His quality of life is still unstable because he has to find more work to do as he says it is very difficult for a house-elf who has been dismissed to get a new position, "Sir, very difficult indeed — Dobby has traveled the country for two whole years, sir, trying to find work!" (Rowling, Harry Potter and the Goblet of Fire, 2000, p. 378). Suffering before he starts working at Hogwarts, Dobby's service is valueless and no one needs his service because they must pay the salary to him. Furthermore, when he encourages other house-elves to find some work and gain a better life, he is disdained by them, which also leads Dobby to be alienated from his fellow workers.

5. Conclusion

In this analysis, I have shown that the *Harry Potter* books contain the various forms of alienation that, in a Marxist view, laborers are objectified and the oppression originates from discrimination, prejudice, class tensions and imposed racial identity. Therefore, Marxian alienation presents the important problems and obstacles to peaceful and happy living. Moreover, some characters in *Harry Potter* are divorced entirely from human nature. This is the reason those characters encounter considerable dimensions of alienation. The interesting point is that alienation originates from class struggle and inequality - for example slavery, poverty, and service production as immaterial process. These causes result in a pronounced decline in workers' emotional wellbeing. Instead of using their skills to create their own products and gaining satisfaction for themselves, these characters suffer from their sense of duty to their employers or their masters, and receive inadequate, or non-existent, reward.

Some characters' troubles are affected by class struggle which leads to alienation from their fellow men, alienation from human nature, and alienation from their product. All of these separate sites of alienation work directly to the lower classes of wizardry society. Shouldering improper duty unwillingly, covetousness is also represented as one of alienation sources in many characters, for example Mr. Weasley as he always seems to be Mr. Malfoy's sidekick. Although he was born in a privileged class, defined by 'blood,' the equivalent of race, his poor income reduces his family's authority. Whereas, Mr. Malfoy's inheritance raises him to the upper levels of people in the wizardry world.

Even though the *Harry Potter* series does not literally represent the sense of alienation from material product, the characters still display a sense of alienation from immaterial production which is represented through their unwilling service.

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Fearful Fens: The Representations of Wetlands in Anglo-Saxon England

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Abstract

This study explores one of the most dreaded landscapes in the imagination of writers during the Anglo-Saxon period (C. 5-11). Such landscapes are now known amongst modern ecologists as "wetlands," which are the ecosystem classified as a patch of land inundated by water. While ecologists today consider them to be most biologically diverse and provide several values and benefits to the ecosystem, Anglo-Saxon poets seemed to perceive otherwise. Wetlands, or glossed in the Old English lexicon as "fens," are the "massive and dismal" places where only demons, social outcasts, and monstrous beings can dwell. Such representation is most obviously featured in the epic poem known as *Beowulf.* I argue that the wetlands were so constructed because the Anglo-Saxons themselves mistrusted the concept of boundary. This is because England during this period was divided into many kingdoms without definitive borders. Since it was more challenging to settle in the wetlands than other areas, wetlands were thus seen as borderlands equipped with potentials to harbor any resisting forces.

Keywords: wetlands, landscape, Anglo-Saxon literature, *Beowulf*, borderlands

1. Background of the Study

Landscape, according to the cultural geographer Yi-Fu Tuan, is a reflection of how humans make sense of their surroundings using their sensory perceptions. It is the way we *see* the physical environment around us and try to understand it (1977). If we look at the various representations of landscapes since time immemorial, we can see the complex ways in which humans have negotiated between their experiences and material realities. Simply put, humans use wide variety of narratives and methodologies to understand, navigate our ways, coexist with, and manage the world around us. To study the representations of landscape thus allows us to comprehend human activities and lived experiences. Amongst such various depictions of landscape through time and place, what captivates me most is the representation of wetlands in the Anglo-Saxon period. I am particularly interested in this topic because what we refer to as "Anglo-Saxon England" and "wetlands" are both ambiguous and hard to define entities. This study aims to explore the muddied (literally and figuratively) water of the wetlands in Anglo-Saxon England. In so doing, my goal is definitely to investigate the soils and vegetal conditions of wetlands in England in order to see the ways in which people in the Anglo-

Saxon period learned to exploit and live with them. What I attempt to achieve is to understand how such ambiguous and intricate ecosystem was seen and represented during this equally obscure and perplexing period. This will be done by closely exploring the Anglo-Saxon text featuring the representations of wetlands. This text is one of the most renowned epic poems in English literature commonly known as *Beowulf,* which represents wetlands as the dangerous terrain inhabited by monstrous humanoids like Grendel and his mother.

2. Objectives

Apart from the obvious purposes mentioned above, which are to develop a better understanding of how the inhabitants of Anglo-Saxon England made sense of the challenging environment like wetlands as well as to gain a richer insight of this difficult-to-define period, my equally important agenda also involves environmental issues. It is crucial to note that, unlike many cultures that have learned to live in harmony with wetlands, the Western world has long castigated wetlands as sinister, terrifying, and have little economic value (Mistch and Gosselink, 2015).

Such perspective significantly impacted the management of wetlands throughout most of Western history. That being said, wetlands in Europe and North America were drained and destroyed in order to convert them into arable lands as well as commercial and residential developments. Even though they provided humans with fish, food, fur, and other necessary commodities, wetlands were perceived to be the obstacle for transportation. They were also impossible to cultivate, except in rice-growing regions (Lewis JR, 2001). As a result, there were attempts from all over the West to develop drainage technology since the late medieval period. The Netherlands were one of the first countries where most of the wetlands were drained on a massive scale. The Dutch engineers and their technology became greatly sought after. This was partly because when drained, many wetlands yielded rich soil capable of sustaining high yields of crops that tapped centuries of natural nutrient accumulation (Lewis JR, 2001).

In England, most of the large wetlands had already disappeared or completely transformed by the mid-seventeenth century. According to H.C. Darby, the area used to occupy large parts of “the Chalk uplands of Lincolnshire to those of Norfolk, stretching across what is now the Wash” (1940). They are commonly known in local parlance as the “Fens” or “fenlands”. Essentially, such distinctive landscape used to be massive flooded clay plain in which some areas were once permanently flooded, creating small lakes or “meres”. Within the Fens there were several hills which were historically called the “island” due to the fact that they remained dry even during the rainy season when the low-lying fens around them were inundated.

The drainage and destruction of the English wetlands, along with other wetlands in the Western world, are crucial to the livelihood of natural environment. It is acknowledged amongst both specialists and general publics that wetlands are the most biologically diverse ecosystem. Such diversity occurs due to the unique properties of wetlands themselves, which can be classified a patch of land inundated by water during the rainy seasons. The distinctive interface between terrestrial and aquatic systems allows wetlands to become "sources, sinks, and transformers of multitude of chemical, biological, and genetic materials" (Mitsch and Gosselink, 2015). They are regarded as "sources" because of the extensive food chain and rich biodiversity they support. They are "sinks and transformers" because they function "as the downstream receivers of water and waste from both natural and human sources" (Mitsche and Gosselink, 2015). In so doing, they help stabilize water, naturally regulate atmospheric carbon dioxide and methane levels, while also providing humans with abundance supplies of food and giving unique habitats for a wide variety of flora and fauna (Keddy, 2010). However, when it comes to the notion of wetlands management, drainage and destruction are still accepted practices. In England, the United States, and New Zealand, 90 percent of their wetlands have been lost due to the incessant destructions. Only through the combined activities of scientists, engineers, lawyers, conservationists, cultural, and literary scholars have the case been made for wetlands as a valuable resource whose destruction has serious economic as well as ecological consequences for the world's entire ecosystem (Mitsche and Gosselink, 2015). This study aims to contribute to such interdisciplinary efforts to protect wetlands by attempting to understand how the early culture of England perceived and represented wetlands in their texts. As we begin to comprehend their perceptions, it is more possible to tackle the problem of why we should protect wetlands instead of abolish or transform them.

3. Methodology

In order to achieve my manifold purposes, it is crucial first and foremost to clarify what I actually mean in the previous section as I claim that wetlands and Anglo-Saxon England are equally ambiguous and difficult-to-define entities. The methodology employed in this section is to apply Freudian psychoanalysis to explain wetlands. What follows is the deconstruction of the ways in which Anglo-Saxon history has been written.

Let me begin with wetlands first. To use Freudian terminology, there is something uncanny or *unheimlich* (literally, "unhomely" or "unfamiliar") about wetlands. In Freud's view, the uncanny, or *unheimlich* is not merely the opposite of the homely. On the other hand, it is generated from the resurfacing of something repressed, recognizable and unrecognizable at the same time (Discenza, 2017). This is mainly because wetlands consist of water that sustain us. Yet they also contain dry spots. Water promotes life but threatens to kill those who do not know how to navigate their ways through it. Wetlands are even worse than bodies of water because they can be quite deceiving. They are hybrid and multivalent: neither land nor water, they are "waterland;

a continuum between terra and aqua" (Howarth, 1999). They are landscape filled with contradictions and paradoxes: solid and soft, firm and malleable, wet and dry. Karin Sanders glosses them as "liminal spaces, thresholds between surfaces and depth, ambiguous sites of origin" (2009). Things and bodies can disappear as if gulped down by unknown forces and then reappear as if "frozen in time" as seen in the cases of many "bog bodies" – the mummified corpses discovered in wetlands of Northern Europe.

Such ambiguous and muddied nature of wetlands, in my opinion, is uncannily similar to what historians recognize as "Anglo-Saxon England." According to scholars such as Nicholas Howe (2001) and Jeffrey J. Cohen (2006), Anglo-Saxon England is more akin to mystical entity than actual, functional historical polity. Like the perplexing nature of wetlands, it has always been problematic for historians to pinpoint or determine what Anglo-Saxon England actually is. What was the boundary? How many kingdoms there were in Anglo-Saxon England? Was there any shared or unified sense of identity as the English people during this period. This muddied nature occurred primarily because, in this so-called Anglo-Saxon period (5^{th} – 11^{th} centuries), what we now known as England was neither a unified state nor nation but a diverse collection of people from various origins struggling to form their own polities. These peoples included those who lived on the Atlantic archipelago before and after the end of Roman Empire, the immigrants from Ireland who arrived in what would later become Scotland and Wales, forming the maritime kingdom of Dál Riata (also Dalriada or Dalriata), and the varied Germanic peoples who sailed to the Isles around the fifth century. These latter groups slowly spread throughout England over the following centuries, assimilating or loosely incorporating some indigenous groups, displacing or eradicating others in the process (Higham, 1998). Medieval writers referred to this settlement as the *adventus Saxonus.* Modern historians label it as the Anglo-Saxon migration, or the "arrival" of the Anglo-Saxons, which is regarded as the foundation for what to become England (Cohen, 2006). Contrary to popular perception, this "arrival" and settlement of the Germanic peoples was not a swift and total conquest of the British Isles. Archaeological evidence also suggests that there is little substantiation for a large overseas migration that led to the conquest of Britain (Higham, 1998). Anglo-Saxon culture did not fully eradicate and replace the culture of the Britons, and the earlier traditions did not simply dissolve in the current of the new. Recent archaeological and historical works have stressed the survival of native polities, especially in the heavily Romanized areas of the Severn valley, later to form part of Gloucestershire (Hooke, 1997). Out of these intermittent amalgamations of Anglo-Saxon and Romano-British elements there emerged "new" kingdoms such as Northumbria, Mercia, East Anglia, Sussex, Kent, Lindsey, Surrey, Essex, Wessex, and Hwicce (Cohen, 1999).

The muddied conditions and obscure origins of both wetlands and Anglo-Saxon England allows us to see the uncanny resemblance between the two entities. Like wetlands, Anglo-Saxon England was perilous and precarious terrain in which powers were constantly shifting between different kingdoms. Any erroneous moves might lead to the annihilation of the kingdoms. Identities were constantly negotiated and transformed. Hybridity and ambivalence also abounded. In the following section addressing the result of this study, I will focus on the literary representation of wetlands in the epic poem known as *Beowulf*.

4. Result

Ironically, *Beowulf* is regarded as one of the first canonical English literary works, but the poem mentions neither England nor its inhabitants. The story revolves around medieval Scandinavia, especially the Danish court. This should not be surprising considering that, according to codicological evidence, the poem might be composed in the eleventh century. At that time, many kingdoms in Anglo-Saxon England had been invaded, conquered, and ruled by the Danes (Lalla, 2008). Their conquest had great impact on the Anglo-Saxons and how they perceived their physical environment.

In *Beowulf,* what the titular protagonist has to do is to defeat three monstrous beings, two of which dwell in wetlands located on the borders of human kingdom. Hrothgar, the Danish king, has built a glorious hall called Heorot. This hall becomes a communal space for community where gatherings and revelry take place. The sound of merriment traverses from the hall to the ears of Grendel, a monstrous being that "haunting around the marches, marauding round the heath / and the desolate fens; he had dwelt for a time / in misery among the banished monsters" (103-5). Similar to the English fenlands previously described, this "desolate" marches contain a lake where he lives underneath with his equally vicious and vengeful mother. This fenlands and such lake lie close enough to Hrothgar's kingdom for Grendel to hear the loud din, yet it cannot be easily reached as the route to it is precarious and difficult: "A few miles from here / a frost-stiffened wood waits and keeps watch / above a mere; the overhanging bank / is a maze of tree-roots mirrored in its surface." (1362-1364) Fabienne Michelet suggests that the lake and the hall are indeed "conflicting centers of power," close to each other and like yet unlike (2006). Such suggestion becomes more convincing when we take a closer look at history of the Danish conquest. Since the ninth to the eleventh century when the poem was composed, the Danes had invaded and destroyed many Anglo-Saxon kingdoms and settlements, including the powerful realms such as Mercia and East Anglia. Most Anglo-Saxon aristocrats were either outlawed or slaughtered. The borders were unstable and fluctuating. Barbara Lalla claims that Grendel might be "a Germanic outlaw" (2008) who dwells in the marshy borderlands waiting to ambush any of the newly established Danish kingdoms.

Grendel's lake lies in the wetlands. The poet illustrates this place as the threatening zone belonging to the dangerous race of *mearcstapa* (wanderer in the waste borderland). According to Lalla (2008), it is possible to apply the concept of ethnicity to these people. Following Lalla's proposal that Grendel and his mother might be one of those displaced Germanic groups who must flee from the society to live in the marshy areas after the Danish conquest, they therefore become "a race of outcasts, of murderous strangers. They are the unhappy prowlers of the margins. Yet they are not entirely barbaric or animalistic." On the contrary, it is crucial to note that they live in what seems very much like a hall underneath the watery mere. Nicole Guenther Discenza (2017) notes that Grendel and his mother's lair is a "recognizable habitation for people, described in the same terms used for dwellings of the Danes." It is quite uncanny to see that these monsters also live in a "hall" (1572) with "walls" (1573). The domicile even contains at least one bed (1585-6) much as Heorot has beds (676). There is also "firelight" illuminating the place (1516), as it would all other halls in England during this period. When Beowulf plunges into the mere to fight with Grendel's mother in her hall, his sword fails him (1523-1525). Fortunately, he notices that there is an "ancient giants' sword" (1558) hanging on the wall, so Beowulf uses it to kill her.

The presence of such sword registers that Grendel and his mother are indeed the ancient race, those who live around the area before the advent of the Danes. After the Danish conquest, the center of power has shifted from their hall to Heorot. Hence their fenlands become a frontier region, the borderlands dwelled by the group "characterized by bitterness, misery, and destructive power … pertaining to a state distanced by marginality and denial of privilege" (Lalla, 2008). It is not surprising then that the fens are represented in *Beowulf* as terrifying space suitable only for monsters, due to the way in which those Danish warriors living in Heorot and the ancient dwellers of the fenlands are antagonistic groups. Wetlands, as the inhabitants of enemy thus become the equally horrifying space in need of purifying through the power of Beowulf. This notion is especially obvious when Grendel's mother dies, other swimming monsters in the mere have mysteriously vanished from the water, and Beowulf is able to swim unimpeded to the surface, carrying as his two tokens of the battle Grendel's head and the engraved, gilded hilt of the ancient sword (Estes, 2017).

5. Conclusion

Wetlands in *Beowulf* are represented as the perilous space due to the fluctuating and unstable political situations in Anglo-Saxon England. Such perspective has encouraged those in power to get rid of wetlands so that the rebellious force would not be able to exploit wetlands as their strongholds. Nevertheless, it should be noted that because of the limited scope of this study, I have to omit other aspects and representations of wetlands during the Anglo-Saxon period. My omissions include the notion of ague and malaria found in wetlands as well as several hagiographies of the Anglo-Saxon priests who converted wetlands into sacred spaces appropriate for their contemplative meditations. In order to better understand wetlands which will eventually lead to our furtherance of their conservation, I would suggest that such topics are suitable for further research.

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Taking Back Control: Racism under Neoliberalist Meritocracy in Hanif Kureishi's *My Beautiful Laundrette*

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Abstract

The anti-immigration sentiment at the heart of Brexit is reminiscent of the political atmosphere during Thatcher's neoliberal rule. Focusing on Hanif Kureishi's screenplay *My Beautiful Laundrette*, set in Thatcher's time, this paper investigates the relationship between racism and neoliberalism through close reading and the use of cultural theories. It examines Stuart Hall's claim that neoliberalism is the consequence of using the political concept of liberty to falsely justify meritocracy in the free market. Thatcher's neoliberalism similarly employs meritocracy to rationalise its favour to a group of elites holding political, economic, and racial superiority. The paper argues that neoliberalism utilises meritocracy to mask its economic discrimination, blinding the working class of their exploitation by the elite and blaming their lack of economic opportunity on the immigrants. Kureishi puts an immigrant family into an economically superior position to the white, working-class members of the community, many of whom are unemployed and living on government benefits. Even though the immigrants transcend economic disadvantages, they are still physically and verbally attacked by the community and are not regarded as one of the elite. This conveys how racism remains difficult to eradicate in the presence of economic struggle encouraged by the neoliberalist elite who see racial discrimination as a way to marginalise the working class and the immigrants -- the workforce they can exploit. The economic struggle eventually leads to the working class "taking back control" as the Brexit's Leave campaign illustrated.

Keywords: neoliberalism, meritocracy, racism, Kureishi, laundrette

1. Background of the Study

The Brexit Leave Campaigns operating before the 2016 United Kingdom (UK) European Union (EU) membership referendum which support the UK's decision to withdraw its membership from the EU employed anti-immigration sentiment as one of the dominant rationales on why the UK should leave the EU. It advocates that the termination of EU membership would allow the UK to limit or lessen the number of immigrants entering the nation as it would prevent free movement of people from the EU countries. Nigel Farage, the former leader of the United Kingdom Independence Party (Ukip) and the current leader of the Brexit Party, was a well-known Leave campaigner who utilised a poster with an image of refugees and migrants walking in a crowd to advertise his “breaking point” slogan quoting, “we must break free from the EU and take back control of our borders.” The poster is regarded by some to be linked to Nazi Germany propaganda (Stewart & Mason, 2016, para. 5). This highlights the xenophobic and far-right attitudes found in many of the Leave campaigns. A poll by YouGov conducted on 3,400 people a few weeks prior to the referendum demonstrated that “concerns over immigration had increased among the electorate, with more people now ranking it as a top issue 20% (+3)” (Silvera, 2016, para. 3). Freddie Sayers, editor in chief of YouGov, admitted that immigration had become “the best issue for the ‘Leave’ campaign” and predicted that if the referendum was to focus solely on immigration, the Leave campaigns would win “by a landslide” (as cited in Taylor, 2016, para. 7). On June 16th, 2016, a week before the referendum, the Member of British Parliament Jo Cox, a supporter of refugees and an advocate for the Remain Campaign, was shot and stabbed to death by a man ruled by the judge to be obsessed with the Nazis and white supremacy, who shouted “This is for Britain”, “keep Britain independent”, and “Britain first” (as cited in Cobain and Taylor, 2016, para. 2).

Anti-immigration attitude and violence resulted from racism were not novel concepts arising from the EU referendum. They have been prevalent in Britain for centuries. Stuart Hall (1978/2017) observed that anti-immigration sentiment has been especially emphasised in Britain during the period of social crisis, drawing on James Walvin’s monograph *Black and White* (1973). Walvin wrote that in the closing decade of the sixteenth century, population expansion and food shortage became a threat to lack of resources in the country. The immigrants were considered to intensify the problem since they were “so immediately visible.” According to Walvin, Queen Elizabeth I voiced her concern at least twice in a letter and later a Royal Proclamation where she allowed the immigrants to be taken away from Britain by a Lubeck merchant citing that they were “carried into this ream, to the great annoyance of her own liege people” (as cited in Hall, 1978/2017, p.142).

Moving forward several centuries to post-WWII Britain, resistance to immigration was not obviously visible in the late 1940s and 1950s due to an economic boom where employment competitions were less intense. Nevertheless, it resurfaced in the 1960s coupling with the decline of Britain’s Keynesian economy which advocates a welfare state and wealth distribution. In 1965, the Labour government led by Harold Wilson displayed an intention to control immigration, a decision that some cabinet ministers themselves were shocked to witness, considering the party’s liberal stance. It was admitted, however, that their policies were out of necessity to prevent their defeat to the Conservative Party, whose emphasis on anti-immigration had been winning support (Kettle, 2016). In 1978, Margaret Thatcher, who then was the leader of the Conservative Party and soon to be elected as the Prime Minister, spoke to Gordon Burns of Granada

TV on how Britain "might be rather swamped by people with a different culture" and that would cause a "hostile" reaction among people. She then stated that her party intended to "hold out a prospect of an end to immigration" (Burns, 1978, para. 4-5). It is worth noting that Thatcher's period of government saw Britain encountering massive unemployment and major strikes such as the miners' strike in 1984 and 1985. Economic recession, government's economic policies which seek to lessen the power of trade unions, and workers' inability to adapt to the socio-economic change at that time are significant parts of the problem. These culminated in riots starting from April of 1981 that are the results of tension between the police and young, especially working-class people. These riots took place in several major areas around Britain that are known to have economic problems, large communities of working class, and known to be resided by ethnic minority such as Brixton, London, and Toxteth, Liverpool (Berg, 2011).

The context of Thatcher's period provides a background to many politically influenced literary and creative works. One among many is Hanif Kureishi's film *My Beautiful Laundrette*. Kureishi himself is well-known from his novel *The Buddha of Suburbia*, which portrays a boy from an immigrant, lower-middle class family finding his place in an English society where racism is prevalent. The relationship between class and race are heavily presented in Kureishi's works. Here in *My Beautiful Laundrette*, he reverses readers' expectation by creating an upper-class immigrant family whose wealth provides them superior position to the white working-class members of their community. Kureishi examines the role of neoliberalism in the context of British society contemporary to when he was composing the screenplay. There has been a positive assumption that neoliberalism with its emphasis on meritocracy will cause racism to subside as anyone having an ability to earn money and to be successful will earn their rightful place in the society regardless of their race. This, however, is a questionable assumption in *My Beautiful Laundrette*. What occurred during Thatcher's period has proven to us that the assumption might not be true. The movie has opened a significant debate about the impacts of neoliberalism and meritocracy in relation to racism, which will be explored in this paper.

2. Objectives

The aim of this paper is to first examine the way neoliberalism encourages the idea that race has no relation to financial mobility and the ability to become successful in a capitalist society. This is demonstrated through the characters Nasser and Salim, two immigrants who own several businesses and properties. The paper will seek to find whether they have overcome racism as wealthy businessmen. Secondly, the paper will look at the underlying power of meritocracy, which works to put the working class in their place by deeming their lack of "merit" to be the reason they do not progress. In *My Beautiful Laundrette*, we see the characters Genghis and Moose as representatives of the white working class who spend their time doing nothing and squatting in abandoned buildings. These are the people who Nasser and Salim, the capitalists, consider “the useless.” Finally, the paper will try to expose how neoliberal elites, with meritocracy as their weapon, use race as a mask to hide the ideological mechanism that seeks to exploit the working class and the ethnic minority. Its use of immigrants as scapegoats to its own plan intensifies the sense of racism which continues its existence into the Leave campaigns’ propaganda.

3. Methodology

The arguments in this paper are based on the close reading of *My Beautiful Laundrette*’s screenplay. Speeches and actions of the characters are analysed, along with the setting and the social context of the movie. Together with the primary text, the main secondary works discussed in the paper are two essays of Stuart Hall, a prominent cultural theorist in the field of race, class, and globalisation. Ideas from Kwame Anthony Appiah’s essay on Michael Young’s concept of meritocracy will also be incorporated into the arguments.

4. Results

During her interview with the magazine *Woman's Own*, Prime Minister Margaret Thatcher told Douglas Keay, in one of her famous speeches, that “[t]here is no such thing [as society]! There are individual men and women and there are families and no government can do anything except through people and people look to themselves first” (Keay, 1987, para. 106). The speech significantly outlines the neoliberal ideas prevalent in Thatcher’s period where competition is seen as a vital force of the market and no individual should be dictated by the government whether or how they should manage their own property. Neoliberalism contends that “[s]tate-led ‘social engineering’ must never prevail over cooperate and private interests. It must not intervene in the ‘natural’ mechanisms of the free market” or seek to hinder the free market’s inclination to produce inequality. (Hall, 2011/2017, p.318). Even though the neoliberal free market competition would unavoidably create economic inequality, it is still believed that in a neoliberal society everyone is equal since they have an equal opportunity to make as much profit as they desire. This is what Nasser, a Pakistani immigrant character in *My Beautiful Laundrette* believes when he says, “[i]n this damn country which we hate and love, you can get anything you want. It’s all spread out and available. That’s why I believe in England. You just have to know how to squeeze the tits of the system” (Kureishi, 1986, p.17).

Nasser himself seems to know well how to “squeeze the tits of the system” as he owns a garage where wealthy businessmen park their luxurious cars, at least one laundrette which he ignores, several rental properties, and a large, beautiful house in Kent. Salim, a younger member of Nasser’s family, also lives in a luxurious flat, owns neglected properties his wife does not even remember buying, and is always well-dressed. Nasser believes that England is “a little heaven” (p.66) where he can make money whenever he wants. He remarks to Johnny when asked why he drives a Pakistani tenant out of his property that “we’re professional businessman. Not professional Pakistanis. There’s no race question in the new enterprise culture” (p.41). The remark illustrates that for Nasser the ability to make money does not discriminate among races. He wholeheartedly believes that he has power just as much as anyone to become successful. He provides work opportunities to young Omar and Johnny knowing that if they are willing to work, they have a chance to become as wealthy as himself.

Nasser’s idea is not at all foreign in a neoliberal society where meritocracy is employed as a rationality of success and failure. ‘Meritocracy’ is thought to be coined or popularised by Michael Young, a distinguished British sociologist whose satirical book *The Rise of the Meritocracy*, published in 1958, vividly criticises this ideology. The principle of meritocracy is utilised in Young’s imagined society where power is gained through “not an aristocracy of birth, not a plutocracy of wealth, but a true meritocracy of talent.” In this society, those at the top know that their success is derived as a reward for their merit, the efforts they have put and their ability to succeed, while those who are lower admit that they continue to fail despite all the opportunities they have received. “They are tested again and again … If they have been labelled ‘dunce’ repeatedly they cannot any longer pretend; their image of themselves is more nearly a true, unflattering reflection” (as cited in Appiah, 2018, para. 9-10).

This latest quote resonates with the image of the white working class in *My Beautiful Laundrette*. In the first scene of the movie, Salim, Cherry, and their four Jamaican workers go to one of their houses to remove the squatters; Genghis and Johnny are among them. Genghis is lying sick on a mattress, in a cold room with a broken window as these people enter the house. Realising they need to leave, Johnny tells Genghis that they are “moving house.” When Genghis insists that they have “got to fight,” Johnny refuses his suggestion (p. 9-10). The scene does not only display a devastating living condition of these two characters and other squatters, it also acts as a symbolic representation of the working class. Genghis is a symbol of a sick white working class, a sick man of Britain. He and Johnny live illegally in a property of the two immigrants Salim and Cherry. The readers’ expectation is here being turned upside-down since immigrants are supposed to come to England to ‘steal’ white people’ houses. This ironic picture might emphasie Nasser’s point that it is a wealthy immigrant such as him who has an upper hand above the working class. Sick as he is, Genghis’s intention to fight demonstrates the tension between a white working-class person like himself and an immigrant owner of the property like Salim, as we will see their conflicts in other scenes to come. Johnny, on the other hand, tends to accept his condition and is willing to move away and find a new place to squat. The scene symbolises how it is no longer true that only English men have a place, literally and figuratively, in this society, but it is anyone who has money and success.

Despite Genghis and Johnny's similar situation in the first scene, the movie later portrays Johnny's decision to work for Omar, Nasser's nephew, an action which upsets Genghis drastically. Without regard to his and Omar's romantic relationship, Johnny's decision is based on his desire to work and stop "hanging about" (p.38), something Genghis and Moose, another white friend, have been doing. Kureishi conveys a significant concern in British society at that time where people, especially the young ones, chose to live "on the dole" or on the benefits provided by the government for unemployed citizens. This type of government benefit is criticised strongly by Margaret Thatcher in the same interview with *Woman's Own* mentioned previously. Thatcher believes that Britain's post-WWII consensus encouraged people to take advantage of government's help and that resulted in lack of willingness to work. Omar himself lived on this benefit before being given opportunity by Nasser to manage his laundrette. If we were to compare Johnny and Omar with Genghis, we can see that Johnny and Omar conform to the neoliberalist ideology that everyone should work hard to earn what they want. In contrast, Genghis chooses to live the life that Salim views as "a waste of life." For Salim, Genghis is "filthy and ignorant" (p.61). He is one of "the useless" who only survive because of the government's help. In Salim's perspective, the government's favour is "rather tilted" towards these useless, "[t]he only positive discrimination they have [in England]" (p.21).

It could be argued that Genghis represents the failure in a meritocratic society. He does not resolve to start working like Johnny and Omar and shows no capacity to work, thus putting himself in the lower order of those who are labelled "dunce" as in Young's book. In a meritocratic system Genghis should admit his failure and be content with his place in the society. However, the movie illustrates how he manages to find someone to put the blame on -- the immigrants. He does not approve of Johnny working for Omar, stating, "I don't like to see one of our men grovelling to Pakis. They come here to work for us. That's why we brought them over" (p.38). Genghis does not regard Nasser, Salim, and Omar based on their merits. He views them as inferior to white English men no matter what, and that is why he refuses to work for them. This antagonism does not only reflect a deep-rooted racism in British society, it also shows that when neoliberalism does not provide equal opportunity as it promises, the blame is not placed on the system itself but on the people who have social or cultural disadvantages such as the ethnic minority. Genghis never seems to question the invisible hands of neoliberal elites including the government, the corporates, and those at the top of the class pyramid. In fact, these people benefit from the working class's belief that they are powerless against the elite with political and financial authorities. The belief allows elite capitalists to exploit the working class by giving them low wages and making them accept that this is what they deserve. If anyone were to be culpable apart from Genghis himself, it is the system which fails to ensure that he receive proper education, and that education provide equal opportunity in life, unlike in the case of Omar's father who becomes an alcoholic "useless" despite being an intellectual. It is the system that tries to take away trade unions and keeps reminding the working class that they are the failure in the meritocratic society while in fact they are important workforce of the country.

Finally, meritocracy also assists in concealing the continuing problem of racism in British society. Nasser and Salim are led to believe that there is no limitation against them becoming successful as immigrants. In fact, the violence that occurs to the laundrette and to Salim by the hand of Genghis and Moose reflects the persistence of racism which is not eradicated by wealth and financial opportunity. In real life, immigrants can face violence from racism regardless of their financial status. However, as it is portrayed in *My Beautiful Laundrette*, racism is being diverted into the matter of class. It is clear from the movie that Salim regards the abuse he receives not as coming from just white people, but specifically from "useless," white, working-class people. In the scene where he drives a car into Genghis and Moose, he calls them "scum" who need "a taste of their own piss" (p.61). Salim cannot see that, in order to become successful, the system forces him, and possibly Nasser, to earn money through committing crimes and selling illegal products such as drugs. Nasser uses violence against his tenants, who as we see from the movie are his fellow immigrants. Omar and Johnny need to steal so that they can pay money back to Salim, and they do so by stealing from an Indian family. In order to maintain their status at the top of the chain, these characters need to exploit other less powerful characters, a kind of free competition which neoliberalism advocates. Meritocracy has them believe that if they exploit other minorities, they are able to do so because they are smarter, more capable, and put more efforts into creating their own wealth. Meritocracy makes them believe that exploitation is just, without knowing that they themselves are exploited by the neoliberal system. The immigrants become the scapegoats of the neoliberal exploitation of the working class, who, in turn, believe that their poverty is the fault of the immigrants stealing their jobs and living in what should otherwise be their houses, not the system which fails to really provide everyone with equal opportunity.

5. Discussion and conclusion

Several decades before Brexit occurred, Stuart Hall had already observed that racism will be the "final solution" of social crisis in Britain. In order for the working class to "live through" the socio-economic crisis in the 1970s, he claimed, racism would need to be employed or, if it had not existed, invented to bear the blame (Hall, 1978/2017, p.152). Sarcastically, Hall states that nobody has time to "unravel" the complicated connection between politics and economy in Britain to find out what or who really is the cause of the problems. It is more convenient to blame it on race; "if there is a simple, obvious and more natural explanation at hand? Of course they are 'poor' because the *blacks* are *here*" (p.156). The paper has concluded through the examination of Hanif Kureishi's *My Beautiful Laundrette* that meritocracy is one significant tool that conceals the people's exploitation by neoliberal elites and divert the unfairness in the "free" market to the matter of race. Once the simple final solution is given, people are blinded to deciphering the hidden exploitative mechanism of neoliberalism. What is portrayed in *My Beautiful Laundrette* could be part of the explanation why Brexit happened and why countries in the world are moving towards more isolated and anti-immigration policies.

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"What ails this Brokeback?": Swampscape in Carson McCullers's *The Ballad of the Sad Café*

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ABSTRACT

This paper studies the representation of swamps in southern culture. Throughout antebellum South, American Civil War, and Post-Civil War, swamps were linguistically painted as untamable places of obstacles towards the prosperity of southern culture, carriers of miasma or pestilence, signifiers for the mysterious and the marginalized, and so on. Such smelly images of the southern swamps, by default, become part of the American South. Because it is self-corrupted, swamp is used as a trope to smell of how Southern culture triggers its own fall. Likewise, another factor that can pollute southern order is the coming of Nothernization and its modernity including scientific, medical, and technological advancements. Using *The Ballad* as an object of analysis, I will introduce the developmental concept of the southern swamp. The southern swamp trope and the coming of modernity in this novella will be examined so as to point out how the two factors pollute Amelia's Old South ecologically and socially. Thereby, this paper will argue that Amelia's swamp can represent for the Old South which capitalistically erodes itself, and it is also little by little infected by modernity, inevitably leading to its own catastrophe.

1. Introduction

Most southern classical works such as those of William Faulkner's usually concern regional problems relating to race, gender, and slavery. Undoubtedly, such controversial foreground topics have become several critics' first reading response and concern. Hardly do they turn their focus onto southern natural landscapes and the concept of the Old and the New South in the background. Carson McCullers's *The Ballad of the Sad Café* introduces such concepts that can fill the academic gap. This essay will argue that the Old Southerness is suppressed by the new Southerness in the society in *The Ballad*. In other words, the nature of the former is suppressed by the culture of the latter. Likewise, the former is itself corrupted by its own nature as well. What is the significance of Amelia's swamp? Why do the swamp and other natural entities such as sky and snow appear beautiful but contaminated with the color "blue" at the same time? Why does the writer compare Lymon, the hunchback whose temporary stay contributes to the sense of the old southern idealism of agrarian life, to "the child of the swamphaunt"?

2. Context

In the Antebellum South of America, southern landscape abounded in agricultural acitivities, especially plantations. Southern culture and nature must have been in anyone's first thought. As Clark has noted,

> ""[i]n the minds of many Americans, there are two Souths"; one is "an idyllic land of plenty . . . inhabited by a happy and hospitable people for whom life is pleasure and pleasure a way of life," the other, a "nightmare world of torrid and stifling heat in which uncontrollable passions and senseless acts of violence become the outward manifestations of a blighting inner corruption, a secret sin poisoning the very mainstreams of Southern life"" (quoted in Wilson 4).

According to Clark, Americans' first view on the South conveys the sense of Edenic utopia. Human beings having "hospitality" rely on nature or vice versa. However, the latter thought contributes to the mood of an apocalyptic society which is full of moral decadence.

Such two opposite worldviews are associated with the concept of the Old South. The myth of moral richness on green fields was corroded by the swampy morality of the southern people. Singal has also noted that,

> "the South's very landscape threatened its adherence to European ideals: because of the physical distances between plantations and homes in the South, and the general lack of central control or cultural cohesion, the South found itself at variance with the eighteenth-century ideal of a stable, cohesive community—"and as everyone knew, this sort of loose and open society, where each individual was free to pursue his own ambitions, was the perfect environment for the virus of human greed (along with the rest of man's worst instincts) to develop and thrive"" (quoted in Wilson 5).

Despite the surface of the southern honor, some southern people remained corrupted and contaminated with greed. Wilson also suggests that the ideal people of the Old South possessed the similar characteristics of those of Victorian people. The South must have been influenced by Englishness of high morality due to the coming of puritans to the New World in the early seventeenth century and the immigration of English people to find jobs in New England. They rejected any moral contamination or anything that triggered the sense of abjection so as to identify themselves with the concept of purity:

> "*division* is crucial to Victorian values. Purity, both within, at the level of personal morality and without, at the level of class distinction, was the utmost goal ... those levels blurred in the South as the drive for purity became a fanatical dedication to preserving pure bloodlines ... All these exigencies required the rejection of the lowly, the alien, and the shamed. Such unhappy creatures belonged outside the circle of honor … [they] always seemed to threaten the borders of that circle" (Wilson 5).

The Old South thereby concerned the significance of the social hierarchy due to the belief in moral superiority among the bourgeoisie and the proletariat. This must be why southern culture was self-corrupted because the people tended to intra-exploit or intra-oppress others. The agrarian South must have become a lost paradise because the Southern idealism faded away due to its unability to repress the swampy non-conformists who were the symptoms of the society.

Apart from its potential in self-contamination, southern culture was also eroded by the coming of the North. Northernization brought modernity to the South, especially through technological advancements. Such unecological vogues penetrated the southern world, deteriorating southern culture and nature simultaneously. As Andrews has pointed out about the "early encroachment of New South development on the pristine natural world of the Old",

> "Looking out on the surrounding swamps … "My taste may be very perverted, but to my mind there is no natural scenery in the world so beautiful as a big Southern swamp in springtime. It has its beauty in winter, too. . . . The railroad from Smithville to Cuthbert is lined on both sides with saw mills, getting out lumber for the government, and they are destroying the beauty of the country" (132).

The South was modernized by northern capitalism. The North came with its potentials in exploiting southern landscape through its modern construction, changing the Old to the New South by default. Such a colonizing process also had a great influence on southern people because they had to change their agrarian lifestyle and adapted themselves to be the proletariats working for the northern bourgeois in their industry. This must have led to the southern moral decadence because the people had to prioritize monetary value rather than mythically cultural southern idealism. Simultaneously, southern nature must have been polluted by the northern industrialization. As Wilson writes, "Once developers discovered the wealth to be had … creating a dizzying flurry of logging activity that transformed the economies of wetland areas … then left a wasteland in its wake as the "inexhaustible" timber supply was, by the mid-1920s, all but exhausted" (Wilson 105). Likewise, Wilson also points out that northern business such as liquor productions in distilleries was also the main cause of natural destruction in the South. Thereby, natural landscape, especially swamps, can be the site of memory that reflects not only the physical deterioration on the southern surface but also the internal moral contamination triggered by the North as well.

3. *The Ballad*

These concepts of the Old and the New South could be seen through out the course of *The Ballad*. For example, After the coming of Lymon during the night, the morning after that night re-emmerges with the Edenic atmosphere:

> "The next morning was serene, with a sunrise of warm purple mixed with rose. In the fields around the town the furrows were newly plowed, and very early the tenants were at work setting out the young, deep green tobacco plants. The wild crows flew down close to the fields, making swift blue shadows on the earth. In town the people set out early with their dinner pails, and the windows of the mill were blinding gold in the sun. The air was fresh and the peach trees light as March clouds with their blossoms."

This Edenic sense can remind the reader of the southern agrarianism, and it is brought back by Lymon who is "the child of a swamphaunt." McCullers also describes Lymon as having blue eyes whose color is the same as natural surroundings such as Amelia's swamp and unexpected snowfall. Likewise, the townspeople as well as Amelia appear to re-member themselves with the concept of southern hospitality: "There she had never allowed liquor to be opened or drunk by anyone but herself. Now for the first time she broke this rule. She went to the kitchen, with the hunchback close at her heels, and she brought back the bottles into the warm, bright store. More than that she furnished some glasses and opened two boxes of crackers so that they were there *hospitably* … and anyone who wished could take one free (emphasis added)."

However, McCullers's descriptions on Lymon's outer appearances create ambiguity in him. As Lymon reveals himself to Amelia for the first time with his own truth relating to being her cousin, his hands "were like dirty sparrow daws *and they were trembling*" (emphasis added). Lymon's voice also sounds "uncertain." Such minor descriptions can create the major sense of uncertainty or ambiguity whether Lymon is the true cousin to Amelia or not. Despite this sense of ambiguity, Amelia takes Lymon as her cousin according to the southern belief in pure bloodline. Unfortunately, Lymon further reveals his true nature after the coming of Marvin with the modern guitar.

McCullers characterizes Lymon as beastlike: “He landed on the broad strong back of Miss Amelia and clutched at her neck with his clawed little fingers.” Wilson has argued that,

> “The preservation of honor and purity was an all-encompassing, if ultimately losing, battle. The Southern aristocracy came to view its lot as a perpetual fight against nature itself: against the uncivilized individualists who threatened to infect the delicate system with the virus of greed; against those of impure blood, lineage, or reputation who might also wear away at the bedrock of Southern society; and against moral infection, which had its roots within, in the carefully controlled but ever-present animal self” (Wilson 6).

The Old Southerness was the concept to tame nature and colonize it for its own sake. Lymon turns out to forget the southern idealism and expose his animal self, his id, instead. This can be inferred that Amelia is unable to suppress the uncontrollable, true nature of the southern nature. Lymon is thereby the representation of the Old South whose surface can evoke southern idealism in others, but he is self-corrupted inside when he meets Marvin with a modern guitar. Marvin also likens him as “the child of a swamphaunt.” Lymon thus can be seen as the spectral figure from Amelia’s swamp, where her distillery is located, contaminated by northern industrialization. Meacham also observes that southern distilleries produced liquor mostly contaminated by lead. This contamination also led to “a new disease then called the West Indies Dry Gripes” (Meacham 123). Meacham also maintains that liquor can trigger animality in any drinkers: liquor consumption turned a person into an animal until he resembled “in fetor, a skunk; in filthiness, a hog; in obesity, a he-goat”” (Meacham 123). This can further be inferred that Amelia’s swamp contaminated by her distillery can reflect or mirror contaminated southern idealism.

That must be why Marvin and Lymon’s destructions in the end can be seen as symbolic actions against both Old and New southern culture. Symobolically, they reclaim what southern culture had took from nature, deconstruct modern machines, and mock southernness before they unleash themselves from stagnant culture to wherever they want to go just like the uncontrollable water in the swamp: “‘*swamp* is when the water goes in one end and out the other, bog is when it goes in and stays in’” (quoted in Giblett 3).

4. Conclusion

Undoubtedly, Amelia’s swamp is contaminated by her own distillery, the symbol of modern machine in the South just like the hospitality of the Old South which was contaminated or ailled by greedy capitalism of the New South. Thereby, the color "blue" can represent for the underlying sign of contamination in natural surroundings together with Lymon's eyes. Lymon, thus, can represent for the Old South including southern nature and human nature that Victorian-like southerners try to repress or tame.

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Death in Children's Literature: Harry Potter Series

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Abstract

Harry Potter series is one of the most phenomenal children's books of all time, yet it consists of numerous deaths despite its genre. In fact, the issue of death has long been associating with stories written for children, whether they are the authors' intentions or not. Perceiving death in a story, child readers would react in various ways which may lead to their understanding of the issue. Studying the child character facing death in the story also results in comprehension of the author's intention of implementing such an issue into her work targeting child readers. The objective of this study is to analyze the child character's responses towards death which vary from denial, regret, anger, fear, and acceptance. In *Harry Potter* series, not only does the protagonist, Harry Potter, response to death in various ways, but he also encounters death in three different levels: as a normal life event, a loss of significant people in his life, and a life-threatening event or a child awareness of his own death. Gradually perceiving death at each level, his reactions towards death and dying changes until he reaches the point of accepting it. Furthermore, two adult characters also presented in the story to serve as opposing figures who had attempted to escape death. By considering these two characters, Harry, and perhaps the children reading his story, comes to the point of understanding and accepting death as it is inevitable and has nothing to fear. It could be concluded that it is the author's intention in presenting the topic of death into her story for preparing her child readers for this ensuring event to come.

Keywords: death, children's literature, Harry Potter

1. Background of a study

The issue of death has long been presented in stories for children, despite the question concerning its appropriateness for child readers. Some adults might find it alarming to see death being part of stories for children, because death is considered a taboo topic for adult to discuss with young children. But avoiding such an important topic does not contribute good results to children since they do experience death either ways. Death is an important issue a child needs to face and comprehend as a part of growing up as Koocher and Gudas (1984) suggests that parents should not wait until the death of an important person in the child's life to begin thinking about how to communicate on the matter. Still, parents probably encounter some difficulties discussing this issue with their children. At this point, books can be a convenient mean for parents to start such an inconvenient topic. Books can provide both the language parents may need to explain the topic and an opportunity while considering their child's understanding and feelings (Arruda-Colli, Weaver, and Wiener, 2017). For a long time, books have been used as tools to educated children. Books serve as useful means for children to comprehend harsh issues. Although it is not certain that the implementation of death in stories for children is deliberately done to assist child readers in understanding the concept of death and dying, the theme of death has been appearing in stories for children since the time of the folklore and it seems to continue to the contemporaneous readings.

2. Objectives

The objective of this study is to analyze the child character's responses towards death and the possibility of the author deliberately presenting the issue of death in the story to assist child readers in understanding the topic and preparing them for this ensuing event to come.

3. Hypothesis

Among the most successful and the most famous books for children, *Harry Potter* series has occupied a place in child fans' hearts as one of the most phenomenal children's books of all time. Nevertheless, the author, J. K. Rowling, has broken many traditions of writing children's books. One of the conventions she did break is including so many deaths in the story. But this may not be surprising given the author's background. Before she began writing *Harry Potter*, Rowling had faced many stressful life events, namely the death of her mother, her miscarriage, and the abusive marriage which ended after 13 months leaving Rowling to be a single mother to her first daughter (J. K. Rowling Biography: Success Story of the 'Harry Potter'). Rowling said she received cognitive behavioral therapy after descending into suicidal thoughts (Connellan, 2008). Rowling must have contemplated the issue of death and dying before or even during the time she was writing *Harry Potter*. Therefore, it is comprehensible that Rowling might have deliberately included numerous deaths in her books in order to educate her readers about the issue of death, dying, and difficulties in life.

4. Methodology

The methodology of this study is the qualitative research using Piaget's framework to analyze the child character's responses in three different levels: as a normal life event, a loss of significant people in his life, and a life-threatening event or a child's awareness of his own death (Koocher and Gudas, 1984). In order to find out whether the child character can understand the components of the conception of death vital for a child's development which are irreversibility, finality (non-functionality) and universality/inevitability according to Kronaizl (2009) and Speece & Brent (1984). The literary text being studied is *Harry Potter* series.

5. Results

5.1 Harry's First Encounter with Death

The story of Harry Potter is divided into seven books, each book devotes to the protagonist's year at Hogwarts school of witchcraft and wizardry. In the story, Harry spends his childhood and young adulthood gradually developing his understanding towards the issue of death and dying. Harry's first encounter with death (except his parents') occurs in the first book, *Harry Potter and the Philosopher's Stone*. Harry learns that Nicolas Flamel, the only person who can create the Philosopher's Stone which gives the Elixir of Life making the drinker immortal, decides to destroy the Stone and then he has to die. Harry's responses to this news are puzzling and confusing as if he were trying to comprehend why a person who could be immortal chooses his own death. But Albus Dumbledore plays an important role in assisting Harry to understand the issue as he explains: "After all, to the well-organised mind, death is but the next great adventure" (Rowling, 1997). Such expression provides the idea that death should not be considered with fear of something one does not know, but for the well-prepared death can be an expedition of something beyond their experience. This represents the concept of universality and inevitability of death. Universality, or inevitability, refers to the understanding that all living things will eventually die (Sources of children's knowledge and dying as cited in Kronaizl, 2019), even the ones who has magical abilities.

Furthermore, Harry Potter's encounter with the death of Nicolas Flamel can be categorized as a child encounters death as a normal life event. But Harry's experience of death seems to be more intensifying as his years at Hogwarts go by. According to Bonoti et al. (2013) and Longbottom & Slaughter (2018), two factors that have been empirically found to influence children's concepts of death and their accuracy are the child's age and his or her previous experiences that shape them (Exploring children's understanding of death: Through drawings and the death concept questionnaire and Sources of children's knowledge and dying as cited in Kronaizl, 2019). At this point, it is presumable that it is Rowling's intention to intensify the experience of death Harry faces in each step of his life. The author preserved the most severe events for the later chapters, the later years, and the later books to ensure that her protagonist and readers are ready to face this traumatic life event. Perhaps, for Rowling, the ideal reader of *Harry Potter* series is a child who starts reading the first book approximately at the same age as Harry enrolls in Hogwarts. As her protagonist grows up and develops his understanding of the world, the ideal reader grows and has the similar development at the same pace.

5.2 Cedric Diggory's Death

Another death experienced by Harry which seems particularly traumatic for him is the death of Cedric Diggory in *Harry Potter and the Goblet of Fire*. Seeing a friend die in front of his eyes, Harry's responses to the event are terrified and petrified. At one point, he denies that the event has occurred. After bringing Cedric's body back to Hogwarts, Harry refuses to let go of his friend's body as he repeatedly says: "He wanted me to bring him back" and "He wanted me to bring him back to has parents" (Rowling, 2000). This suggests Harry's inability to cope with the adverse event he has just encountered. However, Harry develops his understanding that death is finality by witnessing the casualty of Cedric as it is described: "Cedric was lying spread-eagled on the ground beside him. He was dead" (Rowling, 2000). And "For a second that contained an eternity, Harry stared into Cedric's face at his open grey eyes, blank and expressionless as the windows of a deserted house, at his half-open mouth, which looked slightly surprised" (Rowling, 2000). The description of Cedric's dead body and how his body is observed suggest that Harry is developing his understanding of the concept of finality or non-functionality of death which "refers to an understanding that the dead body ceases life-sustaining functions, such as walking, talking, eating, and breathing (Sources of children's knowledge about death and dying as cited in Kronaizl, 2019).

Furthermore, in the following book, *Harry Potter and the Order of Phoenix*, few months after Cedric's death, Harry keeps having the dream about how Cedric died and talks in his sleep whimpering: "Don't Kill Cedric! Don't Kill Cedric!" (Rowling, 2003). This proves that Cedric's death is especially traumatic for him, which probably resulting from Harry's belief that his friend's death is partly his responsibility

5.3 The Death of Sirius Back: Harry's Loss of a Significant Person in His Life

Although the death of Cedric takes a heavy toll on Harry, the most traumatic event concerning death and dying Harry faces is not yet to come. After the death of his godfather, Sirius Black, in *Harry Potter and the Order of Phoenix*, Harry's response to the event is extreme denial. He does not want to talk about Sirius' death at first as he thinks: "To say it aloud would be to make it final, absolute, irretrievable" (Rowling, 2003). The fact that Sirius was considered the only family member Harry had left and his belief that Harry himself is fully responsible for Sirius' death result in Harry's overwhelming grief over his god father's death. It is described: "The guilt filling the whole of Harry's chest like some monstrous, weighty parasite, now writhed and squirmed. Harry could not stand this, he could not stand being himself any more…" (Rowling, 2003). At this point, Harry experiences the other level of death which is a loss of significant people in his life. One factor which makes this loss particularly traumatic for him is the fact that they never retrieved Sirius' body and the funeral never took place. Since a funeral can be a ritual which brings grieving people to the closure of the death of their loved ones, the lack thereof adds the weight on Harry's grieving for Sirius' death. But not only does Harry encounter a loss of significant person in his life the night Sirius dies, but he also faces the other level of death, a life-threatening event. That night, the Prophecy reveals that he and Lord Voldemort, his arch-enemy, must kill each other at the end, and "neither can live while the other survive" (Rowling, 2003). Harry's response to the Prophecy is denial at first, but he seems calmer over time as if he were contemplating the possibility of him dying when facing Voldemort in the future.

Even though Harry has fully encountered the levels of death as mentioned above, his understanding of the concepts of death does not develop completely as he struggles to comprehend the irreversibility of death. After Sirius died, Harry thinks there is a possible way for Sirius to come back as a ghost and he also attempts to contact Sirius through a two-way mirror, a magical item which can be used to contact the other person holding the other one of the pairs. These express his inability to accept the permanence of death. Although it is obviously displayed that death is universal and inevitable for everyone, Rowling did include the returns of the dead, such as the ghosts dwelling in Hogwarts and the reappearance of Cedric and Harry's parents into her story. However, it is not her intention to suggest that death could be reversible in *Harry Potter*, but her implications are quite clear that the returns of the dead caused by magical power. The term "ghost" is explained as "the imprint of a departed soul left upon the earth" (Rowling, 2005). In addition, Sir Nicholas, a ghost of the Gryffindor Tower, explains the reason of his return to Harry is that he "was afraid of death" and "very few wizards choose that path [of returning]" (Rowling, 2003). This indicates that Rowling is careful enough not to suggest her readers that every departed person choose to come back as a ghost, and ghosts might be the imprints of their magic left behind rather than the actual soul of the person. She also suggests that there is a life after death, but she is cautious enough not to reveal to her protagonist and readers what that life is like.

5.4 The Death of Albus Dumbledore

In the following book, *Harry Potter and the Half-Blood Prince*, Harry faces yet another death which is considered one of the most important deaths he has experienced, the death of Albus Dumbledore. Harry's reactions to Dumbledore's death are shock, anger, and denial at the beginning as he thinks: "it had not happened…it could not happen…" (Rowling, 2005). Not only does the loss of Dumbledore serve as a traumatic life event for Harry, but it also poses danger to his life as it means the loss of his safety and security. Without Dumbledore's protection, Harry seems helplessly vulnerable against Lord Voldemort. Given all circumstances, Harry's responses to his mentor's death are different from those of the previous deaths he encountered. Although Harry grieves Dumbledore's death dearly, he does not deny his death for so long. Instead, he feels responsible to inform others about Dumbledore's death. Harry even concerns about the transfer of Dumbledore's body out of people's sight and his funeral. This suggests that Harry is capable of coping with the death of a significant person as he is able to carry on with his life after the loss of a loved one. Harry's ability to cope with this recent loss indicates his development in understanding and coping with death.

5.5 Harry Potter Facing His Own Death

The final book, *Harry Potter and the Deathly Hallows*, consists of the most deaths in *Harry Potter* series. Moreover, Rowling has gone further than any other authors implementing deaths into their works for children as she included a scene which the child character, or the young adult, facing his own death into her work. Until the final book, Harry struggles to accept the irreversibility of death, which is the final concepts of death he has not yet contented. He keeps looking in the two-way mirror and finds comfort when seeing the blue eyes, he assumes are Dumbledore's, staring back at him. This suggests his inability to completely accept the fact that Dumbledore has gone permanently. Despite numerous deaths he has encountered, Harry's acceptance of death has not developed completely until the moment he knows he has to die. Harry's reaction towards his own death is frightened as Rowling (2007) describes: "Terror washed over him as he lay on the floor, with that funeral drum pounding inside him. Would it hurt to die?" This indicates the protagonist's confusion and fear, but the lack of resistance and denial. Harry's question whether it hurts to die is simple and straightforward as any child could have asked, and such a question is comfortingly answered in a way which suggests that there is nothing to fear of death because dying is "[q]uicker and easier than falling asleep" (Rowling, 2007). Harry's acceptance of his own death lies within his decision to surrender himself to Voldemort in order to destroy one of the Horcruxes within him and save the life of others. This charismatic protagonist's acceptance of his own mortality is depicted dramatically in the final pages of *Deathly Hallows*, as he prepares to meet Voldemort for the last time. He approaches the confrontation defenseless again, absolutely certain that he will die (Los, 2008).

At this point, Harry could comprehend all components of the concept of death as he has fully encountered the final step as a child or a young adult facing his own death. When Harry can completely accept his death, the Resurrection Stone is presented to him, not for bringing his loved ones back to him, but for preparing Harry to join them. The reappearance of the protagonist's loved ones is not the suggestion of the reversibility of death, but it helps comforting him in completing his task. Furthermore, the reappearance of the loved ones is not the only factor contributed to Harry's decision to his own death. According to Los (2008) Harry's courage in the face of death is partly due to his headmaster and mentor, Albus Dumbledore, whose wise words are especially poignant: "It's unknown that we fear when we fear death, nothing more."

5.6 Escaping and Conquering Death

Furthermore, the idea of escaping death is presented in the story, namely the Philosophy's Stone, the Horcruxes, and the Deathly Hallows. Rowling also included two adult characters to serve as opposing figures who had attempted to escape and conquer death, Albus Dumbledore and Lord Voldemort. While Dumbledore sought immortality through collecting the Deathly Hallows which, "if united, will make the possessor master of Death" (Rowling, 2007), Lord Voldemort's path to immortality proved to be much more violent and far more unnatural than Dumbledore's. Voldemort chose to rip his soul into pieces and conceal them with objects, which prevent him from dying. Having considered the two opposing characters trying to reach their immortality, Harry chooses to abandon the quest of the Deathly Hallows. Instead, he decides to seek and destroy Voldemort's Horcruxes in order to make Voldemort mortal once again. This emphasizes Harry's comprehension of the concept that death is universal and inevitable, which helps pave his way in accepting his own death. This also assists child readers in understanding the concept of universality of death that no one escapes death even the most powerful wizards like Dumbledore and Lord Voldemort. Dumbledore's plan to choose his own death also suggests that idea that, ironically, the one who seeks immortality will never conquer death, "because the true master does not seek to run away from Death. He accepts that he must die" (Rowling, 2007). In this case, Harry is considered the true Master of Death, not only because he willingly sacrifices his life for others, but he truly and completely accepts all components of the concept of death and his mortality even after he has conquered Voldemort. One of Harry's last acts is to choose to not retrieve the Resurrection Stone, which would have given him the power to bring back his loved ones (Los, 2008). This emphasize his content of the irreversibility of death. He also refuses the power of the Elder Wand, one of the Deathly Hallows, and chooses to let its power be broken should he dies a natural death. At this point, Harry seems to completely and absolutely accept all concepts of death, knowing one day death will come to him again. And on that day, Harry might contemplate that he would greet Death as an old friend, and goes with him gladly, and, equals, they depart this life.

6. Discussion and conclusion

The story of Harry Potter begins with the death of the protagonist's parents and ends with the death of the antagonist and lots of deaths along the way. Therefore, it can be concluded that Rowling deliberately includes death in her story to assist in preparing her child readers for facing such events in their life. Nevertheless, Rowling is cautious enough to gradually implement death into her story with the degrees that she herself must have thought would be suitable for both her protagonist and her child readers. In addition, the other thing Rowling is cautious about writing fantasy books is that she is careful not to suggest that anyone can escape death even in this magical world. Furthermore, she included the two adult characters who have had an attempt to conquer death. The price they must pay seeking their immortality and the content of the one who can accept his mortality also assist child readers in comprehending the issue and developing their understanding of death, dying, and the nature of life. In the real world, *Harry Potter* series could be used to help a grieving child accept and comprehend a traumatic life event. According to Lowe (2009) children's literature is the tool necessary to assist children through personal tribulations. By reading a book "the reader is looking for a solution to his/her own personal life situation and feel more at ease when learning that he/she is not the "only one" dealing with a life crisis" (Lowe, 2009). And "books can facilitate a child's understanding and bring the child indirectly to the edge of sensitive issues that may be perceived as threatening" (Bereavement, grief, and mourning in death-related literature for children and Parents in death-related literature for children as cited in Arruda-Colli, Weaver, and Wiener, 2017). Therefore, it can be concluded that deaths deliberately presented in *Harry Potter* series can both assist the understanding of a child reader and serve as a mean to help a grieving child cope and comprehend his or her loss.

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Persepolis: Illustration of Trauma through Comics

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Abstract

Persepolis is a comic novel portrayed through autobiography or memoire of Marjane Satrapi's, the Iranian writer who migrated to Austria during continuously intensified civil war in Iran. After Marjane immigrated to Austria, she found herself dwelling in a great deal of alienation in beliefs and cultures. This alienation towards the West together with the fact that she could not confront the war with her national fellows caused her a trauma. When she moved back to Iran, she had difficult adjusting herself to that of the Iranians identity. Writing this comic novel is a means to alleviate the deep trauma inflicted in her mind, to help herself in understanding her identity and to unleash the frustration that the outsiders and herself has towards Iran.
Keywords: trauma, comic genre, identity

1. Background of study

The comic book ‘Persepolis’ was written based on autobiography or memoir of Marjane Satrapi possessing a serious way of narration; however, it presents populism culture through comic writing which is considered an effective tool that attracts a large number of audiences and comes to the success that this autobiographic writing has been published at the international level. The plot of this book is distinguished in narrating her painful experience or trauma she encountered throughout her life starting from her childhood when she witnessed the violence in revolution and war that transferred trauma which was involuntarily inherited. Later she became a migrant from the Western’s third world country in her teenage life encountering the cultural differences which she struggled immensely to adjust herself to the environment; in the meantime, she felt guilty and humiliated that she could not meet expectation of her parents and grandmother who had a desire for her to live in a better place. She then moved back to her motherland, yet, she really could not adjust herself to the existing way of life. She felt she was a stranger living in her own house. She also felt restrained that she could tell no one about her experience in Vienna. Finally, she decided to leave home again.

Presenting or narrating the pain or trauma is not an easy thing to do because the feeling itself is difficult to describe and it is too sentimental to elaborate in writing or even a feeling that is not painful could not even explained in words. These are limitations that bare the language from expressing some sort of experiences because the system of brain memory is in the form of visualization or events claimed by Cathy Caruth in her *Trauma : Explorations in Memory* stating that to be traumatized is to be possessed by an image or event. Traumatic memories lack verbal narrative and context; rather they are encoded in the form of vivid sensations and images. They resemble the memories of young children. A comic, therefore, is a form of literature that allows more to narrate the pain because comic is more explanatory than words. It consists of pictures and composed messages where the pictures are used to illustrate what the words cannot do. With this comic feature, it allows the audiences to see what the writer thinks in both past and present period of time together with all the stories from the different timeframe. It can be said that only one frame of comic can completely tell the details of event, perspective and sound which is difficult to be found in other forms of media. Nevertheless, the comic itself can present the picture and messages that are not aligned resulting in the different pictures where frame and gutter can always imply in interpretation.

2. Objective

Autobiography 'Persepolis' by Marjane Satrapi

3. Methodology

Apply 'Unclaimed Experiences' by Cathy Caruth to analyze trauma

4. Results

4.1 A picture is worth a thousand words

Many complications can be expressed in one single picture without utilizing words; for example, it was told from a friend of Marji's father who was a political prisoner that his friends were tortured and in the end he was cut into pieces (Marjane Satrapi, 2007). It is a picture of a body that was cut illustrated in the way that allows the children to understand way easier than using the narration. When Marji saw her friend's bracelet under the bomb debris, she was extremely terrified covering her mouth and eyes. Then the bottom right was all black in a frame with the caption of "No scream in the world could have relieved my suffering and my anger." (Marjane Satrapi, 2007). The whole black frame represents of the complicated feeling and it was beyond words a girl could say when she just happened to know that her friend, who used to play and spend time with her, died under the bombing incident without the need to see the body of her friend. This makes the audiences automatically understand the story since comic is the writing genre that can trig the audience's imagination the best. When her five friends and herself were arrested and sat desperately in the jail because they arranged the party (Marjane Satrapi, 2007) it was hard to explain in words because it was beyond regular desperation.

4.2 Flashbacks and Revision

People who experience trauma always relive back and forth in their memory. Sometimes they are living in the very moment and reliving the past. Portraying things about traumas are always in need to have flashbacks at all times. Comic is regarded as a form of literature that can best describes the complete flashbacks; it is even better than a fiction that used words for the readers to go back and read the revision and able to understand just one flip of page backwards. Comic allows the audience to use a lot of their imagination where the readers can easily understand the trauma without the need to go back and forth between the past and present and also the present where the story is written. In order to comprehend the traumas, the readers need to go back and forth to help relating parts of memories because the trauma does not occur linearly in chronicle order but occurs according to environment like flashbacks during waking; nightmares during sleeping (Marjane Satrapi, 2007)

Marji learned from her father that her grandfather is a prince and every time her mother mentioned about grandfather, it flashbacked to when her mother was young and dwelled in fears. She gave him a visit in jail and the picture cut back to present illustrated a crying mother with the caption of all his life he was in pain (Marjane Satrapi, 2007), this shows that her mother still has the trauma from the past with her. Then the next frame showing fascinating expression on Marji's face on what she just heard about what her mother said which is considered as a normal reaction for a child. And without consciousness, grandfather and mother's trauma has just been passed on to her unconscious mind. Nevertheless, Marji also learned about her grandmother's past when she told her about all difficulties she had. Her grandfather and grandmother struggled with poverty with only bread that can help them survived; however, they need to pretend to cook so that their neighbors would not have noticed anything abnormal. The frame next to it is a flashback back to her mother's childhood walking into the house and pretending to say to her friend, who was walking with her, that "Mom! Mom is cooking something good!" The pictures portraying grandmother on the left and her mother on the right can easily tell the painful experience from one generation passing on to another in the same page.

Not only did she become a witness of violence that she did not deserve in her childhood, she had also been passed on trans-generational trauma especially Uncle Anouche's, who can be compared to a kind of hero complimenting her guilty of living in healthy condition, using hi-class vehicle, having servants while a friend of her dad was in jail (her parents did not have any issues). A stories of Uncle Anouche, 9-year-political prisoner complimenting her to be a part of the political scenarios like other people. Therefore, she absorbed his traumas to be that of her own involuntarily. He mentioned about things in the past when he had to escape from being arrested and hid in her grandfather and grandmother's house, escaped to Russia and mentioned about Uncle

Feredoon who called for democracy, yet, he was sentenced to death at last. The top left picture on page 60 illustrates Uncle Anouche sleeping and dreaming of his dearest family when he was living alone in other country. And the top right picture on page 61 portrays smiling Marji sleeping happily after listening to all happy stories. The frames are arranged in the opposite direction so that the readers can interpret the differences between these two generations.

Similar pictures appear again when she lived in Vienna. Uncle Anouche elaborated many stories since he did not want those memories of his family to vanish or disappear "I tell you all this because it's important that you know our family memory must not be lost. Even if it's not easy for you, even you don't understand. " (Marjane Satrapi, 2007). Marji firmly said "Don't worry. I'll never forget" (Marjane Satrapi, 2007). The readers can somehow feel that she did not mean to memorize everything like the way she said; however, her childhood memories were filled with too many violent and severe experiences that her memories could not able to erase these out from her head—it might not appear in consciousness and later she was created a severe trauma again with Uncle Anouche's dead. Marji absorbed the pain continuously when she knew that there was a propaganda to include her servant's son to a war which was equal dead, a girl named Nilaofa who asked to live with her was murdered, seeing patients in the hospital were victims of hazardous chemicals, knowing that an uncle was killed before he left to see his son for one last time and learning that Neda and her family were dead from the bomb attack. When she moved to Vienna, she needed to adjust herself to the new Western culture. She was from a conservative culture but now she learned about sexual matter which concerns as taboos in her culture and she met new friends from different backgrounds.

Marji moved on to her next chapter of life when she turned herself to a punk and was invited to parties and was attempted drug use. The more she was trying to adjust herself to the new environment, the more she felt she was away from her original background. She was ashamed every time she phoned her parents and they still admired her "… "We adore you. You're the child all parents dream of having!" (Marjane Satrapi, 2007). She did not watch any news about Iran because she felt too guilty to know. She needed to carry the weight from all of the expectations from her family since they sacrificed themselves for her to live in a better place. She was passed on trans-generational trauma, confronting the guilt deriving from her own family. She behaved negatively and somehow needed to survive from the guilt since she did not have to face all conditions the other Iranian did. These facts were suppressed and broken out in form of the event that haunted her down in unconscious mind or dream which is called post-traumatic stress disorder or "a response, sometimes delayed, to an overwhelming event or events, which takes the form of repeated, intrusive hallucinations, dreams, thoughts or behaviors stemming from the event, along with numbing that may have begun during or after the experience, and possibly also increase arousal to (and avoidance of) stimuli recalling the event." (Cathy Caruth, 1995) What she saw in her dream were all about those people who had great impact on her (family portraying is the important part of the story which were seen through the bubbles on its cover having the memories of her mother, father, Uncle Anoosh, grandmother and herself being together) especially when her grandmother said to her before she left "Always keep your dignity and be true to yourself." (Marjane Satrapi, 2007). However, what she was doing and what her grandmother expected her to be was not aligned. She refused to be Iranian and kept telling herself she was French.

Living as a migrant has always been a complication between the previous and current self-character resulting in emotional insecurity. When she was loved, she then expected that her ex-boyfriend, Marcus would be everything for her. However, when the relationship ended and she had to live as a homeless, she had opportunities to think back to when she was in a relationship with him, in the form of comic. This feature allows the narration of many events in the past at the same time; she thought back when she was in relationship with Marcus, and at the same time, the readers can sense the feeling travelling between the past and the earlier. When readers see things through the historical perspective, they will see themselves in the present view as illustrated in the top frame " Today, in retrospect, I no longer condemn him. Markus had a history, a family, friends. I had no one but him to be at once my boyfriend, my father, my mother, my twin" and "I had projected everything onto him. It was surely not easy for a boy of nineteen." (Marjane Satrapi, 2007). Narrating the stories in form of comic allows the writer the rethink about her own experience through the frames which both pictures and messages can tell the feeling of the character at that particular period of time. As a result, this will later make the writer understand and admit her real self.

Furthermore, this way of presentation allows the readers to see the writer's self-development that relates to her traumatic experiences in each life stage showing how she thinks, reacts, handles and compromises. However, apart from guilt that was always with her was a shame where readers can see her thought when she was smoking that she would like to confront the dangers (disobeyed the doctor's advice on pausing smoking during the treatment) rather than facing the ashamed as illustrated in "I think that I preferred to put myself in serious danger rather than confronting my shame. My shame of not having become someone, the shame of not having made my parents proud after all the sacrifices they had made for me. The shame of having become a mediocre nihilist" (Marjane Satrapi, 2007). These feeling were still with her until she moved back to her hometown again and hoped everything would get better; however, she felt alienated in her own home like "I was a westerner in Iran" as she had different view compared to her friends in the same age, ashamed that she was not there in her country when there was a war, haunted with the atmosphere of living in the city of somehow could be said a graveyard with Ramil's disability, suppressed because she needed to keep the experience in Vienna within herself, she could tell no one how suffer she was living alone as a person from third world country in Western because she knew that could not be compared to a life with war in Iran.

These feelings later had negative drawbacks for example depression, anxiety and suicide. She had to see the psychiatrist from unsuccessful suicide. From then on, she changed her perspective when she entered to an age with maturity. The readers can see the continuous changes in her life such as a new perspective towards her new partner where the readers can trace back to see her affairs experience when she was a teenager in Vienna compared to the new one. Furthermore, a perspective toward an immigrants and different society is also changed etc. All in all, comic literature always allows the audience to reread the novel at any times which can create different point of view every time they read it. This makes the readers to understand the life in each stage of the writer especially about the establishment of painfulness.

5. Discussion and conclusion

Persepolis is a writing piece relating to traumas. When looking deep down in the narration, it is like a self-healing of the writer in the context of being one of the Satrapi family members. The writer has conducted a trans-generational trauma from the previous generations, she was suppressed and ashamed so writing is acting as a remedy, unleashing her from all bad feelings, stepping across the guilt and shame and allowing herself to rethink what was happening in the past from her childhood to adult life. The other implication of this story is to confess and reiterate her frustration and ask for sympathy as the only family member that needed to migrate and face all awful experience on her own; in the mean time she promised to her own grandfather, grandmother, father, mother and uncle, that she would never forget who she is and to realize she has these people's familial bond and she will never forget what she said as stated in the introduction "One can forgive but one should never forget." (Marjane Satrapi, 2007)

Moreover, We can refer her experiences to a group of people who face the same kind of situation. The survival guilt becomes global especially for the diaspora who had to run away from home. Marjane's experiences can also refer to the trauma for Muslim all around the world after the 9/11 incident. Writing about their own experiences create the process of healing, rethink and release from the past which help them accept their own identity.

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Development of Creating Coffee Usage Patterns in Promoting Community Tourism Businesses in Mae Chaem Village, Chae Son Subdistrict, Mueang Pan District, Lampang Province

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Abstract

The purpose of this research is to develop the coffee use patterns in promoting tourism business in Chae- Son Subdistrict, Mueang Pan District, Lampang. This research objective is to study the tourism resources of the coffee grower community in this village.The respondent is a group of the Chae –Son villagers ,using a semi-structured questionnaire and the meetings of this group (FOCUS GROUP), and PAR theory. This survey is in the context of the Mae Chaem area and Chae Son including tourism resources with content of four resource elements; Cultural, Scenic, Entertainment and Specific Attractions. Personal characteristics Economic and the social aspects of household heads were examined. The results showed that most informants Information providers have a main occupation as coffee farmers in collecting Miang leaves. Most of the average income from harvesting agricultural products for one person is 6,000 baht a month. Mae Chaem is a small village with over 100 houses. The original occupation is planting tea and Miang leaves. The Royal Project promoted this area planting winter crop. Mae Chaem community area is distinguished by having cold weather all year round and the complete natural resources can grow many types of winter plant such as coffee, strawberries, persimmon, mulberry, passion fruit, plum, Makhampom and Miang tree. Planting and harvesting coffee is the main occupation of villagers. It is their major income in this area. Coffee cultivatiom is a binding to the local people. The culture of community living has a mixed and varied lifestyle. Most people living in the community are divided into *4* groups. They are Local people, Yao, Khmu and Lahu. Each group has its culture and well-being. The participants involved in tourism management are the Chae–Son and Mae-Chaem villagers by using a semi-structured questionnaire from January 2560 – April 2561. They are the leaders of community, religion and philosopher. This survey is in the context of the Mae-Chaem area including tourism resources of four elements; Cultural, Scenic, Entertainment and Specific Attractions. The results showed that most informants have a main occupation as the coffee farmers.

The condition of organizing community tourism activities have a good trend of variety of tourist areas received various support from the state. Using coffee to promote tourism is to make more participation, more income, professional groups and environment conservation groups. They spend their lives unchanged. Growing coffee as a part of tourism that tourists can learn how to cultivate and harvest from the beginning to the end of the process. Using coffee to promote sustainable tourism is the main driver.

Keywords: Tourism resources, Public participation development, Coffee grower, Tourism Elements.

1. Background of the study

Now the tourism industry is a rapid expanding industry that plays an important role in the economy and society of Thailand. It is an important source of income that brings foreign currency and makes the distribution of prosperity to the region. In addition, tourism is also an important part in promoting trade and investment. When the country is in the period of the economic crisis, Tourism plays an important role in generating revenue for the country and solve this problem at a faster rate than the manufacturing sector and other services. However, the tourism industry tends to intensify respectively the competition. There is a fast and sensitive change from negative factors both inside and outside of the country that cannot be avoided. This situation and the impact of the change is a challenge for Thai tourism.

Promotion of participation in various activities and encouraging the community to cherish and preserve the resources for tourism development. It is very important, because people in the community are the owners of areas with arts and culture. There are tourism resources, festivals, traditions and culture belonging to people in the community. Moreover, people in the community also take advantage of various resources available in the local area. To be a tourist selling point generates additional income and preserve their resources. Therefore, it is necessary to study the resources available to develop into a tourism model. People in the community can manage sustainably and jointly encourage the conservation of natural resources, environment, arts and local culture. The tourism management of the community should start with their participation and tourism development because the local community is close to the tourism attractions. When the natural environment is destroyed, culture and the original ways of life are inevitably affected by the society. The preservation of such things will not happen if the local community has no love, jealousy, feelings of dependency and use in tourist attractions. The community participation is considered as the elements of sustainable tourism development. Lampang is the province in the upper northern region with a variety of historical resources and attractions that blends with the smell of Lanna civilization. Lampang has a lot of natural attractions in many areas. Each community has a variety of tourist attractions well known to the tourists. Mae Chaem is the point of promoting tourism and attracting tourists. It is a small village with over 100 houses. Most of people are devided into 4 groups; local people, Yao, Kmu and Lahu. The residents have now shifted their agricultural focus from tea leaves and coffee to temporate fruits and now macadamia. As a result, their village has also become a perfect agrotourism destination. In general, the original occupation is planting tea, coffee and Miang leaves. The Royal Project promoted this area planting winter crop. Mae Chaem community area is distinguished by having cold weather all year round and the complete natural resources can grow many types of winter plant such as coffee, strawberries, persimmon, mulberry, passion fruit, plum, Makhampom and Miang tree. Planting and harvesting coffee is the main occupation of villagers. It is their major income in this area. Coffee cultivatiom is a binding to the local people. The culture of community living has a mixed and varied lifestyle. Each group has its culture and well-being. Therefore, there is an interesting mix of culture to study. However, the community does not have a good management model and do not know about tourism management causing a lack of concrete and sustainable tourism development.

From the importance of Mae-Chaem, the researcher saw the importance of tourism resources of the coffee grower community to develop a coffee use model in promoting community tourism businesses. In order to develop tourism by applying the principles of participation, it is the important tool in developing their community areas. The study of the tourism resources of the coffee growers community to develop the form of coffee use in promoting community tourism business. It also Includes the participation of people in the community, managing tourism and looking for ways to develop tourist sites in Ban Mae-Chaem. As well as the study of development approaches for participation on proposing problems in tourism development, the participation in the operation of tourism development, and the participation in tourism development benefits. All of these can lead to sustainable tourism in the future.

2. Objectives

1.To study the tourism resources of the coffee grower community in Chae-Son Subdistrict , Mueang-Pan District, Lampang Province.

3. Methodology

Research the development of creating coffee use patterns in promoting tourism business at Mae-Chaem. The goal of the research is to study the tourism resources of the coffee-make community and to develop a coffee use model in promoting community tourism businesses. The researcher selected the method of conducting descriptive research in order to obtain the most accurate and reliable information by conducting research.

Data source to study the data sources, the researcher studied secondary data from the interview, publications papers and the theoretical relation concepts. These were made into questions. The researcher collected primary data from the informational population.

The researcher studied from key informants involving the development of the three resource areas; Mae-Chaem,Jae-Son and Muaeng Pan. The main informant is from the local villagers by using a semi-structured questionnaire. The questions were about tourism resources of the coffee grower community.

4. Research Tools

1. The survey is of the context of Ban Mae-Chaem and the facilities including tourism resources which related to the 4 elements of resources

 1.1) Cultural Attractions are sources that describe various traditions.

 1.2) Scenic Attractions show the beauty in various forms of terrain.

 1.3) Entertainment Attractions

 1.4) Specific Attractions

2. Semi-structured questionnaire and the meetings of local group (FOCUS GROUP), and PAR theory. The content of the interview is to study the tourism resources of the coffee-make community in the local areas.

The Data collection is based on the research objectives by giving quasi-structured inquiry on the issues of the tourism resources, the coffee-make community and the development of creating coffee usage patterns in promoting community tourism businesses. The data is also including participation in proposing problems in tourism development , operations , benefits , monitoring and evaluating the development of tourist sites as well as inquiring about problems and obstacles of public participation that influence for the tourist destination development .

Figure 1: Study the local area of tourism resources.

5. Results

The research respondents are a group of Mae-Chaem villagers by using a semi-structured questionnaire and the results of group meetings (FOCUS GROUP and PAR theory). This is a survey of the context of the Mae-Chaem community and the facilities of the tourism resources. The contents of the resources are:

1. Culture Attraction
2. Scenic Attractions
3. Entertainment Attractions
4. Specific Attractions

From the Thai dictionary Royal Institute "Tourism resources" means tourist attractions that exist in a particular area from local to the regional level. Something may happen naturally or be a human being. Those things may be quaint, important or valuable Including the way of life that reflects the precious civilization. The unique characteristic Is considered to be a tourism resource. Community-based tourism is a tourism that takes into account with the environmental, social and cultural sustainability managed by the community for the community. The owner has the right role to manage and create learning for visitors (Community tourism institutions, 1997) The elements of tourism management by the community are 4 aspects:

1. Natural resources
2. Community organization
3. Management
4. Learning

The results of Personal Characteristics Economic and social aspects of household heads showed that most Information providers have a main occupation as coffee farmers. Most of the income of coffee farmers comes from harvesting agricultural products. Average income for one person gets 6,000 baht a month based on the results of the research and the 4 elements of the resources in the community. The social and economic process of tourism is very Important. *(*Tourism Authority of Thailand, 2002*)* has categorized the tourist attractions into 4 categories as follow :

5.1. Culture Attractions

Lahu tribal culture: Lahu means the tigers who guard the lonely forest. (In Burma, it means- hunters because of expertise in the hunting of cross-border use) The tigers spread in many countries including Thailand. There are not many Lahu tribes living in the houses called "Pok 1. Mae Chaem community is adjacent to the main road, rural route. The convenience of various communities around the Ban Mae-Chaem community, including the Lahu hill tribes. Mae Chaem community now is the central village... Lahu people in Ban Pa Kha Santisuk community are distinguished of weaving. There are special cultures and traditions,too. In The New Year's celebration or eating new rice after harvesting, they use mainly black pigs to perform rituals and celebrations, bringing pork and boiled pork head to worship Kuezaa. They bring the cooked glutinous rice to make a round ball of sticky rice , called "Or- Pu" or " Kao-Pook " and then take the pork to cook food in the New Year celebration.

Figure 2: Tribal culture

Tradition of making sand for charity those who have passed away from farming and animals accidentally being killed. The ritual will be done without causing sin to the farming and the farming will yield good results with happy life in the future. Yao tribe: It is considered to be a sub-community with a small population. They live in Baan Pang-Ton-Nhon and Baan Pang relying on a few roofs of the Yao tribe of Ban Pang Tonun - Ban Pang Muang . The interesting point of this tribe is their local traditions being held every year.

5.2. Scenic Attractions

Nam -Tok Kha-Oon or "Thigh Waterfall" is the name of the waterfall with the distance of 500 meters from the community of Mae Chaem. Tourists can visit at any time, except during the rainy season, We must be careful when traveling to visit this waterfall, because the pathway sometimes can be seen only a short distance away. It is rather slippery when wet It may be flooded in the rainy season . We should not play in the water this time because it is rather dangerous.

Figure 3: Waterfall and Nature view

5.3. Entertainment Attractions

From the picture below, there are many attractions for the tourists such as coffee harvesting activities, cycling around the village, watching plum flowers bloom in January. drinking coffee at beautiful shady cafes, visiting and worshiping Wiang Wai temple on a high mountain. We can see the surrounding of the village, and make a camp to stay with the cold atmosphere.

Figure 4: Entertainment Attractions

5.4. Specific Attractions

“Local food": Ban Mae-Chaem is a village with a variety of tribes. The tourists who are in Home-Stay will be well care and served as the members of their family. They will taste a various kinds of local food menu which are composed of natural ingredients - fresh, clean, and non-toxic. Food items for presentation of 2 forms are.

1. The main menu for tourists eating all year round Is spicy leaves, Macadamia, Chili Paste (namprik –longruer) and organic scalded vegetables (phuklouk).

2. The seasonal menu for the tourists can eat only in the season or only in certain periods. They are Nang Lae flower curry and local agricultural crops: Makampom, Passion Fruit (saowarod), Mulberry, Coffee and Macadamia

Figure 5: Lacal food and Local agricultural products

Development of creating coffee usage patterns in promoting community tourism businesses.

Tourism resources
1. Cultural Attractions
2. Scenic Attractions
3. Entertainment Attractions
4.Specific Attractions

→

Model of tourism management by the community
1. Natural resources
2. Community organization
3. Management
4. Learning

→

The development of coffee use in promoting community tourism businesses

6. *Conclusion*

The research respondents are a group of villagers in Mae-Chaem and Ban Pang-Ton-Nunby using a semi-structured questionnaire, the result of a local group meetings (FOCUS GROUP, and PAR theory). The results of research have made the tourism resources Interesting and make it a new eco-tourism attraction. The variety of tourism resources are used to set the program for touring within 1 day or 2 days according to the convenience and satisfaction of the tourists. If the tourists would like to know the fully way of local life, they should stay in the community at least 2 days to do many things in the coffee plantation and travel around Ban Pang-Ton-Nun on Lungga mountain. The reasons for studying the format of tourism focus on the important of the economy and sustainable income by the community participation. The importance of tourism is consistent with the concept of (Mr. Paithoon Pongsabutre and Wilardsawong Pongsabutre (2536). Their reasons were that today, tourism is very important in economic, society and politics including the international cooperation that supports the tourism industry. Activities and forms of tourism in the community allow the villagers to participate in thinking process, solving problems together in managing activities. This is consistent with the concept of Suphang Juntawanich (2547: 67) She said that the research meant the villagers participate in determining problems, conducting data analysis and solving the problems. The coffee shop with its own strengths and coffee with delicious taste is a part of tourism promotion. This is a survey of the context of the Mae- Chaem and the facilities Including tourism resources with content of four elements resources.

1. Cultural Attraction
2.Scenic Attractions
3.Entertainment Attractions
4.Specific Attractions

These aspects are consistent with the objectives of the research that study the tourism resources of the coffee grower community. People have been involved in the community development process. They apply the potential from the resources that are used to create its value. They realize the value of resources in the community. According to the concept and theory of tourism by the community. The community can be sustainable by the community for the community. Development of creation model in coffee use patterns in tourism promotion The starting point the researchers would like people in the village know how to develop their activities and promote their own community to be able to extend. There are two activities:

1. Training to determine the tourism development plan The two-day activity was for the villagers in Ban Mae-Chaem and Ban Pang-Ton-Nun. They shared the ideas how to make traveling plan in their lands with the help of researchers by using participatory concept (PAR). They started talking of the history and the context of the coffee growers to see

their distinctive characteristics. It would be used as a guideline for the community development. After setting the tourism group of two villages – Ban Mae-Chaem and Ban Pang-Ton-Nun, they separated into small groups of 10-15. It was the starting point for them to see that it's very important in supporting tourism

2. Personnel training to determine the travel route

Practical experiment for the villagers helped each other to define the travel route and search for places of interesting points for travelling in the community. They are Chala Waterfall, Rainbow waterfall, coffee plantation, winter vegetable farm and Dharma practice place.

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Entrepreneurs Adjustment of Skill Labour and Marketing Mix Operation Decision in Gems Industry in Thailand

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Abstract

The purpose of this research was to study Entrepreneurs' Adjustment of skilled Labour and Marketing Mix Decision in Gems Industry in Thailand. A studied sample includes 106 entrepreneurs. The research instrument to collect data was questionnaires. The statistics used were frequency, percentage, average ($\overline{X}$), standard deviation (S.D). The results were as follows: (1) Entrepreneurs' labour shortage problem, labour quality problem, and adjustment in employment of skilled labour in gems Industry in Thailand were all at a moderate level ($\overline{X}$ = 2.915, 3.076 and 3.170 respectively). (2) The shortage of skilled labour was found, according to its respective severity, in the following works: jewelry engravement, jewelry body assemble, and jewelry lapidary. (3) Labour quality problems are presented, according to its respective severity, in the following works: jewelry body assembly and jewelry engravement. (4) Skilled labour shortage could be remedied if the wage is increased highly enough to induce the newly trained skilled workers to the industry, and increasing hours of overtime work. (5) Additional skill training as well as wage increase are necessary factors to help improve the quality of labour in gem industry and (6) The most important of marketing mix operation decision in gems entrepreneurs were product, price, channel of distribution, and promotion, respectively.
Keywords: Entrepreneur, Adjustment, Skilled Labour, Marketing Mix, Gems Industry

1. Background of the Study

From time to time, gems are one of top ten of export products. In the present time, it is the third of export product accounting for 5.5 % of total of export value. Today, Its importance as one of the leading industry of the country is still well-recognized for the fact that a considerable number of skilled labour and involved career workers are employed in this industry. As every industry in Thailand is adjusting to suit the rapidly changing and high competitive environment, gems industry has shaped its aim towards higher quality products and cheaper cost.[3] In the pursuit of the goals of keeping the competitive advantage with higher labor productivity and good quality product, entrepreneurs should point out the human resource management problems in order that they can prepare in advance appropriate ways to overcome the perceived problems.

2. Objectives

1. To study entrepreneur's opinion on the degree of severity of labour shortage and labour quality problems and management adjustment to these problems.
2. To study the remedied management adjustment.
3. To study the marketing Marketing Mix Operation Decision

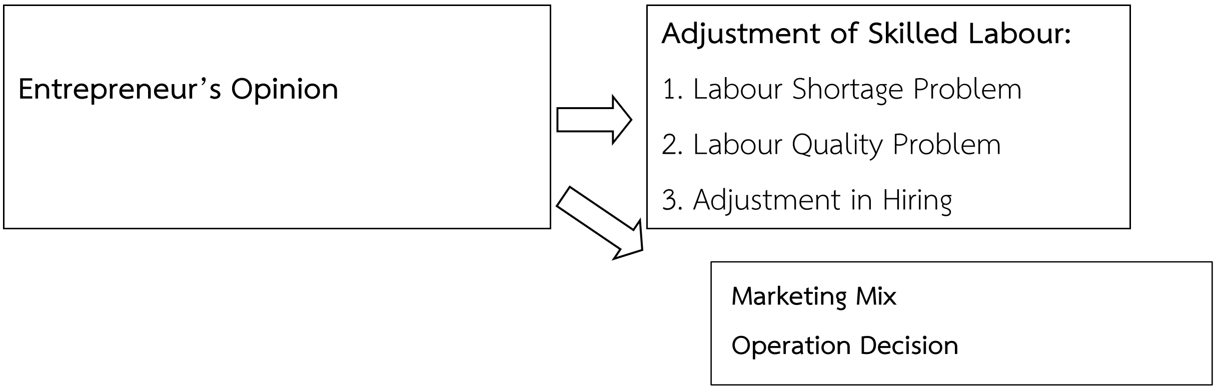
3. The Research Hypothesis

3.1 Gems entrepreneurs have different opinion level on the severity of labour shortage problem, labour quality problem, and human resource management adjustment of skill labour in hiring in Gems Industry in Thailand.

3.2 The Importmant levels of the Marketing Mix Operation Decision were used.

4. Methodology

4.1 Conceptual Framework



4.2 Research Instrument

Research instrument was a questionnaire which was divided into 2 parts. Part 1 was a set of questions about general information of organizational factors including type of business, length of time of operation, ownership, type of operation and Marketing Part 2 was a set of questions about human resource management problems, adjustment of skilled labour in hiring, and marketing mix operation decision in gems industry. The Cronbach's alpha reliability coefficient of the questionnaires was 0.932

4.3 Data Collection and Analysis

The questionnaires were distributed to the whole population, and 106 were returned and used as a study sample. The sample was accounted for 13.56% of the population.

The statistics used were percentage, arithmetic mean, standard deviation. The scores for entrepreneur's opinion on the degree of severity of human resource management problems and adjustment gems industry in Thailand are interpreted by arithmetic as following[5] :

Average levels 4.50 to 5.00 means the degree of severity / adjustment are highest.

Average levels 3.50 to 4.49 means the degree of severity / adjustment are high.

Average levels 2.50 to 3.49 means the degree of severity / adjustment are moderate.

Average levels 1.50 to 2.49 means the degree of severity / adjustment are lower.

Average levels 1.00 to 1.49 means the degree of severity / adjustment are lowest.

5. Research Results

Table 1: Analysis of Organizational Characteristics.

Organizational Characteristics	Number (n = 106)	Percentage (%)
1. Investment Capital		
Small	59	55.7
Medium	32	30.2
Large	15	14.2
Total	106	100
2. Number of employees		
Small (≤ 200)	88	83.0
Medium (> 200)	18	17.0
Total	**106**	**100**
3. Type of Business		
Sole proprietorship	27	25.5
Partnership	13	12.3
Corporation	66	62.3
Total	**106**	**100**
4. Length of Operation (Years)		
< 5 yr.	14	13.2
> 5-10 yr.	22	20.8
> 10-15 yr.	20	18.9
> 15-20 yr.	11	10.4
> 20-25 yr.	12	11.3
> 25 yr.	27	25.5
Total	**106**	**100**
5. Ownership		
All investor are Thais.	64	60.4
Joint venture between Thais and Foreigners.	24	22.6

Organizational Characteristics	Number (n = 106)	Percentage (%)
All investors are Foreigners.	18	17.0
Total	**106**	**100**
6. Types of Operation		
Produce under/ for other brand (s)	35	33.0
Produce for own brand and other brand (s)	43	40.6
Produce for own brand only	28	26.4
7. Channel of Distribution		
Domestic only	21	19.8
Export only	29	27.4
Both Domestic and Export	56	52.8
Total	**106**	**100**

Table 2: Average ($\overline{X}$), Standard Deviation Level, (S.D.) Degree of Severity, and Ranking of Problems of Skill Labour : Shortage and Quality Problems.

Content of Human Resource Management Problems in Skill Labour	$\overline{X}$	S.D.	Degree of Severity	Ranking
Labour shortage problem	2.915	.957	Medium	2
Labour quality problem	3.076	.973	Medium	1
Total average	**2.995**	**.838**	Medium	

Table 3: Average ($\overline{X}$), Standard Deviation Level, (S.D.) and Adjustment in Hiring of Skill Labour

Content of Adjustment	$\overline{X}$	S.D.	Degree of adjustment ability
The Ability of Adjustment in hiring of Skill Labour to cope with the shortage and the quality Problems.	3.170	.697	Medium

Table 4: Number and Percentage of the Management Adjustment of Labour Shortage Problems

	Adjustment	Number	Percentage (%)
1	Increase the wage structure	55	43.3
2	Increase hours of overtime work	33	26.0
3	Change employment status from Overtime to full time	16	12.6
4	Take from other competitive firm by increasing benefit	11	8.7
5	Others.	12	9.4
	Total	**127**	**100**

Table 5: Number and Percentage of the Management Adjustment of Labour Quality Problems

	Adjustment	Number	Percentage (%)
1	More Improve skill Tranning	62	48.4
2	Increase payment	38	29.7
3	Assessment skill level	21	16.4
4	Others	7	5.5
	Total	**128**	**100.0**

Table 6: Number and Percentage of Types of Skill Labour with Labour Shortage Problems

Types of Skill Labour	Number	%	Ranking
Jewelry engravement	17	15.5	1
Jewelry body assemble	14	12.7	2
Jewelry lapidary	11	10.0	3
Others	68	61.8	
Total	**110**	**100.0**	

Table 7: Number and Percentage of Types of Skill Labour with Labour Quality Problems

Types of Skill Lobour	Number	%	Ranking
Jewelry body assemble	13	18.3	1
Jewelry engravement	10	14.1	2
Others	48	67.6	
Total	**71**	**100.0**	

Table 8: Number of Percentage of the Important Level of the Marketing Mix Operation Decision

Marketing Mix Dimension	The Important Level								Ranking
	Most		Moderate		Least		Less		
	Number	%	Number	%	Number	%	Number	%	
Product	76	71.7	10	9.4	2	1.9	2	1.9	1
Promotion	1	0.9	6	5.7	18	17.0	65	61.3	4
Channel of Distribution	7	6.6	22	20.8	50	47.2	10	9.4	3
Price	6	5.7	53	50.0	19	17.9	12	11.3	2

6. Discussion and Conclusion

The analysis, the study shows the management adjustment of labour shortage problems composed of (1) Increase the wage structure, (2) Increase hours of overtime work, (3) Take from other competitive firm by increasing benefit, and (4) Change employment status from Overtime to full time. Obviously, increase the wage structure was the first way that entrepreneur should use for adjustment in management of labour shortage problems.

The analysis, the study shows the management adjustment of labour quality problems composed of (1) More improve skill training, (2) Increase payment, and (3) Assessment skill level. Obviously, more improve skill training was the first way that entrepreneur should using for adjustment in management of labour quality problems. Actually, in gem industry, skill labour is very essential factor. Skill labour is one of human capital factor in any organization that is considered as the vehical to create sustainable the competitive advantage.[7]

However, the results of this study also show that (1) the shortage of skilled labour was found, according to its respective severity, in the following works: jewelry engravement, jewelry body assemble, and jewelry lapidary and (2) labour quality problems are presented, according to its respective severity, in the following works: jewelry body assembly and jewelry engravement.

Also, the most important of marketing mix operation decision in gems entrepreneurs were product, price, channel of distribution, and promotion, respectively.

7. Recommendation

Those reasons impact to the way of management adjustment by (1) more improve skill training and (2) assessment skill level of labour. Generally, when employees gain more skill and experience, the quality of work will be highly productivity and good quality in their product that they produced. Finally, those skill labour can get more payment in compensation. The marketing mix operation decision that entrepreneurs used most was product. So, the quality of products need to be seriously concerned.

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Competency Adjustment in Operations of Business Enterprise when Thailand Entrance to ASEAN Economy community (AEC)

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Abstract

The purpose of this research were 1) To study executives' opinion on competency adjustment when Thailand join AEC 2) To investigate the relationship between organizational factors and the competency adjustment of business operation. The studied sample includes 72 executives who work in business firms locating in industrial estate. The research instrument to collect data was questionnaires. The results were as follows: (1) The executives' opinion of most firms under study indicated that the overall measure of business adjustment, based on operations efficiency and competency measures when Thailand join AEC was at a high level. (2) According to the competency aspect of operations. The adjustment that most firms in studied sample operated very well was in the management dimension. However, the operational adjustment to change in the human development dimension were found less competent when compare to others business competencies. (3) Executives, business organization factors that differ in profit/loss outcome and ownership indicated statistically significant differences at 0.05 on the attitude toward competency adjustment in operation and (4) In order to accelerate competitiveness, the business organization need to put more effort to competency adjustment in quality, technology, innovation, and research.

Keywords: Competency Adjustment, Operations of Business Enterprise, AEC

1. Background of the Study

The continuous competency improvement is an important strategy for business as it provides ways to gain higher expected revenue and lower cost, resulting in greater growth potential and competitive advantage. Since 2015, when Thailand has entered the AEC, Thai business enterprises need to adjust their operations to explore and gain benefits from the new opportunities.

2. Objectives

1. To study executives' opinion on competency adjustment in operation of business enterprise when Thailand entrance to AEC.

2. To compare organizational factors affecting the competency adjustment in operation of business enterprise when Thailand entrance to AEC.

3. The Research Hypothesis

Industrial estate's executives whose business enterprises possess organizational factors have different opinion on competency adjustment in operation when Thailand entrance to AEC.

4. Methodology

4.1 Conceptual Framework

Independent Variable		Dependent Variables
Organizational related factors 1. Profit/Loss Outcome 2. Ownership 3. Channel of Distribution	⇨	**Competency Adjustment in Operation Dimension:** - Management - Human Development - Technology, Innovation and Research

4.2 Research Instrument

Research instrument was a questionnaire which was divided into 2 parts. Part 1 was a set of questions about general information of organizational factors Part 2 was a set of questions about competency adjustment in operations. The Cronbach's alpha reliability coefficient of the questionnaires was 0.875

4.3 Data Collection and Analysis

The questionnaires were distributed to the whole population of 6 industrial estates in Thailand, and 72 were returned and used as a study sample. The sample was accounted for 10.3% of the population.

The data were analyzed using SPSS for Window. The statistics used were percentage, arithmetic mean, standard deviation. Research hypotheses were tested using T-test and One-way ANOVA. The scores for Competency Adjustment in Operations of Business Enterprise are interpreted by arithmetic as following:

4.50 to 5.00 means the degree of competency adjustment are highest.

3.50 to 4.49 means the degree of competency adjustment are high.

2.50 to 3.49 means the degree of competency adjustment are moderate.

1.50 to 2.49 means the degree of competency adjustment are lower.

1.00 to 1.49 means the degree of competency adjustment are lowest.

5. Research Results

Table 1: Analysis of Organizational Characteristics.

Organizational Characteristics	Number (n = 72)	Percentage (%)
1. Size of Investment (฿ million)		
≤ 50	20	27.8
>50-200	21	29.8
>200-500	10	13.9
>500-1,000	6	8.3
>1,000-2,000	4	5.6
>2,000-3,000	5	6.9
>3,000	6	8.3
Total	**72**	**100.0**
2. Number of Employees		
≤ 50	4	5.6
>50-100	11	15.3
>100-300	24	33.3
>300-500	7	9.7
>500-1,000	14	19.4
>1,000	12	16.7
Total	**72**	**100.0**
3. Profit/Loss Outcome (฿ million)		
≤100	27	37.5
>100-300	21	29.2
>300-500	8	11.1
>500-2,000	8	11.1
>2,000	5	6.9
Loss	3	4.2
Total	**72**	**100.0**
4. Ownership		
All investor are Thais	19	26.4

Organizational Characteristics	Number (n = 72)	Percentage (%)
Joint venture between Thais and Foreigners	26	36.1
All investors are Foreigners	27	37.5
Total	**72**	**100.0**
5. Channel of Distribution		
Domestic Only	8	11.1
Export Only	20	27.8
Both Domestics and Export	44	61.1
Total	**72**	**100.0**

Table 2: Ranking of Competency Adjustment in Operation, Classified by Dimensions.

Dimension	$\overline{X}$	*S.D.*	Level	Ranking
Management	3.78	0.825	High	1
Employee Development	3.59	0.898	High	3
Technology, Innovation, Research	3.64	0.897	High	2
Total	**3.67**	**0.873**	**High**	

Table 3: Analysis Variance of the Profit/Loss Outcome on Dimension Competency Adjustment in Operation

Dimension of Competency Adjustment in Operation	The Profit/Loss Outcome ($\overline{X}$)						P-Value
	≤ 100	> 100-300	> 300-500	> 500-2000	>2000	Loss	
Management	3.65	3.55	3.94	3.36	4.50	3.67	0.080
Employee Development	3.13	3.33	3.19	3.44	4.40	2.67	0.038*
Technology, Innovation, Research	3.52	3.69	3.88	3.88	3.90	3.17	0.480
Total	**3.65**	**3.64**	**3.88**	**3.38**	**4.40**	**3.33**	**0.044***

Remark * Mean Statistically significant at 0.05 level.

Table 4 Analysis of Variance of the Ownership on Dimension Competency Adjustment in Operation

Dimension of Competency Adjustment in Operation	Ownership $\overline{X}$			P-Value
	All Investor are Thais	Joint Venture	Foreigners	
Management	3.87	3.85	3.37	0.019*
Employee Development	3.42	3.35	3.15	0.544
Technology, Innovation, Research	3.74	3.70	3.56	0.656
Total	**3.84**	**3.80**	**3.44**	**0.040***

Remark * Mean Statistically significant at 0.05 level.

Table 5 Analysis of Variance of the Types of the Channel of Distribution

Dimension of Competency Adjustment in Operation	Channel of Distribution $\overline{X}$			p-value
	Domestic	Export	Both	
Management	3.94	3.43	3.75	0.142
Employee Development	3.75	3.13	3.30	0.219
Technology, Innovation, Research	3.81	3.53	3.69	0.560
Total	**3.88**	**3.48**	**3.74**	**0.173**

6. Discussion and Conclusion

Data in table 1 showed that most of the sampled firms were small in size with the investment and also with the number of employees less than 300 workers, type of business mostly in the form of corporation and most of respondents confirmed that they almost ready for getting through AEC market. Most their length of operation was between 25 and 30 years and most of the firms owned by joint venture and foreigner investors. The operation type of most firms was to produce under or for other brands. Most of sampled executives' firms perceived that international economy and competitor were the most two of external environment affecting business operation.

The result of this research indicated that executives' opinion on the degree of competency adjustment in operation of business enterprise was at a high level. It could be interpreted that executive were confident on their business enterprise' resources usage and performance that ultimately result in organizational success. In regard to business competency, firm needed to be adjust it own operation to get more productivity and less cost in product.

Nonetheless, when considering all dimensions, the management as well as the innovation technology and research were the two most competency adjustment the executive respondents perceived as important factors they have possessed. Meanwhile, the human development was at the last ranking.

In the management dimension, the business enterprise had highest ranking in the ability to response to the flexibility of order of various customers. However, the audit and follow-up system improvement was mentioned by many executive respondents.

In human development dimension, the effective recruitment policies and transparency hiring of people to work, focusing on ability, skill, and positive attitude was at first ranking of concern.

In the innovation, technology, and research dimension, the result of this study found that competency adjustment of quality competition compared to competitor's product was rated as the first rank of characteristics they have possessed.

The result also indicated that the following firms' characteristics: 1) High income, the employee development competency adjustment tended to increase, and (2) competency adjustment get higher score when the owners were Thais.

7. Recommendation

It is necessary and imperative for any organization, whenever confront the changing external environments, to prepare and drive up their competencies adjustment potential as much as they can in order to effectively deal with those challenges.

However, there were, 3 things that can become weakpoint of the business enterprise in this dimension and need to have more improve:

(1) Getting the established network and cooperation with academic research person in other institution

(2) Established their own research persons with expectation to be outstanding of innovation outcome

(3) The unadeguate budget in academics, training, and employee development

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Impact of Employee Motivation on Job Commitment and Job Performance: A Case Study of Hospitality Industry in Nepal

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Abstract

This study examined the impact of employee motivation on job commitment and employee performance. It includes intrinsic motivation and extrinsic motivation in the analysis. The research collects the data from 174 respondents who is the employee of hotels in Nepal. The finding confirmed the positive effect of employee motivation on employee commitment and employee performance. It also confirmed the positive effect of employee commitment on employee performance. This research suggested that intrinsic motivator is a stronger predictor of employee commitment and employee performance than an extrinsic motivator.

Keywords: Employee Motivation, Job Commitment, Employee Performance, Hospitality Management

1. Background of the study

Customer satisfaction is the principal goal in the hospitality industry. Hotels should create a warm and friendly environment for the customers, and employees are essential to creating such an environment. Different kind of machine or robot cannot create such comfort. The way of respect and love only come from motivated employees. Employees should be motivated so that they can perform well and satisfy customers. A prior study argued that employee motivation is very important for job commitment (Simons & Enz,1995). The said study suggested that commitment was derived from motivation. Motivation is the main strategy to force an employee to commit to work.

This research focused on the hospitality industry in Nepal since the industry is drastically growing. Nepal is a developing country. Global organizations have appeared in Nepal. People are investing more in the hotel industry nowadays because of the positive impact of tourism in Nepal in the year in 2011 (Wells, 2018). The study expected to reveal how the motivation of workers would help advance the hospitality industry in Nepal. Various new and innovating techniques were employed to improve employee motivation. This study contributed to two-factor Herzberg theory in explaining the role of employee motivation to advance hospitality industry.

2. Research objectives

1. To understand the motivation level and factors that can be used to motivate workers in hospitality industry.

2. To examine the importance of motivation on employee commitment and employee performance of hospitality industry workers.

3. To study the role of employee motivation on job commitment and employee performance.

3. Literature Reviews

Herzberg (1959) constructed a two-dimensional paradigm of factors affecting people's attitudes about work; satisfier (i.e., motivator factors) and dissatisfier (i.e., hygiene factors). He concluded that such factors as company policy, supervision, interpersonal relations, working conditions, and salary are hygiene factors. According to the theory, the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction (Sageer et al. (2012). Therefore, the hygiene factor refers to extrinsic motivation while motivator factor refers to intrinsic motivation. Intrinsic motivation is job-related motivation and self-generated motivation. It makes job challenging and meaningful. The sense of satisfaction for a job well done is called motivation. In contrast, extrinsic rewards can be used to motivate people to acquire new skills or knowledge. The value rewards worth the effort but money provides short term motivation. It cannot motivate all the people under all circumstances (Byun et al., 2016).

Simons & Enz (1995) asserted that employee motivation has a positive impact on employee commitment. Employee commitment refers to the psychological attachment of the workers to the organization that make them strongly committed toward works and are less likely to leave the organization (Allen & Meyer, 1990). Allen

& Meyer (1990) proposed three types of commitment: affective, continuance, and normative that possess different psychological effects. The current study posited that motivated employees develop higher levels of job commitment. Therefore, this research proposed the hypothesis that:

Hypothesis 1: Employee motivation positively impacts job commitment.

Huselid (1995) asserted that human resources management practices could affect employee motivation, which, in turn, encourage workers to achieve good performance. The current study posited that organizational practices designed to enhance the motivations of workers are essential in every organization as motivation are known to have a variety of desirable outcomes. The current study postulated that motivation has positive impacts on employee performance, employee contextual performance, and task performance. Therefore, the current study proposed the following hypotheses:

Hypothesis 2a: Employee motivation positively impacts on employee contextual performance.
Hypothesis 2b: Employee motivation positively impacts on employee task performance.

Becker et al. (1996) found that job commitment has a positive influence on employee performance. Employee commitment, based on the internalization of supervisory and organizational values, has impacts on employee performance. Mathieu & Zajac (1982) also found that overall commitment was positively and significantly associated with performance. In light of the results cited above, the current study proposed that job commitment has a positive impact on employee performance. The proposed hypothesis, therefore, is:

Hypothesis 3: Job commitment positively impact on employee performance

4. Methodology

Research Design and Sample

In this study, we use a quantitative research method to explore the effect of employee motivation toward job commitment. The data collection was performed through online questionnaires. A total of 200 employees coming from three hospitality companies in Nepal were randomly selected for this research, and we found a valid response from 174 participants. Of those participants, 52 % (n=90) were male and 48% (n=84) were female. Most of the respondents (51%) were in the age between 41 to 50 years old, obtained a master degree (46%), and worked as intermediate-level employees (56%).

Measurement Items

The measurement items of all three variables are in a 5-point Likert scale (ranging from 1 for Strongly Disagree to 5 for strongly agree). Employee motivation was measured with 13 items. Of those items, nine are items for intrinsic motivation developed from Dong et al. (2015) and four items are for extrinsic motivation developed from Dysvik et al. (2013). An example of intrinsic motivation is "Sometimes I become so inspired by my job that I almost forget everything else around me." An example of extrinsic motivation is "External incentives such as bonuses and provisions are essential for how well I perform my job."

For Employee commitment, it was measured with ten items adopted from Mowday et al. (1982). For instance, "I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful." For employee performance, it was measured with 12 items developed from Goodman & Svyantek (1999). They include six items for contextual performance and six items of task performance. An example of contextual performance item is "I help other employees with their work when they have been absent.". An example of task performance item is "I fulfilling specific job responsibilities."

The study found that motivation intrinsic, motivation extrinsic, employee performance, task performance, and employee commitment have convergent validity and reliability. The average variances extracted (AVEs) for motivation intrinsic (0.627), motivation extrinsic (0.752), employee performance (0.721), task performance (0.782), and employee commitment (0.742) were above 0.5, confirming convergent validity (Fornell & Larcker, 1981). In addition, the composite reliability and Cronbach's alpha of all variables exceeded 0.8, showing internal consistency for reliability (Fornell & Larcker, 1981). The loadings of all measurement items for each construct were above 0.7.

5. Results

For Hypothesis 1, which stated that employee motivation positively impacts job commitment, the results of the linear regression analysis indicated that employee motivation (intrinsic and extrinsic) has a statistically significant impact on employee commitment at 95% confidence level [$F(2,170) = 125.52$, $p < 0.001$]. The adjusted R-Square of the model is 0.591, indicating that employee motivation (intrinsic and extrinsic) accounted for 59.1% of the explained variability of employee commitment. Hence, hypothesis 1 is supported.

For Hypothesis 2a, the linear regression result indicated that employee motivation (intrinsic and extrinsic) has a statistically significant impact on contextual performance [$F(2,170) = 200.297$, $p < 0.001$]. The adjusted R-Square of the model is 0.699, suggesting that contextual performance accounted for 69.9% of the explained variability in employee motivation. The effect size is medium level. Hence, hypothesis 2a is supported.

For Hypothesis 2b, the result of the linear regression analysis indicated that employee motivation (intrinsic and extrinsic) has a statistically significant impact on task performance [F (2,170) =183.29, $p < 0.001$]. The adjusted R-Square of the model is 0.679, implying that task performance accounted for 67.9% of the explained variability in employee motivation. The effect size is medium level. Hence, hypothesis 2b is supported.

For Hypothesis 3, the result of the linear regression analysis indicated that commitment has a statistically significant impact on the employee's overall performance [F(1,172)=301.998, p= 0.001]. Adjusted R-Square of the model is 0.635, implying that commitment accounted for 63.5% of the explained variability in commitment. Hypothesis 3, therefore, is supported.

6. Discussion and conclusion

This study investigated the relationship between employee motivation and job commitment as well as job performance in the workplace. This research included both intrinsic and extrinsic motivations in the analysis while analyzing the employee performance from the contextual performance approach and task performance approach. The present study confirmed the findings of prior studies. Consistent with Simons & Enz (1995), employee motivation has a positive impact on employee commitment. The present study also found that employee motivation has a positive impact on employee performance which confirms the findings of Huselid (1995). However, the current study found that intrinsic motivator is a stronger predictor of employee commitment and employee performance than an extrinsic motivator. Therefore, self-actualization is more important than monetary incentive among employees. The current study found that employee commitment has a positive impact on employee performance. This finding is consistent with Becker et al. (1996) that emphasize the role of employee commitment.

This research focused on human resources management in hospitality industry; however, it did not include the service quality or employee training in the model. Therefore, further study should explore service quality relating to the employees' performance to contribute to advancing the hospitality business in Nepal.

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The Effect of Job Motivation on Job Satisfaction, the Moderating Role of Extraversion: A Case Study of Organization in Telecommunication Industry in Somali

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Abstract

This study explored the moderating role of extraversion on the relationship between job motivation and job satisfaction. The current study examined job motivation by including both intrinsic motivation and extrinsic motivation. This research was conducted on 144 employees of a telecommunication organization in Somalia. This study employed split file to explore the effect of job motivation on job satisfaction between those with high extraversion and those with low extraversion in a simple linear regression. The result of the analysis revealed that intrinsic motivation is a stronger predictor of job satisfaction than extrinsic motivation. Also, the present study found that the moderator (interaction between job motivation and extraversion) has a positive impact on the relationship between job motivation and job satisfaction. As extraversion level increases, the impact level of motivation on job satisfaction also increases. However, those who have a high level of extraversion still rate job motivation and job satisfaction higher than those with low extraversion. This study contributed to the two-factor theory and Big Five personality traits to explore the effect of job motivation which includes both intrinsic motivation and extrinsic motivation on job satisfaction among employees with different level of extraversion.

Keywords: Extraversion, Personality Traits, Job Satisfaction, Job Motivation

1. Background of a study

World Bank (2016) affirmed that Information and Communication Technologies (ICTs) in Somalia has relatively high levels of penetration with low prices compared to some countries in Africa. This is due to the emergence of private enterprises. Somalia is estimated to have over six million mobile phone users (of a population of about 14 million). However, it lags behind most African countries in terms of global capacity, national connectivity, and Internet take-up. The World Bank (2016) asserted that mobile money is very popular. It is said that 72% of Somalis aged over 16 use mobile money, which leads to the total value of transactions amounting to about US$ 2.7 billion a month. This reflects that telecommunications are currently among the most powerful industries and have outstanding potential for future growth. The continuing expansion of the telecommunication industry also highlights the crucial roles the workforce plays for the substantial sustainability of the business.

The cost of recruiting a new employee exceeds the cost of retaining and satisfying the current one. Shirzad et al. (2011) suggested that the style of management has a significant impact on staff morale and the staff morale effect on their performance. There are diverse approaches to motivate and satisfy employee while increasing the productivity level and job performance. Job satisfaction creates trust and loyalty between the organization and its employees (Aziri, 2011). Job satisfaction deals with one’s attitude or feeling about the job itself, pay, promotion or educational opportunities, supervision, co-workers, workload, and so on.

However, employee personality also impacts on job satisfaction. Extraversion is one of the personality traits that cause job satisfaction evaluation to be different (Ayan & Kocacik, 2010). For instance, Kurachie-Mensah (2016) examines the relationship between extraversion and job motivation, and they found significant positive association indicators that, as the trait increases, job satisfaction increases. Also, workers with extravert personality are prone to motivate low-morale colleagues in their organization because they enjoy being with other people and are happy to take command when nobody else will lead. In light with the empirically supported notion that extraversion has an abating role on the effect of job motivation on job satisfaction, the current study examined the moderating role of extraversion on the relationship between job motivation and job satisfaction. This study has contributed to Herzberg’s two-factor theory in understanding the influence of job motivation on job satisfaction while including factor belonging to the Big Five personality traits in the analysis.

2. Research Objectives

1. To explore the personality traits extraversion and introversion of employees of telecommunication organization
2. To explore the job motivation and job satisfaction of telecommunication

organization

3. To find the moderating effect of extraversion on the relationship between job motivation and job satisfaction.

3. Literature Review

According to Herzberg et al.'s (1959) two-factor theory, workers have two major types of needs: hygiene and motivator. Hygiene needs are said to be satisfied by certain conditions called hygiene factors or dissatisfies (e.g., reward). Absence of hygiene factors would lead to job dissatisfaction. In contrast, Herzberg et al. (1959) called motivator factors or satisfiers. Motivator factors include achievement, responsibility, and advancement. Whereas hygiene factors are related to the context of work, motivator factors are concerned with the nature and consequences of work. The presence of motivator factors produces job satisfaction. However, when motivator factors are absent from a job, the result will not be dissatisfaction as with the absence of hygiene factors.

Yusoff (2013) proposed that motivation factors are intrinsic factors that will increase employees job satisfaction; while hygiene factors are extrinsic factors to prevent any employees' dissatisfaction. Similar to the hygiene factor, extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment. Legault (2016) asserted that Intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable. In light with the assertions of the cited researchers that both extrinsic and intrinsic motivations are factors with positive valence that are associated with decreased dissatisfaction and increased satisfaction, the current study proposed that the two motivation facets have positive influences on job satisfaction, and the overall job motivation also has a positive impact on job satisfaction. Therefore, the current study advanced the hypotheses that:

H1a: Intrinsic motivation and extrinsic motivation have positive impacts on job satisfaction

H1b: Overall job motivation has positive impact on job satisfaction

Prior studies found that employee personality impact on job satisfaction (e.g., Patrick 2011; Yang & Hwang, 2014). The Big Five personality traits are comprised of Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. The Big Five personality traits are bipolar trait dimensions that constitute the most widely used model of personality structure (Patrick, 2011). Among all five personality traits, extraversion is the only trait that significantly impacts on both job satisfaction and job performance in a study of private enterprise in China (Yang & Hwang, 2014). Yahaya (2012) suggested that those who have high extraversion, extraverts, are described as sociable, talkative, aggressive, energetic, enthusiastic, assertive and optimistic. They seek excitement. Balasuriya (2016) suggested that extraversion has a positive impact on job satisfaction. When there is a stronger extraversion, there is greater job satisfaction. Consistently, Kuranchie-Mensah (2016) found that motivation has a positive impact on extraverts' traits because motivators enhance positive job attitudes on extrovert satisfy their need for self-actualization. Therefore, this study proposed the hypothesis that:

H2: Extraversion moderate the relationship between job motivation and job satisfaction

4. Methodology

Sample

A total of 200 questionnaires were randomly distributed to employees of a telecommunication organization in Somalia which accounted for the total number of employees in the chosen department. Among those, the study received valid questionnaire from 144 respondents. Of those, 72% are male and 28% are female. Most of them (67.2%) are in the age between 18 to 29 years old. The majority of the respondents (76.9%) obtained bachelor degrees, and 84% of respondents are permanent employees. Most of the respondents (44%) earned income lower than USD 500.

Measurement items

The measurement items of all variables are in 5-point Likert type scale ranging from 1= strongly disagree to 5=strongly agree. Six measurement items of Extraversion were adopted from John (1999). Example of the items are (1) I see myself as someone who is full of energy; (2) I see myself as someone who generates a lot of enthusiasm; (3) I see myself as someone who has an assertive personality; and (4) I see myself as someone who is talkative.

Nine measurement items of intrinsic motivation were developed from Dong, Yuntao, et al. (2015) Example of items are (1) I enjoy finding solutions to complex problems; (2) I enjoy creating new procedures for work tasks; (3) I enjoy improving existing processes or products; and (4) My job is very exciting.

Four measurement items of extrinsic motivation were developed from Dysvik et al. (2013). The items are (1) It is important for me to have an external incentive to strive for in order to do a good job; (2) External incentives such as bonuses and provisions are essential for how well I perform my job; (3) If I had been offered better pay, I would have done a better job; and (4) If I am supposed to put in extra effort in my job, I need to get extra pay.

Six measurement items of Job satisfaction were adopted from Arvey (1989). Example of items are (1) I have the chance to work alone; (2) I have the chance do different things from time to time; (3) I have the freedom to use my own judgment.

Validity and Reliability Test

The study found that extraversion, intrinsic motivation, extrinsic motivation, and job satisfaction have sufficient convergent validity and reliability. The average variances extracted (AVEs) for intrinsic motivation (0.539), extrinsic motivation (0.592), and job satisfaction (0.612) were above 0.5, confirming convergent validity (Fornell & Larcker, 1981). while AVE of extraversion (0.402) is lower than other variables. Still, the value is closed to 0.5. In addition, the composite reliability and Cronbach's alpha of variables exceeded 0.7, showing internal consistency for reliability. The loadings of all measurement items for each construct were above 0.5.

5. Results

To test hypothesis 1a, which states that intrinsic motivation and extrinsic motivation have positive impacts on job satisfaction, a multiple linear regression was conducted. The multiple linear regression results indicated that intrinsic and extrinsic motivations' effects on job satisfaction were statistically significant, predicting employee job satisfaction [F (2,141) =56.944, $p < 0.001$]. The adjusted R-Square of the model is 0.439; hence, the independent variables intrinsic and extrinsic motivations accounted for 43.9% of the explained variability in employee job satisfaction. Therefore, hypothesis 1a is supported.

To test hypothesis 1b which stated that overall job motivation has a positive impact on job satisfaction, a simple linear regression was conducted. The linear regression results indicated that the effect of overall job motivation on job satisfaction was statistically significant; thus, it predicted job satisfaction, F (1, 142) =104.223, p= 000. The adjusted R-Square of the model is 0.419; hence, the independent variable job motivation accounted for 49.1% of the explained variability in job satisfaction. Therefore, hypothesis 1b is supported.

To test hypothesis 2 which stated that extraversion moderate the relationship between job motivation and job satisfaction. The split file was employed to compare the result of the linear regression of overall motivation on job satisfaction between those with low extraversion and those with high extraversion. Job satisfaction is perceived to be lower among 87 employees with low extraversion (M_{low} = 3.2, SD_{low} = 0.93) than 57 employees with high extraversion (M_{high} = 3.87, SD_{high} = 0.69). Consistently, overall motivation is also perceived to be lower among 87 employees with low extraversion (M_{low} = 3.29, SD_{low} = 0.83) than 57 employees with high extraversion (M_{high} = 4.05, SD_{high} = 0.54).

The regression model of both low extraversion and high extraversion is statistically significant according to ANOVA result, $F_{\text{low extraversion}}(1{,}85) = 54.25$, $p < 0.05$; $F_{\text{high extraversion}}(1{,}55) = 15.451$, $p < 0.05$. The results suggested that overall motivation is a stronger predictor of job satisfaction for low extraversion employees (0.702) than high extraversion employees (0.604). For low extraversion, the adjusted R-square is 0.382, whereas for high extraversion, the adjusted R-square is 0.205. Therefore, hypothesis 2 is supported.

In addition, the moderator which generated from the interaction between job motivation and extraversion is also tested. A linear regression model is statistically significant at 95% confidence level as the p-value of the model is less than 0.05. The linear regression indicated that the moderator (interaction between extraversion and job motivation) could statistically significantly predict employee job satisfaction [$F (1{,}142) = 13.229$, $p < 001$]. Adjusted R-Square of the model is 0.079. Hence, moderator accounted for 7.9% of the explained variability in employee job satisfaction

6. Discussion and conclusion

The current study explored the effect of personality traits on job satisfaction. It examined the moderating effect of extraversion on the relationship between job motivation and job satisfaction. The present study found that job motivation has a positive effect on job satisfaction. Consistently, they are highly satisfied with their job when they have driven by either extrinsic or intrinsic motivation. The finding is consistent with Agho et al., (1993) that found a significant positive effect of job motivation on job satisfaction.

The findings of the current study confirm the effect of job motivation as proposed in Herzberg's two factory theory. Job motivations significantly contributed to enhanced job satisfaction. This study found that intrinsic motivation is a stronger predictor of job satisfaction than extrinsic motivation. Therefore, employees perceived that employee recognition, responsibility, or feeling of accomplishment are even more important to them than a reward such as a paycheck. Previous research also found that intrinsic motivation has a stronger effect on employee outcome than extrinsic motivation (Rogstadius et al., 2011; Cho & Perry, 2012).

The findings of the current study confirmed the findings of Kurachie-Mensah (2016) that a significant positive association between personality traits and job satisfaction exist. Specifically, they found that, as trait increases, job satisfaction also increases. The present study found that the moderator (interaction between job motivation and extraversion) has a positive effect on the relationship between job motivation and job satisfaction. As extraversion level increases, the impact level of motivation on job satisfaction also increases. As expected, those who have high levels of extraversion rate job motivation and job satisfaction higher than those with low extraversion. Hence, those who have high extraversion may obtain greater positive view toward organization than those with low extraversion. This is aligned with the findings of Boudreau et al. (2001) that suggested that those with extraversion are prone to experience positive emotions. Extroverts tend to be favorably in managerial or executive roles or more compatible with the executive environment.

Therefore, managers should recognize employee personality to strategize management style among those with different personality traits, particularly, on those with a high level of extraversion as they are likely to engage in advancing organization performance. However, the organization should support those with a low level of extraversion to reach their potential. The current research explored the role of extraversion on the effect of job motivation on job satisfaction. Still, further research should be conducted to examine the impact of extraversion on organization performance and employee commitment to gain more understanding of the aforementioned personality trait's favorable contributions to the organization.

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The Impact of Technology Acceptance on Thai Travelers Attitude Toward Online Travel Agent

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Abstract

This study explored the antecedents of consumer attitude toward online travel agent (OTAs) and purchase intention. The research employed the technology acceptance model (TAM) to study the role of perceived ease of use and perceived usefulness on consumer attitude toward OTAs and purchase intention. The study collected the data from 320 Thai travelers. Simple and multiple linear regression was applied to test hypotheses. The finding confirmed that perceived ease of use and perceived usefulness have a statically significant positive effect on consumer attitude toward OTAs while consumer attitude toward OTAs has a positive impact on purchase intention.

Keywords Technology Acceptance Model, Online Travel Agent, Online Purchase Intention, Tourism Industry, Online Booking

1. Background of a study

Whereas early on in the era of hotel room reservation was either made directly thru telephone, write, face to face or via a travel agent and no one had even heard of online travel agents (OTAs). Nowadays, with the growth of internet technology, traditional channels of hotel room reservations are slowly but steadily losing market share. Online hotel room reservation is the most popular method and is still on the rise (Perret & Barthel, 2015).

A hotel reservation system is a software application that holds all inventory data of the hotel (AltexsoftTeam, 2018). It helps the hotel in arranging their room allotment, synced hotel's information and updated rooms available immediately upon receiving a reservation to minimizing the risk of duplication booking or overbooking of rooms. The hotel reservation system used an online security system to protect travelers' private information. After completing the reservation process, travelers will receive a booking confirmation to ensure that the room secured.

A hotel reservation system has been used on two main channels. The first channel is the official hotel website which major international and domestic hotel brands such as Starwood (ww.starwoodhotels.com), Accor (www.accorhotels.com), Centara (centarahotelsresorts.com), and independent hotels such as Sukosol (www.sukosolhotels.com), Deevana (www.deevanahotels.com) establish this channel to create a presence as well as to personalize their own stories and images. The second channel implemented by the third party or known as online travel agents (OTAs) that assists the hotels in distributing their products and appeal to global audiences. OTAs provide pictures on hotels room, information on prices and deals, information on local resorts as well as compare prices and facilities at different hotels. Travelers can book rooms on a computer by using online security to protect their privacy and financial information which is helpful for making last minute travel arrangements.

According to the summaries of Global Digital report on the third quarters of 2017 revealed that Thai people spent time online with an average of 9 hours and 38 minutes online per day which made Thailand came in the first place while the global average was at 6 hours online per day. In the first quarter of 2018, the world has seen a 7 percent growth indicated that four billion people now online which is more than half of the world population. This shows that in order for hotels to reach out for consumers and able to compete with competitors more effectively, hotels required to be included on the online distribution systems. Another main reason why consumers prefer to book hotel rooms via OTAs is that OTAs provided content aggregation which allows customers to compare lots of information such as choices based on location, choices based on room rates and room size, availability of room in different period of stay and guest reviews based on their experience, all in one place (Offutt at al., 2018).

Referring to the journal from HVS Report 2015, the two OTAs leaders are Expedia and Priceline. Expedia Inc. also manages 200 additional sites, including Travelocity, Orbitz, and Hotels.com, etc. while the Priceline Group owns Agoda, Booking.com, C-trip, etc.. With the growing of OTAs, it forces the hotel to work with these two major players with limited negotiation on commission payable which is ranging from 15% to as high as 30%, while having a reducing number of alternative OTAs to turn to (Perret & Barthel, 2015).

As OTAs play a crucial role in promoting hotel business, understanding of the antecedents of OTAs performance would lead to improvement of OTAs to serve customers and advance hotel business. The current study contributes to the technology acceptance model (TAM) in expanding the model to explore in OTAs context.

2. Research Objectives

1 To investigate the attitudes of Thai travelers towards online travel agents (OTAs).

2 To explore purchase intention of Thai travelers on booking hotel through online travel agents (OTAs)

3 To investigate the key factors that are influential to attitude toward hotel online reservation among Thai travelers.

3. Literature Review

Technology Acceptance Model (TAM) was developed by Davis in 1986. This model is to measure the acceptability of an instrument and to find the modifications which need to be developed in order to make it acceptable to users. This model suggests that the acceptability of an information system is determined by two main factors which are: perceived usefulness and perceived ease of use (Davis, 1989). Perceived usefulness is known as "the degree to which a person believes that using a particular system would enhance his or her job performance" (Davis, 1989, p.320). Perceived ease of use is known as "the degree to which a person believes that using a particular system would be free of effort" (Davis, 1989, p.320). These two factors influence the user's attitude and turn the user's intention to adopt the application (Scheper & Wetzels, 2007). The current study proposed to applied TAM to explore user attitude toward OTAs.

The simpler a system is to use, the more useful it typically is (Venkatesh, Morris, & Davis, 2003). According to Elliott & Speck (1997), two-thirds of e-shoppers unlikely shop on a poorly designed website, and more particularly, prosperous e-shoppers are even less likely to shop. Therefore, this study proposed that:

Hypothesis 1: Ease of Use has positive impact on attitude toward OTA.

In TAM, perceived usefulness is conjectured to be the predictor of behavioral intention to the utilization of the technology of interest (Park, Cho, Kim, & Lee, 2014). A few reviews have built up the criticalness of perceived usefulness as an essential segment in the utilization of technology among hospitality and tourism practitioners (Huh et al., 2009; Morosan, 2012). Therefore, this study proposed that:

Hypothesis 2: Usefulness has positive impact on attitude toward OTA.

People tend to use new technology if they believe it will help them perform their job better. The effort of using the application outweighs the performance benefits of usage. In addition to usefulness, usage is theorized to be influenced by perceived ease of use. Therefore, this study proposed that:

Hypothesis 3: Perceived ease of use has positive impact on perceived usefulness.

Schlosser (1999) found that consumers prefer a website that provided them with essential information but dislike online vendors that hard sell their products and services online. Likewise, users' positive attitude toward technology leads the intention to purchase. Therefore, this study proposed that:

Hypothesis 4: Attitude toward OTA has positive impact on purchase intention via OTAs.

4. Methodology

Sample and Procedure

A total of 600 questionnaires were distributed online to customers of OTAs who live in Bangkok. The current study collected the data from 320 Thai respondents. Of those, 67% are female and 33% are male. Most of them (46.42%) are in the age between 36 to 45 years old. Majority of the respondent's (52%, 167 respondents) obtained bachelor degrees, and 40% (140 respondents) of the respondents earned an income of more than 80,000 baht per month.

Measurement items

The measurement items of all variables are in 5-point Likert type scale ranging from 1= strongly disagree to 5=strongly agree. Four measurement items of Perceived Ease of Use were developed from Davis (1989). The items are (1) Learning to operate OTAs (e.g., Agoda, Traveliko) system would be easy for me; (2) I would find it easy to get OTAs (e.g., Agoda, Traveliko) system to do what I want to do; (3) My interaction with OTAs (e.g., Agoda, Traveliko) system would be clear and understandable; and (4) I would find the OTAs (e.g., Agoda, Traveliko) system to be flexible to interact with.

Four measurement items of Perceived Usefulness were developed by Escobar-Rodriguez et al. (2012). The items are (1) Using OTAs website (e.g., Agoda, Traveliko) saves me time; (2) Using OTAs website (e.g., Agoda, Traveliko) allows me to accomplish more work than would otherwise be possible; (3) Using OTAs website (e.g., Agoda, Traveliko) reduces the time I spend on unproductive activities; and (4) Using the system OTAs website (e.g., Agoda, Traveliko) enhances my effectiveness on my specific request.

Four measurement items of attitude toward OTAs were developed by Osgood, Suci, and Tannenbaum (1957). The items are (1) OTAs website (e.g., Agoda, Traveliko) makes it easy for me to build a relationship with this company; (2) I would like to visit this OTAs website (e.g., Agoda, Traveliko) again in the future; (3) I am satisfied with the service provided by this OTAs website (e.g., Agoda, Traveliko); and (4) I feel comfortable in surfing this OTAs website (e.g., Agoda, Traveliko).

Four measurement items of purchasing intention toward OTAs was developed from Bart et al. (2005). The items are (1) I would purchase an item at this OTAs website (e.g., Agoda, Traveliko); (2) I would recommend this OTAs website (e.g., Agoda, Traveliko) to a friend; (3) I am comfortable providing financial and personal information on this OTAs website (e.g., Agoda, Traveliko); and (4) I would register at OTAs website (e.g., Agoda, Traveliko).

Validity and Reliability Test

The study found that ease of use, usefulness, attitude toward OTA, and purchase intention toward OTA have convergent validity and reliability. The average variances extracted (AVEs) for Ease of Use (0.694), Usefulness (0.663), attitude toward OTA (0.689), and purchase intention toward OTA (0.675) were above 0.5, confirming convergent validity (Fornell & Larcker, 1981). In addition, the composite reliability and Cronbach's alpha of all variables exceeded 0.8, showing internal consistency for reliability (Fornell & Larcker, 1981). The loadings of all measurement items for each construct were above 0.7.

5. Results

To test hypothesis 1 which stated that perceived ease of use has a positive impact on attitude toward OTAs, a linear regression was conducted. The linear regression model shows that the model is statistically significant at 95% confidence level as the p-value of the model is less than 0.05. The linear regression results indicated that perceived ease of use could statistically significantly predict attitude toward OTA [$F(1,309) = 157.338$, $p < 0.001$]. Adjusted R-Square of the model is 0.335. Perceived ease of use accounted for 33.5 % of the explained variability in attitude toward OTA. The effect size is medium level. Therefore, hypothesis 1 is supported.

To test hypothesis 2 which stated that perceived usefulness has a positive impact on attitude toward OTAs, a linear regression was conducted. The linear regression model shows that the model is statistically significant at 95% confidence level as the p-value of the model is less than 0.05. The linear regression results indicated that perceived usefulness could statistically significantly predict attitude toward OTA, [$F (1,313) = 309.466$, $p < 0.001$]. Adjusted R-Square of the model is 0.496. Perceived usefulness accounted for 49.6 % of the explained variability in attitude toward OTA. The effect size is medium level. Therefore, hypothesis 2 is supported.

To test hypothesis 3 which stated that perceived ease of use has a positive impact on perceived usefulness, a linear regression was conducted. The linear regression model shows that the model is statistically significant at 95% confidence level as the p-value of the model is less than 0.05. The result of the linear regression analysis indicated that perceived ease of use could statistically significantly predict perceived usefulness [F (1,310) = 152.276, p < 0.001]. Adjusted R-Square of the model is 0.327. Perceived ease of use accounted for 32.7 % of the explained variability in perceived usefulness. The effect size is medium level. Therefore, hypothesis 3 is supported.

To test hypothesis 4 which stated that attitude toward OTAs has positive impact on Purchase Intention via OTAs, a linear regression was conducted. The linear regression model shows that the model is statistically significant at 95% confidence level as the p-value of the model is less than 0.05. The linear regression analysis result indicated that attitude toward OTAs could statistically significantly predict purchase intention via OTAs [F (1,312) = 213.500, p = 0.001]. Adjusted R-Square of the model is 0.404. Hence, attitude toward OTAs accounted for 40.4 % of the explained variability in purchase intention via OTAs. The effect size is medium level. Therefore, hypothesis 4 is supported.

6. Discussion and conclusion

The current study explored the role of technology acceptance on purchase intention via Online Travel Agency OTAs based on Technology Acceptance Model (TAM) proposed by Davis (1989). The present study found that if travelers found that it is easy to use OTAs to do what they want, they will develop a positive attitude toward OTAs. This is consistent with the findings of Castañeda et al. (2009) revealed that the elements of the system must be easy to comprehend and must work well without interference with speed processing. If travelers find that using OTAs saves their times meant they perceive its usefulness, and they will have a positive attitude toward OTAs. This is consistent to the findings of Bagozzi & Warshaw (1992) who had taken after the meaning of "useful" and "capable of being used beneficially” to claim that perceived usefulness improves the consumers’ perceptions in connection to the result of their experience. A system that is high in perceived usefulness is one for which a user has confidence within the presence of a positive attitude toward OTAs. In addition, this study confirmed the effect of attitude toward OTAs on purchase intention via OTAs.

This study found that both perceived ease of use and perceived usefulness significantly impact attitude toward OTAs. However, perceived usefulness is a stronger predictor of attitude toward OTAs than perceived ease of use (β = 0.570, p < .01 versus β = 0.284, o < .01). Thus, OTAs operator should focus on designing the platform to be useful rather than easy to use. OTAs operator, however, still needs to be concerned on perceived ease of use of the target market as perceived ease of use has a significant impact on perceived usefulness.

Nowadays, people keep looking for new technology which fulfills their requirements, easier to use and proved to be useful. Hence, the perceived ease of use and perceived usefulness are essential factors which are consistent to the findings of Dillon and Morris (1996) who claims that a user will find more useful while the other user will find it is easier to use. The current study explored the antecedents of consumer attitude toward OTAs and focused on Thai traveler. Further research should extend to travelers with different culture and behavior. The influence of self-efficacy and trust toward OTAs should also be investigated further to broaden our understanding of the factors that affect OTAs.

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Service quality for Antenatal Care using the Supreme Service model Phramongkutklao Hospital

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Abstract

It was important to deliver a high quality healthcare service for all patients. The Supreme Service model comprised of the three concepts as P1place, P2people, and P3process which regarded as the excellent strategies for building a long-term relationship with service receivers. Antenatal Care unit was very necessary to help promote pregnancy outcomes. The purpose of this research was to investigate service quality by using the Supreme Service model at Antenatal Care unit. The population groups were comprised of the group of service receivers, the group of service providers, and the group of administrators. The samples of service receivers were 330 pregnant women selected by simple random sampling. The quantitative data was collected by using the questionnaires. The descriptive statistic used frequency, percentage, mean, and standard deviation. Then, the qualitative data from 31 service providers and 9 administrators was collected by using the in-depth interview. The data analysis method was content analysis.

The results revealed that the level of pregnant women's satisfaction about service quality had shown the aspect concerning P2people at a very high level $\bar{x}$ = 4.26. There was the same level in aspect concerning P3process and P1place at a high level $\bar{x}$ = 4.16 and $\bar{x}$= 4.06 respectively.

Providing the Supreme Service model would lead to the best service quality in pregnancy care. In the aspect concerning P2people, policy should be focused on service providers which were considered as the key effectiveness. Regarding the aspect concerning P3process and P1place, policy should be more concerned to improve service quality.

Keywords: Service quality, Antenatal Care, Supreme Service, Phramongkutklao Hospital

1. Background of the Study

People should have the equal rights to access to the quality healthcare and service standard. Also, it is important to deliver a high quality healthcare service for all patients (Wisagorn Modthong, Phannipha Rakphanit, & Uracha Ampaipit, 2014, pp. 1044-1050). According to the healthcare challenges and the visioning quality of care, better health of Thai people has been promoted, especially, when the national strategy of Thai government releases model of development, Thailand 4.0 (Ministry of Public Health, Office of the Permanent Secretary for Public Health, Division of Strategy and Planning, 2017).

Beyond the healthcare reform in Thailand, the hospital must consider service quality. Service quality is the experience which service receivers expect to acquire to have satisfied service outcome. Accordingly, to manage service quality, the hospitals should know the expectations of service receivers. Royal Thai Army (RTA) Medical Department has launched the Supreme Service project since 2015 and this project will continue until 2021 to provide a service excellence and to build a long-term relationship with service receivers. The three components of the Supreme Service model comprised of three aspects (3P) with P1Place, P2People, and P3process.

P1place, Firstly, P1 refer to “place” which is an arrangement for adequate services with clean space and accommodation prepared for relatives. Also, English information signs and labels are provided to support foreign patients. Moreover, the place especially for the elderly will be arranged and developed in the future. Consequently, P1place focuses on location management, and equipment and supplies.

P2people, Secondly, P2 represents “people” are educated officers at all levels in both science and art. Also, this includes multidisciplinary teamwork for patients and relatives who have great capability in holistic service and service mind. Accordingly, P2people focuses on service mind, personnel competency, and human resource management.

P3process, The third is P3 refer to the “process” for supporting and serving is a clear service system to reduce waiting time. Therefore, P3process focuses on a clear step of service and process management (Royal Thai Army Medical Department, 2017).

Furthermore, the Supreme Service policy has been applied to all departments in Phramongkutklao (PMK) Hospital, a military backgrounded hospital. Consequently, the Obstetrics and Gynecology department (OB-GYN) has followed the policy initiative. Antenatal Care (ANC) unit is the unit in Out Patient Department (OPD), non-admitted service, with subspecialties of Obstetrics which provides ANC for pregnant women to promote pregnancy outcomes.

Table 1: The number of times that pregnant women receive ANC service in the budget year from 2014 to 2018

Year	2014	2015	2016	2017	2018
The number of times that pregnant women receive ANC service	16,853	20,818	20,912	21,705	21,731

Note. Adapted from Phramongkutklao Hospital, Obstetrics and Gynecology Nursing Department, 2018

The number of times that pregnant women receive ANC service has grown steadily. On the contrary, the level of pregnant women's satisfaction still has decreased respectively, the percentage as 99.25, 99.58, 98.23, 96.60, and 95.90 (Phramongkutklao Hospital, Obstetrics and Gynecology Nursing Department, 2018). The satisfaction of pregnant women is one of the indicators for measuring service quality and can reflect to the defect of ANC service system (Yasin, Augusto, Lisbao, & Miller, 2011, pp. 433-442). The high quality of ANC is a key strategy for healthcare service system. Inadequate care during pregnancy service can affect mother and baby in morbidity and mortality (Lincetto, Mothebesoane-Anoh, Gomez, & Munjanja, 2010, pp. 51-62). Thus, it is necessary to focus on pregnant women' needs in-depth understanding. However, the Supreme service model has never been used at ANC unit. The recognizing of the Supreme Service model is the key trends that will change management to investigate service quality at ANC unit, PMK Hospital.

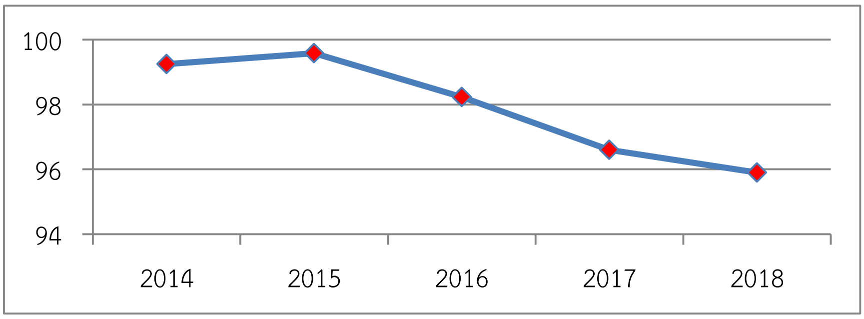
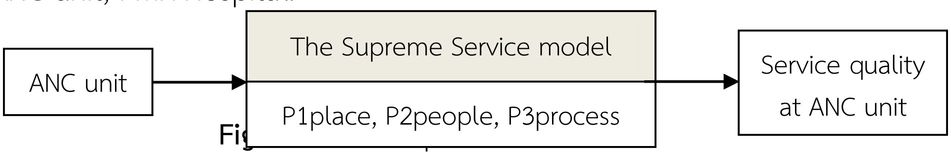


Chart 1: The level of satisfaction regarding pregnant women in the budget year from 2014 to 2018

Note. Adapted from Phramongkutklao Hospital, Obstetrics and Gynecology Nursing Department, 2018

2. Objective

The objective is to investigate service quality by using the Supreme Service model at ANC unit, PMK Hospital.



3. Methodology

This study uses mixed method using quantitative and qualitative method. The population groups are comprised of the group of service receivers, the group of service providers, and the group of administrators. Then, the theory and the literatures have been studied. A set of tools of questionnaires and interview have been developed and clarified to the professional for Index of Congruence (IOC) and samples for reliability with Cronbach's alpha = 0.94. Next, the process in this step has been applied for ethical documents to the Institutional Review Board committee of Royal Thai Army Medical Department (IRB RTA) for the Ethical Clearance Certificate with IRB No. IRBRTA 379/2562 and project code Q001q/62_Exp. Next, it is essential for this process to ask permission for a data collection to nursing division, OB-GYN, and PMK Hospital.

The samples of service receivers are 330 pregnant women selected by simple random sampling. The quantitative data is collected by using the questionnaires including the general information and the service receivers' opinions about service quality. The rating scales and the mean score are interpreted into five levels ranging from a very low to a very high level. The descriptive statistic for data analysis used frequency, percentage, mean, and standard deviation. Then, the qualitative data from 31 service providers and 9 administrators is collected by using the in-depth interview. The data analysis method is content analysis.

4. Results

4.1 The baseline characteristics of service receivers consist of the general information of pregnant women on seven sections. The sample group includes a total of 330 pregnant women.

Table 2: The baseline characteristics of service receivers: pregnant women

The baseline characteristics	Frequency (Persons)	Percentage
Gestational age 29 to 42 weeks	170	51.50
Age between 20 to 34 years old	219	66.40
Highest level of education with bachelor degree	122	37.00
Occupation are private organization's employee	120	36.40
Scheme use cash (other hospital's social security)	147	44.50
Experience 1-5 times with pregnancy service	168	50.90
Monthly salary earn 10,000-20,000 baht	185	56.10

4.2 This section shows the service quality of service receivers, service providers, and administrators' opinions at ANC unit which should be improved following the Supreme Service model.

4.2.1 P1place

The level of pregnant women's satisfaction about service quality has shown the aspect concerning P1place at a high level $\bar{x}$ = 4.06. P1place focuses on location management, and equipment and supplies.

Table 3: The aspect concerning P1place

1. Location management	
Area	Maintain in a good condition Aware of Standard cleanliness Provide a special area to relax More Closed Circuit Television (CCTV) A shop selling foods and snacks Well organized area and documents Rearrange service areas
Examination room	Privacy More examination rooms Improve and renovate for convenience Keep place and environment quiet Attractive pictures feel relax Sign noticing
Toilets	Take better care of toilets Manage this area for urine test
2. Equipment and supplies	
Automatic blood pressure monitor and scale	More provide Monitor to ensure the standard of its usage
Seats	Adequate seats
Medical equipment	Medical equipment in the examination room

4.2.2 P2people

The level of pregnant women's satisfaction about service quality has shown the aspect concerning P2people at a very high level $\bar{x}$= 4.26. P2people focuses on service mind, personnel competency, and human resource management.

Table 4: The aspect concerning P2people

1. Service mind	
Staffs	Service mind training for all levels Service standard and etiquette Dress politely and neatly
2. Personnel competency	
Staffs	Effectively give a useful advice Willingly answer questions and suggestion Consultants be involved Train knowledge, skill, and work co-ordination Continuous personnel development
3. Human resource management	
Staffs	More personnel be provided for a faster service Professional requirement Having a staff in every examination room

4.2.3 P3process

The level of pregnant women's satisfaction about service quality has shown the aspect concerning P3process at a high level $\bar{x}$ = 4.16. P3process focuses on a clear step of service and process management.

Table 5: The aspect concerning P3process

1. A clear step of service	
Step of service	Sequence of receiving service Public relations point
2. Process management	
Process	Use microphone to call names clearly Effective and fast referring system Queue calling system One stop service system Lean Surgery scheduling system
Screening point	Know main problems clearly Provide additional information Completely screening warning sign and urgent Auto Lab system Advanced blood reporting system
Blood pressure and weight measurement point	Staff advise closely Observation room

Queue for doctor meeting point	Not allow relatives to wait around the examination room
Advice and guidance point	Emphasizing and evaluating the understanding Health education through various media Appointment system Automatic messaging program

5. Discussion and conclusion

In conclusion, providing the Supreme Service model will lead to the best service quality in pregnancy. In the aspect concerning P2people, at a very high level $\bar{x}$ = 4.26. Policy should be focused on service providers which are considered as the key effectiveness. According to the model of an excellent service of the private hospitals, administrators should have a great vision to encourage their personnel and launch the strategic planning which can be promptly adjusted to each different situation (Rungroj Songsraboon, 2016, pp. 54-56).

Moreover, there is the same level at a high level regarding the aspect concerning P3process $\bar{x}$ = 4.16 and P1place $\bar{x}$ = 4.06 respectively. Policy should be more concerned in the aspect concerning P3process and P1place to improve service quality. According to a review of service excellence models, improving the quality of service also requires the effective managing of service delivery and service environment (Oliver & Rust, 1994, pp. 1-20; Umar, Kasim, & Martin, 2013, pp. 158-172).

The usefulness for service receivers: good environment will lead to pregnant women's happiness and stress reduction. Moreover, knowledgeable from service providers are able to convey useful information, to answer questions, and make them trust. In addition, process makes pregnant women easier to understand in the process at smoothly and taking time to tighten.

The usefulness for service providers: better environment will improve the working atmosphere, reduce stress during work, and reduce some workloads. Then, it can be increased potential at work leading to provide service excellence to pregnant women at a full capacity.

The limitation of the study only focuses on ANC Unit, OB-GYN department, PMK Hospital at one period of time. However, service quality development is not standstill. Therefore, service quality of ANC unit should be continuously evaluated.

For further research, the Supreme Service model can be used effectively in medical treatment and various service fields to improve service excellence which is a positive indicator. Therefore, the administrators should constantly evolve service quality of the three aspects (3P) for all departments in PMK hospital. The overall service quality causes a long term relationship which is very important. In addition, the administrators should also use the strategy "Plan Do Check Act" to continuously achieve to be sustainable service quality development.

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A Practical Report on a Japanese Debate Module at a Thai University

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Abstract

This paper is a practical report on a Japanese debate module intended for Japanese language students at King Mongkut's Institute of Technology Ladkrabang. The report first explains the contents of the lectures, and then shows the students' presentation scripts and the student's opinions on the lectures, and finally discusses the entire module.

Keywords: Japanese pedagogy, debate, Thailand

1. 背景

「討論」とは「議論をたたかわすこと」であり、ある一つの論題について対立する二派が、自らの意見を主張したり相手の意見に反論したりしながら議論を展開することである。討論は、何らかの教育目的に使われることもあり、説得力で勝敗を決する競技のような体裁をとる。

日本語教育でも、しばしば討論が用いられており、その扱い方としては、討論大会や特別授業のほか、文法などを教える諸授業での補助活動といった形が一般的である。日本語教育における討論の実践研究としては、舘岡・斉木（2003）、井上（2007）、大野・吉澤（2010）、鄭・谷守（2012）、阪上（2018）などがある。

2. 目的

タイ王国モンクット王ラカバン工科大学は、日本語専攻三年次生を対象に、独立した科目として一学期間集中的に討論を実施している点が特色である。本稿は、この討論科目の現状を報告し、教育効果や難点を研究するとともに、今後の改善について検討することを目的とする。

3. 授業方法

3.1. 手順

授業は以下の流れで進行する。

①全体で約30人の学生を3人ずつの組に分ける。3人組になれない場合は2人組でもよい。くじ引きによって各組をAかBのどちらかに振り分ける。

②その日の論題を提示し、例えばAは「賛成」、Bは「反対」といった立場に割り当てる。

③3人組で相談し、自分たちの意見を表明するための文章を20～30分で準備する。各組1分以上発表し、相手の意見を聞いて書く。

④3人組で相談し、相手の意見に対して反論するための文章を20～30分で準備する。各組1分以上発表し、相手の反論を聞いて書く。

⑤3人組で相談し、相手の反論に対して再反論するための文章を20～30分で準備する。各組1分以上発表し、相手の再反論を聞いて書く。

⑥その日の討論について感想を書く。

以上の流れで、休憩を含めて1回で3時間の授業になる。特に勝ち負けを判定するようなことはしておらず、審判役はいない。自分たちが発表する文章や、相手から聞き取った内容は、すべて所定の用紙に書かせる。

3.2. 論題

各回の論題は、以下のとおりであり、前半では学生にとって身近な学校に関する問題で基礎を固め、後半では広く社会に関する難解な問題へと発展していく構成にしてある。

①学校の休みは一A長い／B短い一ほうがいい

②学校の宿題は一Aある／Bない一ほうがいい

③運動の授業は一Aある／Bない一ほうがいい

④学生服は一Aある／Bない一ほうがいい

⑤学校内で携帯電話を一A禁止する／B禁止しない一ほうがいい

⑥小学校で英語を一A教える／B教えない一ほうがいい

⑦学校は男女一A共学の／B別学の一ほうがいい

⑧泳ぐ場所は一A海の／Bプールの一ほうがいい

⑨お酒を一A禁止する／B禁止しない一ほうがいい

⑩美容整形を一A禁止する／B禁止しない一ほうがいい

⑪銃を一A禁止する／B禁止しない一ほうがいい

⑫死刑は一Aある／Bない一ほうがいい

⑬カジノを一Aつくる／Bつくらない一ほうがいい

⑭クローン人間を一Aつくる／Bつくらない一ほうがいい

3.3. 表現

討論の際によく使われる重要表現を以下のようにまとめて、最初の授業で配布している。資料作成にあたっては、市岡（2012）、黒崎（2012）、黒崎（2013）を参考にした。

■意見を言う

- ～｛こと／という意見｝に｛賛成／反対｝です。

- ～と｛思います／考えます｝。
- ～のでは（んじゃ）ないでしょうか。

■理由を言う

- ｛なぜなら／なぜかというと／というのは｝、～からです。
- 理由は三つあります。まず一つ目ですが、…。次に二つ目ですが、…。最後に三つ目ですが、…。

■良い点を言う

- ～ことができます。
- ～という利点があります。

■悪い点を言う

- ～てしまいます。
- ～おそれがあります。

■比較する

- ～も～も同じです。
- ～より～ほうが～。
- ～は～ほど～ません。
- …。これに｛対し／比べ｝、…。

■相手の意見を取り上げる

- ～とおっしゃいましたが、…。
- ～という考え方があるということですが、…。

■相手の意見を認める

- ｛おっしゃるとおり／たしかに／もちろん｝、～ことは｛あるかもしれません／事実です｝。

■異議を唱える

- ～というのは～｛ことの／という｝｛理由／根拠｝になりません。
- ～というのは～｛への／に対する｝｛反論／批判｝になりません。

■質問をする

- ～というのは｛どういう意味／例えばどういうこと｝ですか。
- すみません、～について、よく聞こえなかったので、もう一度言っていただけますか。

■質問に答える

- ～というのは～という意味です。
- ～というのは例えば～ということです。

■話をまとめる

- つまり、…。
- 要するに、…。

4.　実践結果

4.1. 学生の発表

　ここでは、「学校の宿題があるほうがいいか、ないほうがいいか」という論題で、「あるほうがいい」に当った一組の発表原稿を例として紹介する。なお、発表前に教師が巡回し、できるかぎり文法や単語の誤りを修正させている。

〔意見〕

わたしたちは学校のしゅくだいがあるほうがいいといういけんにさんせいです。どうしてかというと、ならったことをわすれないようにしゅくだいがひつようだからです。しゅくだいをすると、じぶんがわからないことをりかいすることができます。これにたいし、しゅくだいがないと、がくせいはあそんでしまいます。べんきょうをするきょうみもへって、せいせきもわるくなるおそれがあります。がくせいのひまなじかんをあそびにつかうより、しゅくだいにつかったほうがやくにたつとかんがえます。

〔反論〕

がっこうでべんきょうして、もうじゅうぶんだというかんがえかたがあるということですが、あまりじゅぎょうのないようがわからないひともいるので、しゅくだいがひつようだとおもいます。しゅくだいがなかったら、じぶんのすきなことができるとおっしゃいましたが、よく時間をわけたら、しゅくだいがあってもすきなことができるとおもいます。たしかに、たくさんべんきょうしてつかれるひともいるかもしれませんが、ほんきでしゅくだいをしたら、すぐおわるのではないでしょうか。

〔再反論〕

しゅくだいがあったらにんげんかんけいがすくなくなるといういけんにはんたいです。なぜかというと、ずっとしゅくだいだけしていないからです。しゅくだいがおわったら、ともだちとはなしたり、かつどうにさんかすることができます。自分でしゅくだいをしないでともだちのをうつすひとがいるとおっしゃいましたが、それはかくじんのせきにんです。しゅくだいを自分でしなかったら、しけんのときにこまります。しけんのときはともだちのをうつすことができませんから。

4.2. 学生の感想

- いろいろな意見を交換して、いい経験になった。
- いつも発表しなければならないので、自信がふえた。
- 書くことや話すことなど、いろいろな能力があがった。
- みんな積極的でまじめだった。
- 友達といっしょにグループワークが練習できた。
- 友達と楽しく話すことができるので、ストレスがない。
- 意見を書くときは、mind mapを書いたほうがいい。
- Aがいいのに、Bに賛成しなければならないから、いい意見を出すことができない。

- ときどきBだけむずかしすぎる。例えば小学校から英語を勉強することは、だいたいの人が賛成なので、反対することができない。
- 「学校の男女」のような論題がむずかしい。別学で勉強したことがないから、わからない。
- 論題をもっとくわしく説明してほしい。例えば「学校の休み」というのは毎週の休みか冬休みか、それに「短い休み」が何日ぐらいか、わからない。
- 「海とプール」より「海と滝」のほうがいい。
- 授業の前に論題を知らないから、情報をしらべられない。
- 論題と関係ない内容を発表した人がたくさんいた。
- みんなの言うことが同じで、いろいろな意見が出てこない。
- 発表のしかたを教えてほしい。例えば態度や表情など。
- 発表するときは、相手の声があまり聞こえない。小さい声で話す人もいるから、マイクを使ったほうがいい。
- 新しい言葉や文法をあまり学ぶことができない。
- もっと表現が多かったら、いいと思う。
- 表現の使い方がわからない。例文がほしい。
- 「～のではないでしょうか」のような表現は、聞き手がどう感じるのか、わからない。タイ語では皮肉に聞こえる。
- 討論が終わったあと、最後にどちらが賛成か投票したほうがいい。

5. まとめ

本学における日本語討論科目は、既に初級事項をひととおり学習済みの三年次生を対象にしている。主要な教育効果としては、新しい事項を習得することよりも、既習の事項を実践によって定着させることが期待できる。具体的には、書く能力と聞く能力に関係するところが大きいので、ある程度は作文と聴解によって基礎が作られていることが前提となる。

中級段階にあるため、基礎的な表現を用いて意味の通じる議論を展開し、かつ他の学生による簡単な口頭発表を聞いて把握することは大体できている。しかし、時に議論の内容が複雑になり、かなり苦戦することもあるのが現状である。そのため、論題の難易度に注意を払うことが最も重要と言える。

配布資料で提示した基本的な表現を、あまりうまく使いこなせないか、あるいは使用を回避していると見られる学生もいる。これについては、学生からも指摘されているとおり、表現に例文を付け加えたほうがいい。また、同じ言い回しばかりが使われないように、より多くの表現を提示することが望ましい。

既習語彙の限界ゆえに、的確な単語を使用できない状況が頻繁に見られ、辞書で調べるにも相当な時間がかかることから、論題ごとに小さな単語集を配布するという対応策も考えられる。しか

し、用意された単語集に頼りすぎると、自由な発想が妨げられるという弊害があるため、慎重な判断が必要である。

口頭発表の面では、原稿の文字をどうにかたどっているだけのような学生がいるので、朗読練習を通して、より意識的な話し方を身につけなければならない。また、声が小さい学生もいるので、できるかぎり堂々と大きな声で話すように促すべきではあるが、参加人数や教室環境によっては、マイクを使用するほかない。

議論の内容について言うと、論題に対して最初に自分の意見を述べることは比較的よくできている。しかし、反論や再反論へと進むにつれて、議論がかみ合わなくなったり、話がそれてしまうことが多い。論理的な応答ができるように、まず相手の主張を間違いなく書き取り、聞いても理解できないところは積極的に質問して確認するようにと指導すべきである。

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Effectiveness of Using Multimedia Materials in Japanese History Classroom

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Abstract

The purposes of this research were 1) to compare students' knowledge of Japanese History before and after learning with multimedia materials; 2) to find students' satisfaction on learning Japanese History with multimedia materials. The subjects were 36 undergraduate Japanese Language major who enrolled in "History of Pre-Modern Japan" course at King Mongkut's Institute of Technology Ladkrabang in the first semester of the academic year 2018. The multimedia materials were video clips and supplement data from NHK's Educational programs' websites. The statistical procedure for data analysis was mean, percentage, s.d., t-test, p-value, and normalized gain. The results showed that participating students have post-test score more than pre-test score significantly with the confidence level of 0.01 and have learning progression (normalized gain) in the high gain <g> = 0.70 implying that both hypotheses were true. Moreover, it was found that students have satisfaction for this course at a high level at 4.3
Keywords: Teaching Japanese History, Multimedia Learning, Normalized Gain

1. Background of the study

History could be a difficult and dull subject if the student was not interested in learning it. On top of that, for Japanese language major undergraduate who required to learn Japanese history in Japanese language, the difficulty was doubled. In order to make Japanese history course more interesting, and fulfill the requirements for learning in modern society, teachers in higher education should adjust the course content with the multimedia materials. This idea was emphasized by many research papers such as Crosby and Stelovsky concluded that "multimedia allows teachers to integrate text, graphics, animation, and other media into one package to present comprehensive information for their student to achieve specified course outcomes." (Crosby & Stelovsky as cited in de Sousa, Luiza & Richter, Barry & Nel, Carisma, 2017, p.2) Dick and Carey also stated that "one of the most important decisions in designing learning is by using the appropriate media in order to delivery of learning messages." (Lamudji as cited in Aksa, 2017, p.38). Therefore, using video clips and data from NHK's educational programs was in line with this aspect. The length of each clip is not too long (5-10 minutes), and vocabularies used in these clips are not too advance. The researcher was not only using video clips in the classroom but also adjusting the textbook to have similar contents as in video clips. The researcher hoped that it will improve students' understanding and satisfaction in a Japanese History course. And if possible, promote student interest in Japanese History.

2. Objectives

2.1 To compare students' knowledge of Japanese History before and after learning with multimedia materials.

2.2 To find students' satisfaction in learning Japanese History with multimedia materials.

3. Hypothesis

3.1 Students have learning achievement after learning higher than that before learning at the 0.05 level of significance.

3.2 Students have learning progression $<g> \geq 0.3$

4. Methodology

4.1 Subject

The piloted group was 48 Japanese language major undergraduates from King's Mongkut Institute of Technology Ladkrabang who enrolled in "History of Pre-Modern Japan" course in the years 2017. The response rate resulting in 100%. The piloted group consisted of 5 males (10.42%) and 43 females (89.58%). The subject 36 Japanese language major undergraduates from King's Mongkut Institute of Technology Ladkrabang who enrolled in "History of Pre-Modern Japan" course in the years 2018. The response rate resulting in 100%. The subject consisted of 6 males (16.67%) and 30 females (83.33%).

4.2 Instrument

The first part is a Japanese History knowledge comprehensive test. The test was piloted and has a reliability of 0.6297 (Cronbach's α–coefficient). Then, the test was used as pre-test and post-test in order to complete the research's objective 2.1. The second part is the implementation of multimedia materials in the classroom. The multimedia materials were Video clips and data from NHK's Educational programs' websites as follows: NHK for School 10 minutes' box - Nihonshi (NHK, n.d.), NHK for School Rekishi ni Dokiri (NHK, 2018), and NHK Kokokoza - Nihonshi (NHK, 2016). The third part is students' satisfaction on Japanese History course questionnaire in order to complete the research's objective 2.2. In this study, the questionnaire was based on the students' satisfaction on individual course questionnaire that was created by the University of Torino (Zedda, Massimo & Bernardelli, Silvia & Acquadro, Daniela, 2017, p.6).

4.3 Definition

1) Average normalized gain <g> was defined by Richard R. Hake as the ratio of the actual average gain <G> to the maximum possible average gain as an equation below where < > denotes a class average.

$$<g> = \frac{\langle \text{posttest score} \rangle - \langle \text{pretest score} \rangle}{\text{maximum possible score} - \langle \text{pretest score} \rangle}$$

High gain courses are those with <g> $\geq$ 0.7

Medium gain courses are those with 0.7 $\geq$ <g> $\geq$ 0.3

Low gain courses are those with <g> $\leq$ 0.3

(Hake, Richard R., 1998, p.65)

2) Multimedia: They represent the consolidation of all elements of technology as they combine sound, image, video, drawing & text with high quality in addition to the interactive environment (Fouda as cited in Aloraini, Sara, 2012, p.77).

4.4 Research procedure

After the pre-test, the course was carried out for 13 weeks in the first semester of the academic year 2018. The course's content divided into 10 lessons, 1 lesson each week, taking 180 minutes in 3 periods. The surplus 3 weeks were used for special assignments such as field trip or oral presentation. Teaching procedure in 10 lessons were done in a similar pattern. In the first period, the student took a quiz for 10 minutes, in order to check that they understand what they learned from the previous lesson. Then, the teacher lectured by using textbook and PowerPoint. Besides the main content, the teacher also explained Japanese historical terms and underlined significant figures and events that appeared in video clips.

After confirmed that students familiarized with Japanese historical terms, the teacher provided an assignment sheet contains topics for discussion. So that students would pay attention to specific events in video clips. The teacher played video clips in the second period. The selected clips contain 4 to 5 clips, total playtime approximately 30 minutes. Then, students had a 15 minutes break. The third period was a group discussion, students were divided into 5-6 person per group and discussed things they learned from the multimedia materials for 20 minutes. Each group selected a representative to present the group conclusion and turn in an assignment sheet.

At the end of the semester, students took post-test and students' satisfaction questionnaire. Lastly, statistical analyses were performed using Microsoft Excel version 2016. Descriptive statistics such as mean, percentage, standard deviation, t-test, and normalized gain were calculated.

5. Results

Table 1: Descriptive statistics

student	pre-test	post-test	actual gain	normalized gain
student-01	7	24	17	0.56
student-02	7	34	27	0.79
student-03	9	18	9	0.44
student-04	7	31	24	0.72
student-05	5	22	17	0.49
student-06	10	32	22	0.80
student-07	9	35	26	0.85
student-08	11	36	25	0.92
student-09	6	29	23	0.66
student-10	9	28	19	0.68
student-11	9	31	22	0.76
student-12	13	21	8	0.57
student-13	7	29	22	0.67
student-14	6	40	34	0.91
student-15	7	24	17	0.56
student-16	14	29	15	0.81
student-17	11	33	22	0.85
student-18	7	24	17	0.56
student-19	3	26	23	0.55
student-20	10	21	11	0.53
student-21	5	27	22	0.60
student-22	5	31	26	0.69
student-23	12	35	23	0.92
student-24	14	28	14	0.79
student-25	7	20	13	0.47
student-26	10	33	23	0.83
student-27	12	23	11	0.61
student-28	5	33	28	0.73
student-29	16	34	18	1.00
student-30	16	32	16	0.94
student-31	13	22	9	0.59
student-32	13	26	13	0.70
student-33	10	35	25	0.88
student-34	19	34	15	1.10
student-35	9	28	19	0.68

student-36	10	35	25	0.88
mean	**9.53**	**28.42**	**18.89**	**0.70 (high gain)**

Table 2: Descriptive statistics

test	n	mean	percentage	S.D.	t-stat	t-critical	df	p
pre-test	36	9.53	19.06%	3.59	2.34	1.69	35	0.01
post-test	36	28.42	56.84%	6.37				

As shown in table 1 and 2, the mean score of post-test was clearly higher than the mean score of the pre-test. The mean score of pre-test was 9.53 marks (19.06%) with the lowest score of 3 marks and the highest score of 19 marks whereas the mean score of post-test was 28.42 marks (56.84%) with the lowest score of 18 marks and the highest score of 40 marks. The mean difference was 18.89 marks (37.78%). The t-test and p-value indicated that statistically, students had learning achievement after learning higher than that before learning at the 0.01 level of significance. Moreover, the normalized gain <g> = 0.70 indicated that students had learning progression in the high gain.

Table 3: Number of students divided by post-test score

post-test score	15-19 (30%)	20-24 (40%)	25-29 (50%)	30-34 (60%)	35-39 (70%)	$\geq$ 40 (80%)
number	1	9	9	11	5	1
percentage	2.78%	25%	25%	30.56%	13.88%	2.78%

As seen from Table 3, none of these students scored more than 25 marks in pre-test which was 50% of full marks. But the majority of the students scored more than 25 marks in post-test. 9 students scored between 25-29 marks (25%), 11 students scored between 30-34 marks (30.56%), 5 students scored between 35-39 marks (13.88%) and 1 student scored more than 40 marks (2.78%).

Table 4 presents the findings that reflect student's satisfaction on Japanese History course. The evaluation criteria range from 5 (Very satisfied) to 1 (Very dissatisfied). Mean score was used for the analysis of satisfaction based on the standardized criteria by Boonchom Srisa-ard. The average numbers of satisfaction represent:

4.51-5.00 means Very satisfied
3.51-4.50 means Fairly satisfied
2.51-3.50 means Satisfied
1.51-2.50 means Fairly dissatisfied

1.00-1.50 means Very dissatisfied
(Srisa-ard, Boonchom, 2002)

Table 4: Student's satisfaction

Item	Factor	$\bar{X}$
1	The structure of evaluation methods are clear	4.6
2	Adherence to class time table	3.9
3	The teacher is available	4.5
4	The study load is adequate to credits assigned	4.3
5	Preliminary knowledge is adequate	4.5
6	Learning material is adequate	4.2
7	Supplementary teaching activities	4.3
8	The teacher motivates interest	4.3
9	The teacher explains clearly	4.3
10	The teacher clearly underlines topics	4.4
11	The topic of the course is interesting	4.2
12	Overall satisfaction	4.4
	Total	4.3

Students evaluated 3 items as "Very satisfied" (items 1, 3, 5). Other items were evaluated as "Fairly satisfied" and the overall evaluation was 4.3 (Fairly satisfied). Item 6 "Learning material is adequate" and Item 7 "Supplementary teaching activities" which was related to multimedia materials were evaluated as "Fairly satisfied". These result revealed that students satisfied with multimedia materials implemented in class.

6. Discussion and conclusion

The t-test and p-value indicated that statistically, students had learning achievement after learning higher than that before learning at the 0.01 level of significance, which means 3.1 alternative hypothesis "Students have learning achievement after learning higher than that before learning at the 0.05 level of significance." is true. The normalized gain $\langle g \rangle = 0.70$ indicated that students had learning progression in the high gain, which means 3.2 "Students have learning progression $\langle g \rangle \geq 0.3$" alternative hypothesis is also true.

This result corresponds with other research papers. Center for Technology Implementation in Education (CITEd) observed that "Presenting students with multiple sources of multimedia materials furthered their learning of the topic." (CITEd, n.d., p.4) M. Gabella said that "Presenting students with multiple sources of multimedia materials resulted in more sophisticated understandings and analysis of history." (Gabella, M. as cited in CITEd, n.d., p.4). Luiza de Sousa, Barry Richter, and Carisma Nel also confirmed that "In History teaching, a DVD can be integrated successfully into the teaching and learning if it contains text, audio, still and moving graphics, schematic representations and documentary excerpts." (de Sousa, Louiza & Richter, Barry & Nel, Carisma, 2017, p.17).

However, the mean score of post-test was only 28.42 marks (56.84%) from 50 marks, implied that multimedia materials used in this course might not effective as predicted, or students did not involve themselves in learning activities. According to Aksa, "whereas the use of media of instruction is expected to give a more concrete learning experience to students, their involvement in learning activities is very important." (Aksa, 2017, p.42). Min Hua also observed that "When the screening interval is shorts, the students will have not enough time to digest the content. So, these students miss some important data and are least satisfied with this course." (Hua, Min, 2015, p.718). Video clips used in the Japanese History course were all spoken in Japanese language, as a result, students may not fully understand the contents.

Results from table 4 do not provide an in-depth understanding of Student's satisfaction in multimedia materials. For further research, the researcher should create students' satisfaction questionnaire that asks specific questions about multimedia materials used in the classroom.

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A Study of Accent Rules for Five-Mora Loanwords in Japanese: Focusing on Englishness of the Original Words

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Abstract

The purpose of this research is to investigate the effects of Englishness perceived from the original words on determining the accentual patterns for them in the case of five-mora loanwords. In the present study I conducted a questionnaire survey for 86 informants (university students living in the Kansai area), using five-mora nonsense words. The syllable structure of the words is HHL, HLH (H=Heavy syllable, L=Light syllable), and it can be divided into two groups, one having Englishness and the other not from a phonetic point of view. In the questionnaire survey, the informants were asked to choose and mark the most appropriate accent pattern out of four choices on the sheet. As a result, the following 1,2 were found out. 1. It is difficult to claim that HHL words are always accented on their initial heavy syllable (H'HL). However, if the words phonetically have Englishness, there is a tendency that accent is placed on initial H. 2. HLH words are often accented on their initial heavy syllable H (H'LH). Furthermore, this tendency tends to be strengthened if the words involve Englishness. In conclusion, it can be claimed that not only the syllable structure and the characteristic of speakers but also Englishness of the words can be a factor for determining loanwords accent patterns in modern Japanese.

Keywords: 5 mora loanword, Accent rule, Englishness

1. はじめに

近年、日本語の中で外来語の占める割合が増えていることが報告されている(国立国語研究所2005)。日本語において欠かすことのできない役割を果たしている外来語だが、日本語母語話者は、方言の影響を除けばほぼ同じ位置にアクセントを置くことができる。これは、日本語母語話者の頭に特有のアクセントルールのようなものがあることを示している。そして、その規則について数多くの研究がなされている。しかし、正確にアクセントの位置を予測できる規則の定義はまだできておらず、そ

れぞれの主張が例外を埋め合っている状況である。日本語母語話者がどこにアクセントを置くかを決める要因は1つではない。本稿の目的は、アクセント位置を決める新たな要因を提案することである。なお、本稿における外来語とは、漢語を含まない西洋から入ってきた語、つまりカタカナ語のことを指す。

2. 先行研究

外来語アクセント規則についていくつか主張があるが、それらの説明力を比較した研究がある。田中(2008)は、①原語アクセント継承②モーラ分析法③音節分析法の3つの分析法がどれだけの語のアクセント型を説明できているかを調査した。『日本語アクセント辞典』(1985年版)に載っている外来語を対象にし、各分析法が予測するアクセントの位置との一致率を報告した。その結果、音節分析法が最も高い一致率を示した。この音節分析法とは、語末から2つ目の音節が重音節(Heavy syllable:以下H)であれば、その音節にアクセントを付与し、語末から2つ目の音節が軽音節(Light syllable:以下L)であれば、その前の音節にアクセントを付与するというものである(窪園・太田1998)。現在、外来語のアクセント規則は、音節にもとづく分析によるものが最も適当だと言える。

音節分析法の考え方では、HLHはH'LH、HHLはHH'L('はアクセント核の位置を表す)となる。しかし、大山(2004)は無意味語を用いて読み上げ・聞き取り実験を行い、その結果、HHLは頭高型で読まれることが多かったことを報告している。そしてHLH・HHLはともに頭高型がデフォルトのアクセント型であるとしている。つまり、HLHはH'LHでよいが、HHLについてはHH'LではなくH'HLが妥当だと主張している。

3. これまでの研究の問題点

これまでなされてきた研究では、実在語を調査したものが多い。実在語を対象に調査を行い、その中でアクセント規則を見出そうとしているのである。確かに、実在語を調べれば規則が見出せる可能性は高い。しかし、日本語における外来語は急激に数を増やしている。どんどん入ってくる新しい外来語に対してもその規則同様にアクセントを付与しなければ、それは適切な規則とは言えないのではないだろうか。つまり、これまで議論されてきて固まりつつある規則は、新しい語(初見の語)に対しても機能するのかどうか検証が必要である。

また、語の出自に関する性質に着目した研究も管見の限りでは少ない。外来語の多くは英語から借用されるため、既存の外来語から規則を見出そうとすると、原語が英語である語についての傾向が強くなってしまう。これまで提唱されてきた規則が、原語が英語以外の語に対しても作用するかの検証が必要ではないだろうか。つまり、初見の英語らしい語と英語らしくない語へのアクセントの付与を比較する必要があるだろう。

以上のことを考慮し、英語らしい無意味語と英語らしくない無意味語を用いて、音節構造がHHLとHLHの語のどこにアクセントが付与されるかのアンケート調査を行った。

4. アンケート調査

4.1. 調査対象

本調査の対象は、関西の大学の学部生86名である。年齢は10代〜20代で、性別と出身地は考慮していない。

4.2. 手順

検査語が書かれたプリントを配布し、語ごとに最も自然だと感じるアクセント型を選択式で回答してもらった。選択式としたのは、被験者が音声学やアクセント研究を専門としていない学生であるため、アクセントを特定して書き込むことは困難だと判断したからである。また、選択肢は頭高型、－4型、－3型、平板型の４つを提示した。さらに、検査語には各モーラのアクセントの高低を棒線で示した。アクセントの高低を意識してもらうために、プリント上部に頭高型、中高型、平板型の外来語の例を提示した。時間は特に制限を設けなかった。

4.3. 検査語

アンケートで使用した検査語を以下に示す(表1)。なお、下線がある語は筆者が英語らしいと参加者に感じさせるように設定した語である。

表1.　検査語一覧

音節構造	検査語	
HHL	1.ローゼンヌ	<u>8.リンジット</u>
	2.ソーペッテ	<u>9.ファンリッジ</u>
	3.ラーキッセ	10.レーデンナ
	<u>4.デーミック</u>	11.ルーメンケ
	<u>5.ソーネット</u>	<u>12.レージェント</u>
	6.ロンネッタ	<u>13.ロージェンス</u>
	7.テンコッソ	
HLH	14.ソーコヌー	<u>16.チェントリー</u>
	15.トンペホー	<u>17.コールニー</u>

5.　結果

調査の結果を語彙構造別に示す。無回答の場合はカウントせず、二重回答はそれぞれ1回ずつカウントした。分析にはデータ分析ソフト「js-STAR 2012」を使い、有意水準は5パーセントとした。

a. HHL語についての結果

HHL語(番号1~13)のアクセント型別の生起数と生起率を示す(表2)。

表2.　HHL語のアクセント型　(検査語1~13)

	頭高型	－4型	－3型	平板型
生起率(生起数)	51.0%(569)	14.8%(165)	28.2%(314)	6.0%(67)

HHL語の中で、英語らしい語と英語らしくない語のアクセント型別生起数を示す(表3)。

表3.　HHL語の英語らしさとアクセント型

	頭高型	－4型	－3型	平板型
英語らしい	332▲	60▽	98▽	23▽
英語らしくない	237▽	105▲	216▲	44▲

※▲は有意に多かったこと、▽は有意に少なかったことを表す(p<.05)

表3の結果について、カイ2乗検定を行った結果、英語らしい語と英語らしくない語のアクセント型の生起数の差が有意だった($\chi^2(3)=72.417$、$p<.05$)。

残差分析の結果、英語らしい語では頭高型が有意に多く、その他の型は有意に少なかった。また、英語らしくない語では頭高型が有意に少なく、その他の型は有意に多かった。

次に、語ごとのアクセント型別生起数を示す(表4)。

表4. HHL語のアクセント型別生起数

	検査語	頭高型	－4型	－3型	平板型
1	ローゼンヌ	36	15	26	9
2	ソーペッテ	42	12	27	5
3	ラーキッセ	36	15	30	5
4	デーミック	64▲	9	8▽	5
5	ソーネット	56▲	8	17	4
6	ロンネッタ	21▽	15	40▲	10▲
7	テンコッソ	33▽	7	41▲	5
8	リンジット	41	11	29	4

9	ファンリッジ	51	8	22	4
10	レーデンナ	35▽	22▲	25	4
11	ルーメンケ	34▽	19▲	27	6
12	レージェント	65▲	12	7▽	2
13	ロージェンス	55▲	12	15▽	4

※▲は有意に多かったこと、▽は有意に少なかったことを表す(p<.05)

表4の結果について、カイ2乗検定を行った結果、アクセント型の生起数の差が有意だった($\chi^2(36)=131.946$、$p<.05$)。

残差分析の結果、表4に▲と▽で示したような結果になった。

b. HLH語についての結果

HLH語(番号14~17)のアクセント型別の生起数と生起率を示す(表5)。

表5. HLH語のアクセント型　(検査語14~17)

	頭高型	－4型	－3型	平板型
生起率(生起数)	60.8%(209)	16.9%(58)	13.4%(46)	9.0%(31)

HLH語の中で、英語らしい語と英語らしくない語のアクセント型別生起回数を示す(表6)。

表6. HLH語の英語らしさとアクセント型

	頭高型	－4型	－3型	平板型
英語らしい	125▲	27	11▽	9▽
英語らしくない	84▽	31	35▲	22▲

※▲は有意に多かったこと、▽は有意に少なかったことを表す(p<.05)

表6の結果について、カイ2乗検定を行った結果、英語らしい語と英語らしくない語のアクセント型の生起数の差が有意だった($\chi^2(3)=26.292$、$p<.05$)。

残差分析の結果、英語らしい語では頭高型が有意に多く、－3型と平板型が有意に少なかった。また、英語らしくない語では頭高型が有意に少なく、－3型、平板型が有意に多かった。

次に、語ごとのアクセント型別生起数を示す(表7)。

表7.HLH語のアクセント型別生起数

	検査語	頭高型	－4型	－3型	平板型
14	ソーコヌー	39▽	20	17	11

15	トンペホー	45	11	18▲	11
16	<u>チェントリー</u>	71▲	9	3▽	3▽
17	<u>コールニー</u>	54	18	8	6

※▲は有意に多かったこと、▽は有意に少なかったことを表す($p<.05$)

表7の結果について、カイ2乗検定を行った結果、アクセント型の生起数の差が有意だった($\chi^2(9)=36.649$、$p<.05$)。

残差分析の結果、表7に▲と▽で示したような結果になった。

6.　考察

<u>HHL語について</u>

表2を見ると、頭高型を選んだのはほぼ半数だった。これではHHL語のデフォルトのアクセント型が頭高型と言い切るには少し足りないのではないだろうか。表3を見ると、英語らしい語の方が頭高型が有意に多いことが分かる。しかし、表4では全ての英語らしい語が頭高型が多いというわけではないことが分かる。アクセントの位置に英語らしさはある程度関連するが、ただその語が英語らしければ全て頭高型が選ばれるわけではないことを示唆している。英語らしい語がなぜ頭高型が選ばれやすいのかについてだが、話者が頭の中で架空の英単語を作り、音節を考えているのではないだろうかと筆者は考える。

<u>HLH語について</u>

HHL語とあまり変わらない結果となったが、大きく違うのは英語らしくない語のアクセント型である。前述のHHL語では、語が英語らしくなければ頭高型と－3型がほぼ同数だが、HLH語では頭高型の方が多い。つまり、HHLよりも、語の英語らしさに関わらず頭高型になりやすいと言えるのではないだろうか。

7.　結論

外来語に関するアンケート調査の結果を分析した結果、以下のことが分かった。

・HHLは必ずしも頭高型になるとは言い切れないが、語が英語らしい場合に頭高型になりやすい

・HLHについても、英語らしい語の場合は頭高型になりやすい

HHLのアクセント型については、語の英語らしさに左右されると言える。英語らしい場合は頭高型が多く、そうでない場合はどうなるかがまだ断言できない。

HLHは基本的に頭高型で、英語らしい語の場合に、より頭高型になりやすい。また、英語らしくない語に対しても頭高型が優勢である。

これまでの研究では、話者の特性や語の音節構造などで判断していたが、語の英語らしさ(原語はどの言語なのか)も関与している可能性があるということを、本論文は示唆している。

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The Use of Tone Marks in Writing Transliterated English in Thai on Twitter

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Abstract

This research aimed to investigate the use of tone marks in writing English transliterated loanwords in Thai by Twitter users. Seventy English transliterated loanwords and 104 variations of their written forms were studied. Data were collected from Twitter messages in the years 2017 and 2018. In this regard the Royal Institute of Thailand has prescribed regulations which read no tone marks are added in writing English transliterated loanwords in Thai and a vowel shortening mark (mai tai koo) is used to mark the beginning syllable. However, the study revealed that a large number of English transliterated loanwords were incorrectly written with different Thai tone marks, including low tone, falling tone, high tone, and a vowel shortening mark to make the pronunciation relevant to the original tones of those words. Misuses of a falling tone mark and a vowel shortening mark in writing loanwords that needed a high tone mark were also detected. Alternation of falling and high tone marks, especially in the syllable beginning with low class consonants, was found. Misuses of tone marks in writing loanwords in Thai led to ineffective pronunciation problems. They also indicated that Thai Twitter users had no writing system and their practice was not relevant to the regulations set by the Royal Institute of Thailand. Although most Thai Twitter users understood the pronunciation of English transliterated loanwords, they were still confused with the use of tone marks.

Keywords: English loanword, tone marks in the Thai language, English transliterated loanwords

1. Background of the study

A large number of English transliterated loanwords are widely used in today's online society: both correct and incorrect spellings, based on the regulations set by the Royal Institute of Thailand, have been observed. Twitter is one of the online societies that gains popularity and is used as one of the top channels for communication as ranked by Thailand Zocial Awards 2018. Twitter users are regarded as people of a new generation who enjoy fast communication. Twitter is created to serve this purpose, but there is no language accuracy check system in it. In their communication through Twitter, a large number of English transliterated loanwords are used and many of them are misspelt.

The Royal Institute of Thailand had prescribed a set of regulations for writing English loanwords in Thai in 1941 and revised them in 1992. It is stated in the regulations that" in writing an English transliterated loanword, alphabets should be appropriately transcribed and maintained their origin and the word should be written in Thai in the way that is easy to read." Such regulations were also disseminated on The Royal Institute website in 2003. Later, The Royal Institute of Thailand had formed a committee to revise English transliterated loanword writing. The primary principle of the revision was to maintain correct pronunciation so that the loanwords could be pronounced more correctly and similarly to their original accent. In 2009 a new set of regulations was completed and announced for further use. There were two ways for transcribing English loanwords; alphabet - based transcription and sound - based transcription (Chonmahatrakul and Onsuwan, 2016, p. 73 - 74).

The Royal Institute of Thailand prescribed regulations for transcribing English loanwords into Thai. It is stated in the regulations that in transliteration, alphabets should be appropriately transcribed and maintained their origin and the word should be written in Thai in the way that is easy to pronounce. Many English transliterated words that have long been used in the society, regarded as part of the Thai language and exhibited in Thai dictionary, The Royal Institute of Thailand edition, maintain their role in daily use. Proper nouns, that have long been used, may still be in use. Most of research works on tone marks in English transliterated loanwords investigated tones and tonal assignment regulations. As Thai language is a tonal language with different tone marks, Thai users of English loanwords would put tone marks in writing them through the application of Thai tonal system guided in the set regulations, and compare them with those of the words that have been used before (Chonmahatrakul and Onsuwan, 2016). It seems that Thai people are able to pronounce English transliterated loanwords in the same way, but they perform differently in writing. So, this study aims to investigate the use of tone marks in writing English transliterated loanwords in Thai on Twitter in order to learn how tone marks are used.

2. Objective

To investigate the use of tone marks in writing English transliterated loanwords in Thai language by Thai Twitter users.

3. Methodology

The researcher collected 70 English transliterated loanwords and 104 variations of their written forms from Twitter messages in the years 2017 and 2018. Then the collected data were analyzed following the regulations regarding the use of tone marks and a vowel shortening mark (mai tai koo) prescribed by The Royal Institute of Thailand. Spelling accuracy check of sample English loanwords was done through the NSTDA website (www.nstda.or.th/th/nstda-knowledge/2651-eng-word). Frequencies of occurrences of misspelt words were counted. Misspelling of the same word produced by the same language user was counted as 1 mistake only. Quantitative data of this study were presented in percentage and descriptive analysis.

4. Results

In this research the regulations regarding tone marks and a vowel shortening mark prescribed by the Royal Institute of Thailand (1992) were used as guidelines for spelling accuracy check. In this regard the Royal Institute of Thailand stated in the regulations that a vowel shortening mark is used to 1) differentiate English loanwords from Thai words such as ล็อก (log) and 2) help the reader separate syllables correctly such as โอค็อตสก์ (Okhotsk). For tone marks in writing English transliterated loanwords, no tone marks are needed except for the loanwords that have the same sounds as Thai words causing confusion. In such case, tone marks might be applied such asโค้ก (coke) or โคม่า (coma). The use of tone marks in writing the English transliterated loanwords on Twitter, however, was opposite to regulations set by the Royal Institute of Thailand in five major categories:

1. Addition of tone marks when they were not necessarily needed. An analysis showed that four types of tone marks were added.

1.1 *Addition of a low tone mark in words that needed no marks*. Seven misspelled words were found; (1) collection – คอลเล็กชัน written as “คอลเล็กชั่น” (2) series – ซีรีส์ written as “ซีรี่ส์” (3) application – แอปพลิเคชัน written as “แอปพลิเคชั่น” (4) version – เวอร์ชัน written as “เวอร์ชั่น” (5) caption –แคปชัน written as “แคปชั่น” (6) buffet – บุฟเฟต์ written as “บุฟเฟ่ต์” (7) lotion – โลชัน written as “โลชั่น”

It was found that low tone marks were added in the syllables beginning with low-class consonants such as ช ร ฟ and in the syllable “ชัน” written as “ชั่น” in four words. The addition of a low tone mark in the syllables beginning with low- class consonants made them have a falling tone. Adding a low tone mark in the word which needed no marks made the pronunciation of an English transliterated word relevant to its original one.

1.2 *Addition of a falling tone mark in words that needed no marks*. Twenty misspelled words were found; (1) countdown – เคานต์ดาวน์ written as “เค้าดาวน์” (2) lottery – ลอตเตอรี written as “ล้อตเตอรี่” (3) like – ไลก์ written as “ไล้ค์” (4) link – ลิงก์ written as “ลิ้งก์” (5) comment – คอมเมนต์ written as “คอมเม้นต์” (6) click – คลิก written as “คลิ้ก” (7) application – แอปพลิเคชัน written as “แอปพลิเคชั้น” size – ไซซ์ written as “ไซ้ต์” (9) version – เวอร์ชัน written as “เวอร์ชั้น” (10) shopping – ชอปปิง written as “ช้อปปิ้ง” (11) You Tube – ยูทูบ written as “ยูทู้บ” (12) print – ปรินต์ written as “ปริ้นต์” (13) apartment – อะพาร์ตเมนต์ written as “อะพาร์ตเม้นต์ (14) event – อีเวนต์ written as “อีเว้น” (15) moment – โมเมนต์ written as “โมเม้นท์” (16) cement – ซีเมนต์ written as “ซีเม้นต์” (17) chocolate – ช็อกโกแลต written as “ช็อกโกแล้ต” (18) rating – เรตติง written as “เรตติ้ง” (19) set – เซต written as “เซ้ต” and (20) bowling – โบว์ลิง written as “โบว์ลิ้ง”

The addition of a falling tone mark in words that needed no marks was found in seventeen syllables beginning with low-class consonants. The falling tone mark, when added in the said syllables, would change their falling tone to high tone in pronunciation such as “เม้นต์” in “คอมเม้นต์”, “เว้นต์” in “อีเว้นต์” or “ทู้บ” in “ยูทู้บ”.

The syllables beginning with mid-class consonants, when a falling tone mark was added, were pronounced with a falling tone. It was found in three syllables; “ปิ้ง” in “ชอปปิ้ง”, “ปริ้นท์” และ “ติ้ง” in “เรตติ้ง”. In adding a falling tone mark in writing English transliterated loanwords, it was found that sixteen syllables still maintained their original pronunciations while the pronunciations of other four syllables were changed. The word “ปริ้นท์”, had a falling tone mark when its written form was considered, but its correct pronunciation in speaking was a high tone. The words “โบว์ลิ้งค์”, “แอปพลิเคชั้น” and “เวอร์ชั้น” were normally pronounced with a falling tone in the last syllables (“ลิ้งค์” “ชั้น”). When a falling tone mark was added in each of them, it was pronounced with a high tone. This happened because of confusion in using a written form: a falling tone mark in a syllable beginning with a low-class consonant was pronounced with a high tone.

Another observation was that the addition of a falling tone mark in the syllable that did not change its tone. It was found in syllables beginning with low-class consonants and dead syllables with short vowel sounds such as “คลิ้ก”. There was no need to add a falling tone mark in this word because it was pronounced with a falling tone naturally.

1.3 *Addition of a high tone mark in words that needed no marks*. Seventeen misspelled words were found; (1) lottery – ลอตเตอรี written as “ล๊อตเตอรี่” (2) like – ไลก์ written as “ไล๊ค์” (3) link – ลิงก์ written as “ลิ๊งก์” (4) comment – คอมเมนต์ written as “คอมเม๊นต์” (5) click – คลิก written as “คลิ๊ก” (6) shopping – ชอปปิง written as “ช๊อปปิง” (7) charge – ชาร์จ written as “ช๊าต” (8) fast food – ฟาสต์ฟูด written as “ฟาสต์ฟู๊ด” (9) spec – สเปก written as “สเป๊ก” (10) You Tube – ยูทูบ written as “ยูทู๊บ” (11) print – ปรินต์ written as “ปริ๊น” (12) caption – แคปชัน written as “แค๊ปชั่น” (13) moment – โมเมนต์ written as

"โมเม๊น" (14) battery – แบตเตอรี written as "แบ๊ตเตอร์รี่" (15) fax – แฟกซ์ written as "แฟ๊กซ์" (16) locket – ล็อกเกต written as "ล็อกเก๊ต" (17) jackpot – แจ็กพอต written as "แจ็กพ๊อต"

The addition of a high tone mark in English loanwords that needed no marks was found in twelve syllables beginning with low-class consonants and seven syllables beginning with mid-class consonants. The addition of a high tone mark in a word / syllable related to the regulations of English transliterated word pronunciation in the following ways; 1) It guided that a particular syllable needed a high tone pronunciation. The word "ปริ๊น", for example, would be pronounced with a high tone which was relevant to its original pronunciation. The words "ไล๊ค์" and "ลิ๊งก์", spelt with low-class consonants at the beginning, should be spelt with a falling tone mark to keep its originally high tone. The use of high tone mark, although it seemed relevant to its the original pronunciation, did not follow the regulations regarding tone marks for low– class consonants. 2) It helped keep the vowel sound relevant to its original pronunciation. When a high tone mark was added to a particular syllable, the vowel sound of that syllable would be shorter like in the words "ล๊อตเตอรี่", "คอมเม๊นต์" etc. Furthermore, the analysis revealed that the addition of a high tone mark caused irrelevant tone problem. The word "แฟ๊กซ์", for example, pronounced with a low tone, was pronounced with a high tone when a high tone mark was added.

1.4 *Addition of a vowel shortening mark in words that needed no marks.* Twelve misspelt words were found; (1) lottery – ลอตเตอรี่ written as "ล็อตเตอรี่", (2) comment – คอมเมนต์ written as "คอมเม็นต์", (3) shopping – ชอปปิง written as "ช็อปปิง", (4) spec – สเปก written as "สเป็ก", (5) event – อีเวนต์ written as "อีเว็นต์", (6) battery – แบตเตอรี่ written as "แบ็ตเตอรี่", (7) chocolate – ช็อกโกแลต written as "ช็อกโกแล็ต", (8) fax – แฟกซ์ written as "แฟ็กซ์", (9) locket – ล็อกเกต written as "ล็อกเก็ต", (10) set – เซต written as "เซ็ต", (11) jackpot – แจ็กพอต written as "แจ็กพ็อต", (12) packet – แพ็กเกจ written as "แพ็กเก็จ".

The addition of a vowel shortening mark in English loanwords, that was not relevant to the regulations set by the Royal Institute of Thailand, was to indicate a short-vowel sound syllable. Twelve misspelt syllables were found. The evidence showed that Twitter users tried to make the vowel sounds short and relevant to their original pronunciations.

The addition of a vowel shortening mark to make the tone relevant to its original pronunciation was found in six loanwords; "ล็อตเตอรี่" "ช็อปปิง" "แบ็ตเตอรี่" "ช็อกโกแล็ต" "เซ็ต" and "แพ็กเก็จ". The addition of a vowel shortening mark to make the tone irrelevant to its original pronunciation was found in six syllables; "คอมเม็นต์" "สเป็ก" "อีเว็นต์" "แฟ็กซ์" "ล็อกเก็ต" and "แจ็กพ็อต"

2. Absence of tone marks in words requiring a low tone mark

A low tone mark was needed in writing some English loanwords. Without the low tone mark the word/syllable was considered irrelevant to the regulations. In this study, three words were found misspelt; (1) strawberry – สตรอว์เบอรี่ written as “สตอเบอรี” (2) lottery – ลอตเตอรี่ written as “ลอตเตอรี” and (3) taxi – แท็กซี่ written as “แท็กซี”.

The absence of low tone marks in these three words made their pronunciations different from the original ones. These words were pronounced with a low tone: without the low tone marks they were incorrectly pronounced with a mid tone. It was possible that Twitter users were confused with the regulations which stated that no tone marks were needed in writing English transliterated loanwords.

3. Addition of other tone marks in words requiring a falling tone mark.

Two types of addition mistakes were found.

3.1 *Absence of tone marks in words requiring a falling tone mark*. Four words were found; (1) shirt – เชิ้ต written as “เชิต” (2) mask – แม้ส written as “แมส” (3) seafood – ซีฟู้ด written as “ซีฟูด” and single – ซิงเกิ้ล written as “ซิงเกิล”.

Failing to add a falling tone mark in each of them made their pronunciations different from the original ones. The word เชิ้ต, for example, was a dead syllable with long vowel sound, was pronounced with a high tone. Without a high tone mark it was pronounced with a falling tone. It was possible that Twitter users got confused with the regulations stating that no tone marks were needed in writing English transliterated loanwords.

3.2 *Addition of a high tone mark in words that needed a falling tone mark*. Five words were found; (1) notebook – โน้ตบุ๊ก written as “โน๊ตบุ๊ค”, (2) copy – ก๊อปปี้ written as “ก๊อปปี๊”, (3) shirt – เชิ้ต written as “เชิ๊ต”, (4) seafood – ซีฟู้ด written as “ซีฟู๊ด”, (5) code – โค้ด written as “โค๊ต”.

The addition of a high tone mark in words that needed a falling tone mark reflected confusion with the use of tone marks in dead syllables beginning with low-class consonants such as in “โน้ตบุ๊ค” written as “โน๊ตบุ๊ค”.The accurate way of writing was using a falling tone mark in such syllables so that they would be pronounced with a high tone. The twitter users added a high tone mark, making them irrelevant to the regulations. However, it could be pronounced with a correct high tone. The addition of a high tone mark in the syllable with the mid-class consonant such as “ปี๊” in “ก๊อปปี๊” made that syllable have a high tone. In contrast, the correct pronunciation of this syllable was a falling tone, making it irrelevant to the original pronunciation.

4. Addition of other tone marks in words requiring a high tone mark.

Three types of addition were found.

4.1 *Absence of tone marks in words requiring a high tone mark*. Three words were found: (1) gang – แก๊ง written as “แกงค์”, (2) plug – ปลั๊ก written as “ปลัก”, and (3) steak – สเต๊ก written as “สเตก”. These three words had mid-class consonants at the beginning. Their tone marks were relevant to the tones. When the high tone marks were not added, their pronunciation would be different from the correct tone. The word "แก๊ง", for example, had a high tone whereas the word "แกงค์" had a mid tone and its homophone was the word "แกง" meaning a kind of Thai food.

4.2 *Addition of a falling tone mark in words requiring a high tone mark*. Five words were found; (1) notebook – โน้ตบุ๊ก written as "โน๊ตบุ้ก", (2) gang – แก๊ง written as "แก้งค์", (3) E-book – อีบุ๊ก written as "อีบุ้ก", (4) boxer – บ๊อกเซอร์ written as "บ้อกเซอ, and (5) plug – ปลั๊ก written as "ปลั้ก".

All five words had a high tone mark and mid-class consonants. Thus, their tone marks were relevant to the tones. When the high tone mark was added, their pronunciation would be different from the correct tone. The word "แก๊ง", for example, was pronounced with a high tone while the word "แก้งค์" was pronounced with a falling tone. The wrong use of a falling tone mark in the word that needed a high tone mark reflected confusion with the uses of falling and high tone marks.

4.3 *Addition of a vowel shortening mark in words requiring a high tone mark*. Two words: were found; (1) copy – ก๊อปปี้ written as "ก็อปปี้" and (2) boxer – บ๊อกเซอร์ written as "บ็อกเซอร์". The vowel shortening mark was used to shorten the vowel sound of the syllable. However, when it was used with a dead syllable beginning with a low-class consonant, the syllable would be pronounced with a high tone. The data above showed the use of a vowel shortening mark in a dead syllable beginning with a low-class consonant like "ก็อปปี้" and "บ็อกเซอร์". Both "ก็อป" and "บ็อก" had short vowel sound and they were pronounced with low tone. This made their pronunciation irrelevant to the regulations.

5. Addition of tone marks in words requiring a vowel shortening mark

Two types of addition were found.

5.1 *Addition of a falling tone mark in words requiring a vowel shortening mark*. Twelve words were found; (1) collection – คอลเล็กชัน written as "คอลเล้กชั่น", (2) Internet – อินเทอร์เน็ต written as "อินเทอเน้ต", (3) network – เน็ตเวิร์ก written as "เน้ตเวิร์ก", (4) electronics – อีเล็กทรอนิกส์ written as "อีเล้กทรอนิก", (5) entrance – เอ็นทรานซ์ written as "เอ้นทราน", (6) check in – เช็กอิน written as "เช้กอิน", (7) tent – เต็นท์ written as "เต้นท์", (8) tag – แท็ก written as "แท้ก", (9) inbox – อินบ็อก written as "อินบ้อก", (10) log in – ล็อกอิน written as "ล้อกอิน", (11) taxi – แท็กซี่ written as "แท้กซี่", (12) chocolate - ช็อกโกแลต written as "ช้อกโกแลต"

The addition of a falling tone mark in words requiring a vowel shortening mark was found in dead syllables beginning with a low-class consonant. As stated in the regulations a vowel shortening mark would make the syllable have a high tone and short vowel sound without adding such tone mark. However, it was found that falling tone marks were added in the syllables while they were pronounced with a high tone and long vowel sound. This was irrelevant to the regulations. For example, syllable “เล็ก” in “คอลเล็กชัน” written as “คอลเล้กชั่น” had a high tone and long vowel sound.

For the syllable beginning with a mid-class consonant, when a falling tone mark was added, the tone was high and irrelevant to the regulations. The syllable “เต็นท์”, written as “เต้นท์”, was normally pronounced with a high tone. In English loanwords writing, based on the regulations, a vowel shortening mark is used but the tone was changed to mid tone. When the falling tone mark was added, it was pronounced with a falling tone which was irrelevant to its original one.

5.2 *Addition of a high tone mark in words requiring a vowel shortening mark*. Twelve words were found; (1) collection – คอลเล็กชัน written as “คอลเล๊กชั่น”, (2) check in – เช็กอิน written as “เช๊กอิน”, (3) tent – เต็นท์ written as “เต๊นท์”, (4) tag – แท็ก written as “แท๊ก”, (5) inbox – อินบ็อก written as “อินบ๊อก”, (6) log in – ล็อกอิน written as “ล๊อกอิน”, (7) taxi – แท็กซี่ written as “แท๊กซี่”, (8) chocolate - ช็อกโกแลต written as “ช๊อกโกแลต”, (9) Block-บล็อก written as “บล็อก” (10) Shock-ช็อก written as “ช๊อก” (11) Locket-ล็อกเกต written as “ล๊อกเก็ต” และ (12) Package-แพ็กเกจ written as “แพ๊กเก็จ”

The addition of a high tone mark in words requiring a vowel shortening mark was done to maintain the original high tone of the word. It was found that the only one word, “เต็นท์” written as “เต๊นท์”, was written with the mid-class consonant which made the high tone relevant to the regulations. It was also found that the word “บล็อก”, written as “บล๊อก, beginning with a / bl / cluster sound that never appeared in the phonological system of the Thai language. This word should be pronounced with a low tone, but its correct tone was a high tone. So, the word was spelt with a high tone mark to maintain its correct pronunciation. Other words that began with low-class consonants and a vowel shortening mark could be pronounced correctly with their original tones. There was no need to replace a vowel shortening mark with a high tone mark in such words that caused inaccurate pronunciation.

The addition of tone marks irrelevant to the regulations was displayed in Table 1.

Table 1: The addition of tone marks irrelevant to the regulations prescribed by The Royal Institute of Thailand in Twitter

Relevant to Regulations	**Transliterated word without tone marks**		**Transliterated word with LTM**		**Transliterated word with FTM**		**Transliterated word with HTM**		**Transliterated word with VSM**		**Total**	
Irrelevant to regulations	**number**	**%**	**number**	**%**	**number**	**%**	**number**	**%**	**number**	**%**	**number**	**%**
Absence of tone marks	0	0.00	2,958	2.97	2,643	2.65	2,051	2.06	0	0.00	7,652	7.68
Addition of LTM	17,537	17.61	0	0.00	0	0.00	0	0.00	0	0.00	17,537	17.61
Addition of FTM	23,883	23.99	0	0.00	0	0.00	3,007	3.02	5,268	5.29	**32,158**	**32.30**
Addition of HTM	11,742	11.79	0	0.00	6,014	6.04	0	0.00	9,183	9.22	**26,939**	**27.05**
Addition of VSM	11,633	11.68	0	0.00	0	0.00	3,654	3.67	0	0.00	15,287	15.35
Total	**64,795**	**65.07**	2,958	2.97	8,657	8.69	8,712	8.75	**14,451**	**14.51**	99,573	100.00

*LTM (low tone mark), FTM (falling tone mark), HTM (high tone mark) and VSM (vowel shortening mark)

Table 1 displayed ways in adding tone marks that were not relevant to the regulations. The highest percentage, 65.07, fell on the addition of tone marks in English transliterated loanwords that needed no tone marks, followed by the addition of various tone marks in words that needed a vowel shortening mark, 14.15%, the addition of other tone marks in words that needed high and falling tone marks, 8.75% and 8.65% respectively. The lowest percentage, 2.97%, fell on absence of tone marks in words that needed a low tone mark. The addition of tone marks in words that needed no tone marks was found most. The regulations stated that no tone marks were needed for English transliterated loanwords, but Twitter users still added many of them in writing. The main reason in adding tone marks was to make tones relevant to correct sounds in pronunciation. In opposition, no tone marks were added in words that needed them. These problems were possibly caused by confusion with the regulations.

5. Discussion and Conclusion

The analytical study of English transliterated loanwords on Twitter in the years 2017 and 2018 was based on regulations prescribed by the Royal Institute of Thailand. Five major mistakes regarding the use of tone marks were found. 1) Addition of tone marks in words that needed no tone marks. This kind of mistake was found most. Writing English transliterated loanwords without adding tone marks could make the sound irrelevant to their original tones. To maintain accuracy Twitter users then added tone marks which included low tone mark, falling tone mark, high tone mark, and vowel shortening mark. This reflected their attempts in writing words relevant to their correct pronunciations. 2) Absence of tone marks in words requiring a low tone mark. This kind of mistake was rarely found. 3). Addition of other tone marks in words requiring a falling tone mark. Two types of mistake were found; 3.1) absence of tone marks and, 3.2) addition of a high tone mark. 4) Addition of other tone marks in words requiring a high tone mark. The words that required a high tone mark were classified into three groups; 4.1) absence of tone marks, 4.2) addition of a falling tone mark and 4.3) addition of a vowel shortening mark. The results reported in numbers 2 and 3 above disclosed confusion with the use of a high tone mark and a falling tone mark, especially in the words beginning with low-class consonants whose form and sound of the tome mark were not relevant. That is, the low tone mark had a falling tone and the falling tone mark had a high tone causing misuse of falling and high tone marks. 5) Addition of other tone marks in words requiring a vowel shortening mark. Two types of mistakes were found; 5.1) addition of a falling tone mark in the words and 5.2) addition of a high tone mark in the words.

Apart from confusion with the use of falling and high tone marks, the use of a vowel shortening mark with a dead syllable, short vowel sound, beginning with low class consonants. The tone of such word was naturally high although no high tone mark was added. This caused confusion with the use of a high tone mark and a vowel shortening mark. However, words with vowel shortening marks would have high tone, but the short vowel sound of the word could be pronounced like long vowel sound. In words beginning with low-class consonants, a high tone was marked with a falling tone mark. So, the word pronounced with a high tone could be written with a falling tone mark following the regulations in using tone marks with low-class consonants. This research illustrated attempts in writing transliterated words that were relevant to their correct pronunciations by adding tone marks or a vowel shortening mark instead of no marks. This helped readers pronounce the words with correct tones.

However, there were confusions with the use of tone marks and inaccuracy of pronunciation. The lack of standard regulations for transliterated words writing did not occur only in Thai language, but also in other languages such as Laotian language. It was reported that English transliterated words writing in Laotian language was unsystematic causing different ways of writing. This was because of rapid introduction of English in Laotian society (Unthanon and Chanthao, 2017). There were various ways of tone marks writing for English transliterated words on Twitter and the practice was found irrelevant to regulations prescribed by the Royal Institute of Thailand.

Although it is difficult to readjust the regulations prescribed by the Royal Institute of Thailand to provide clearer guidelines for English transliterated words writing (Nacaskul, 1979), the use of too broad regulations that cause irrelevance of sounds and their original pronunciations lead to confusion, variation of inaccurate writing and lack of system. The results of this study provide evidences that reflect problems in writing English transliterated loanwords, especially in the use of tone marks. It is suggested that clearer and more precise regulations be prescribed to help reduce confusion in writing English transliterated loanwords in the future.

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Invitation to Reduce Stress in Adolescents: Rethinking Sex Education Interdisciplinarily

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Abstract

I propose that cultivating charisma should be one of the sex education's aims. I shall defend against four arguments: (1) most students are naturally charismatic enough to eventually participate in mating without school's help. I argue that many actually seek unreliable helps from peers, mass media, internet forum, life coach, etc. We therefore should equip them with better resources. (2) Official teaching is either mass conformity or indoctrination. I argue that the aforementioned unreliable helps actually encourage conformity while new sex education encourage individuality. (3) It is not the school's place to intervene. I argue that school cannot actually be neutral about sex education. Even topics selection signal school's position. (4) Many schools cannot cope with such demand. I argue that this sex education is more demanding, but still manageable. Still, I confess that my abstract idea demands rigorous articulation and development from across subject fields. I thusly end the paper with an invitation for us to come together to design a better sex education.

Keywords: sex education, love, happiness

1. Introduction

"Hey," another hopeless text message. She will not reply. He knew it. He sent it despite this knowledge because he does not know any other way.

I shall argue that cultivating charisma should be one of the sex education's aims. However, even an abstract model demands an interdisciplinary approach so I present this paper as an invitation to my colleagues to collaborate on this project with me. (I use the term charisma here to denote characteristics that are *prima facie* helpful to bring about a sexual encounter.)

2. Arguments

2.1 Natural Charisma (or sexual encounter is given.)

Many assume that most students are naturally charismatic enough to have a sexual encounter without school's help. In other words, sexual encounter is given for most people. For them, the point of sex education is teaching narrow ethics -- what is the right thing to do to be considered morally good (Archard, 1998, 2003;

Corngold, 2013; McAvoy, 2013; Thomson, 1997). I shall oppose this to a wide ethics – what is the right thing to do, all things considered.

While this assumption is understandable, it is ultimately problematic. I do not deny the importance of narrow ethics or social-medical teaching in sex education, but some students will struggle to even get a sexual encounter (if they get it at all.) Through this struggle, many students will have to rely on unreliable sources such as peers, mass media, life coach, etc. Actually, some narrow ethicists themselves accept that there is such demand, and school is a much more reliable source for sex education than these sources (Archard 1997, 2003; Corngold, 2013).

Their mistakes, however, are the narrowness of their conception. They take sex education to be a matter of single discipline (health education) and they assume that there is no need to address charisma even though it is probably the most pressing concern for students themselves. This is what Morris calls saviour-missionary model, looking at the problem from up above (2006).

Even if this is not the most pressing issue, it is difficult to deny that some students worry about it. In fact, I shall simply assume that this worry exists. I shall only argue that it is better for school to address this worry.

Some may be concerned however that cultivating charisma should not be school's duty. I shall address this concern in the next section.

2.2 Not School's Place

Some may argue that it is not the school's place to teach such thing. schools should teach only what is academically important, or at most, what is important to lead a good life. I shall argue on three fronts here: firstly, cultivating charisma can be academically powerful. Secondly, cultivating charisma can help students lead better lives. Thirdly, school is actually the best available option for cultivating charisma.

2.2.1 Academically Powerful

My model of sex education is rather interdisciplinary. As I have implied above, I believe that it is a mistake to confine sex education within health education. My model will teach sex education through the natural sciences, social sciences, art, language, physical education, health education etc. Keep in mind that this is only a preliminary model though.

Natural science teacher may initiate a debate on the ontology of beauty with social science teacher, art teacher, and language teacher. Natural science teacher may try to explain beauty through evolution while social science teacher history of power. Language teachers may help students explore various beauty ideals through numerous literature. Art teacher may then teach students to paint their ideal beauty while health education teacher discuss with them whether their ideal is realistic or simply harmfully implausible. After that, physical education teacher will educate students on how to get closer to their ideal body. They may be accompanied by natural science teacher and health education teacher to explain the nature of muscle, body fat, diet etc.; as well as exercise.

This is surely academically powerful. Students get to learn evolution, history, literature, painting, biology, chemistry, etc. in a way that they can see their practical usages.

Schools do not even have to incorporate such holistic curriculum. It can be a much smaller project such as a workshop to help students craft better text messages. A collaboration between social science teacher and language teacher. The first explains available empirical research on text message and the latter helps students think creatively.

In fact, it does not even have to be interdisciplinary. A social science teacher may simply train students to observe the commonality between various charismatic people. An art teacher can work with each student to come up with a dressing style that is suitable for how each of them want to be perceived.

Nevertheless, some will surely question whether it is the school's duty to teach students in such manner? "Yes, it is sufficiently academic and it is interesting," they argue, "but it is needlessly difficult, so we should just stick to what has been proven adequate." I shall address this in the next section.

2.2.2 Charisma and Good Life

Cultivating charisma help students lead prima facie better lives. This is prima facie obvious. A good art teacher can help students come up with not only good style for them as a teenager, but also an adequate framework for them to develop a good style for themselves later in life. This will help them dress well and confidently in important occasions. A good language teacher can help students speak well not only in romantic pursuit but in any negotiation. In other words, most people will be better off with such resources.

I cannot think of a good argument against this aside from the practical one, namely, my aim and my pedagogy do not go hand in hand. This is plausible, which is why I am inviting my colleagues to help me align my pedagogy with my aim.

Nonetheless, one can argue that cultivating charisma is beyond school's duty and should remain so. While it is prima face true that school should help students lead good lives, it is not true that the school should do everything to help students lead good lives. Division of labour is commonsense after all.

2.2.3 Best Option

I however, argue that we should see cultivating charisma as school's duty on the ground that it is the best available option. At least some students demand such cultivation, and they will most likely get it no matter what school does. Some students will be educated by their peers, mass media, life coach, etc. These sources are unreliable at best (Archard, 1998; Corngold, 2013). Arguing that teenagers should not spend time in school learning how to be better at flirting is a misconception here. They will learn it regardless of our opinion. Unfortunately, most students are less prudent than most teachers so peers' recommendations are generally less prudent. It is much safer for the trained to dole out advices.

This is not to say that expert cannot be wrong or unreliable sources cannot be right. In fact, my version of sex education will take these unreliable sources seriously. For instance, a language teacher and health education teacher may help students learn the tools to distinguish between toxic relationships and the healthy ones in films.

My reader may interject along the line of liberal principle of neutrality (Archard, 1988), "fine, it is indeed better for adults to teach such things but it would be much better for parents to teach them. Teachers should have no authority in such personal space."

That is a beautiful question, but I concur with Thomson here. It is difficult for parents to understand the new generation (1997). They usually know only a handful of them in a bias manner. It is unreasonable to expect them to keep up with what is fashionable, how teenagers flirt etc. They may be able to provide some general advices but teacher, in my version of sex education, is in a much better position. Each teacher is only expected to keep up to date with aspects that are relevant to their duty. Language teacher does not have to know how to dress well as a teenager for instance.

In other words, it actually makes more sense to expect teachers to be good mentors on cultivating charisma than peers and parents.

Therefore, school is actually the best available place to cultivate charisma for most teenagers.

Is my sex education an indoctrination though?

2.3 Indoctrination

Many will argue that my sex education is an indoctrination or at the very least mass conformity. I shall defend against this on two grounds: sex education should not be completely impartial, and my version is actually less conforming than the present one.

2.3.1 Impartiality

It is taken for granted by most working in the field that sex education should not use the so-called factual model (Thomson, 1997). The factual model believes that the point of sex education is to give students accurate information about sex. This is inadequate on many fronts.

Firstly, most people believe that sex is more than what the model can offer. Some religion holds that sex must be accompanied by love while many people believe that sex is simply a pleasurable activity of self-expression (Archard, 2003). Notice that both opposing views see that sex has an evaluative aspect as well as factual.

Furthermore, factual model distorts sex to be more mechanical than it supposes to be. This will either be dismissed or accepted by students. Both are not desirable (Corngold, 2013). Most would be horrified if a teacher teaches students that non-consensual sex is as good as consensual one since it is all mechanical anyway. This brings us to my next point.

Most people hold something regarding sex sacrosanct, beyond approach. Most will be horrified if paedophilia is taught merely as something illegal. Many will argue that it is our duty to condemn such act. To teach in sex education in amoral manner is problematic at best (Lamb, 1997; Reiss, 1995; Spiecker, 1992;).

Some of my readers will raise the so-called liberal principle of neutrality, the state should not interfere with citizen's conception of good (Archard, 1998). I concur with Corngold (2003) here that empty critical thinking is undesirable. By empty critical thinking, I mean treating every positions to be equally tenable. It is undesirable because it will inspire many students to lose faith in reasoning itself. It may render them naive relativist (e.g. it's depend on your value) apathetic (e.g. who cares?) cynic (e.g. whatever benefit me the most is right) or appeal to false authority (e.g. my teacher said so).

2.3.2 Less Conforming

This may sound absurd. How can formalising sex education be less conforming than the current free exploration?

Currently, school pretends to let students freely cultivate charisma on their own. This is not actually the case. Schools may not interfere with the conception let alone cultivation of charisma, but tudents are educated by other mentioned sources. Therefore, students do not freely learn how to be more charismatic on their own.

My sex education is different from the unreliable sources because it is not only critically examined by experts, but it is also tailor-made for each student. There are generic parts, of course. But careful readers will notice that many activities will be an activity between individual student and their teacher. My language teacher does not formulate a standard text message for students. They help each student come up with a better text message than "Hey." My art teacher does not give a commandment on how to dress well. They may even help students challenge such commandment from fashion magazines and social media. They will certainly do not let students believe that the only way for them to be attractive is to be a replica of celebrity.

2.4 Beyond School's Capacity

It is prima facie true that my conception is too idealistic than most schools can cope with. However, we must be careful about its implication. It does not imply that we should do nothing. I have not argued this conception of sex education descriptively. I have argued it normatively. My point is that it is better if we attempt to the best of our ability. My point is that it is better if we make it one of the aims.

A more interesting objection is that even the best realistic ideal school cannot accomplish such. Let us explore this possibility.

Enacting my pedagogy will require most teachers to do something they are not trained to do. Most art teachers are not famous for their fashion sense. Most Thai language teachers are not known to write significantly better than most teachers. I seem to ask for something they cannot give.

This is indeed the tragedy of our education. Teachers are taught something so far remove from everyday life they struggle to prove the worth of what they are teaching. However, if math teachers do not generally play stock better than most people, then we should question their quality control or usefulness. This is also true for my sex education. It is noteworthy, however that being able to and actually doing it is completely two different things. An art teacher may be able to study fashion better than most, but opt to not care about it. I have no qualm with such choice. My focus is on capacity.

In short, we should reexamine our school system and teacher training if most language teachers cannot even train to compose better love confession.

3. Conclusion

I have argued that we should implement cultivating charisma as part of school's sex education. While my reasoning is certainly not ironclad, I hope that the general vision is attractive enough for my readers to endorse it. The problem we now face however is the actual pedagogy.

How much time, for instance, should we spend on academic side rather than practical side? While discussing ontology of beauty should be engaging enough, should we really teach it or should we instead simply state in one minute how each society has its own conception of beauty? Is reading poetry, helpful for composing text message? Why? These are not the questions I can answer alone.

This is a collaborative project. I therefore invite you to join me in this research for the next generations to come.

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A Comparison of Saw-sam-sai Playing Techniques and Violin

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Abstract

This ethnomusicological research focused on a comparison of saw-sam-sai playing techniques and the violin. Field data were gathered from three specialists of saw-sam-sai (three stringed fiddle) and study the music obtained from field studies. Saw-sam-sai is a traditional spike fiddle of Thailand. There is evidence showing that the instrument was used since the Sukhothai period; it was assumed that it was called "Saw-phung taw" during that time. Past researches and ancient texts suggested that it was considered a noble instrument used in the royal court for lulling and ceremonial instrumental performances, with three strings and a separate bow from the instrument as well as the Western bowed string instruments. The purpose of the study is to find out the musical structures and the technique of playing the fiddle for dissemination and application of knowledge in Thai music and Western music in the future, considering as a way to preserve and develop Thai music. Musical study consisting of original Thai songs in the Ayutthaya period. Music analysis according to Western music theory and using the instrumental technique to compare with the instrumental technique of the violin, a western string instrument. The study indicated that both major hexatonic scale and minor hexatonic scale were used in the songs. The melodic contour was conjunctive and disjunctive with parlando – rubato rhythm. There were twenty-four instrumental techniques used in comparison with violin, divided into eleven bowing techniques and thirteen fingering techniques.

Keywords: Saw sam sai, Thai music, Thai fiddle, Technique

1. Background of the study

Saw-sam-sai is a traditional spike fiddle of Thailand. There is evidence showing that the instrument was used since the Sukhothai period, assuming that it was the same as the "Saw-phung taw" during that time. The instrument is considered as a noble instrument used in the royal court for lulling and ceremonial instrumental performances. (Royal Institute, 2011) , The instrument has three strings and a separate bow from the instrument similar to a Western bowed string instruments. Panya

Rungraung (2014) described that according to the evidence in the Triphum Phra Ruang book that the "Saw-phung taw" is also known as the "Saw–sam-sai", a musical instrument that plays with the ensemble called "khub-mai" which consisted of the saw-sam -sai, four-stringed lute (krajub-pi), castanets (krub-haung) and vocal. Anant Narkkong (2007) described that the "khub-mai" (music ensemble) was believed to be the oldest band in the Thai traditional music for lulling and usage in royal ceremonies since the Sukhothai period.

Historical evidence shows that saw- sam- sai is a noble musical instrument used in the Thai royal court since the Sukhothai period as an important musical instrument in Thai music culture. The study of saw-sam-sai's music is considered important in the music education in Thailand. Since transmission of Thai music is mostly memorized, there is no recording or writing, therefore risking of it being lost over time. This study is one way of conserving important Thai songs and also to be a reference to disseminate and apply Thai traditional music for other non-Thai music enthusiast.

2. Objectives

1. To create knowledge and understanding of the saw-sam-sai's music which is an important musical instrument of the Thai royal court since the Sukhothai period. Saw- sam- sai is a noble musical instrument and represents an important identity in Thai music. A study of saw- sam- sai's music in Tuning systems, Music structures and instrumental techniques.

2. To find the technical relationship between the saw-sam-sai and the violin and to be able to apply instrumental techniques to each other for the benefit of contemporary music education in further study.

3. Methodology

The main source of data for this research lies in the fieldwork study and study of secondary data from books, textbooks and related documents. The collection of data includes gathering fieldwork data from 3 saw-sam-sai specialists and study the music. The field study is conducted by interviewing experts in saw-sam-sai which consists of recorded motion pictures, images, music recording and transcribed into a Western notation. The recorded Music is then analyzed according to Western music theory which consists of analysis of musical characteristics and comparative instrumental techniques between saw–sam-sai and Violin in Western music terminology, covering: 1. "Naga Boriphat" song, played by Professor Pongsilp Aroonrat 2. "Nok- kamin" song played by Ms.Siriphan Palakawong Na Ayudhya.

Structure

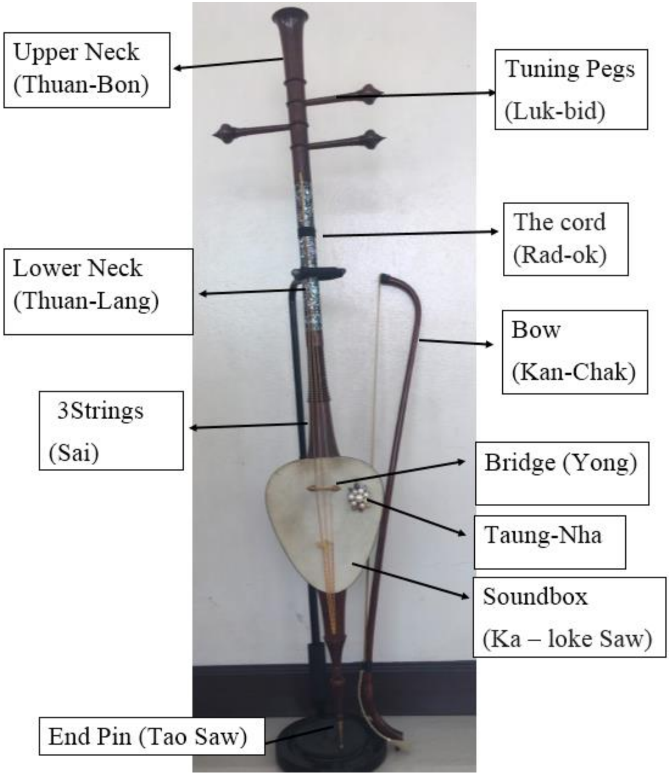


Figure 1: Saw-sam-sai's main structure

Tuning and Fingerings

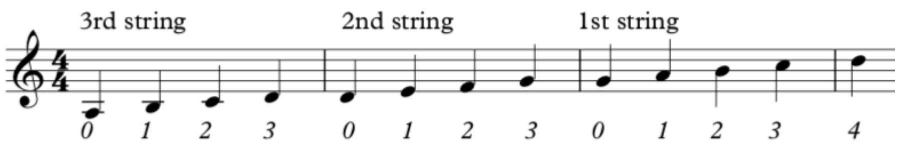
The Saw-sam-sai's tuning with the Thai recorder (Khlui-Piang-Au), consists of three strings, The 1st string (Sai-ek) with a high tone, The 2nd string (Sai-Klang) with a middle tone and The 3rd string (Sai-Tum) with a low tone (Phraya Phumisewin from Sangkhet Arts Center, 1994).

The 3rd string (Sai-Tum) consists of an open string (A), press the index finger (B), press the index finger and middle finger (C) and Press the index finger, middle finger and ring finger (D).

The 2nd string (Sai-Klang) consists of an open string (D), press the index finger (E), press the index finger and middle finger (F) and Press the index finger, middle finger and ring finger (G).

The 1st string (Sai-ek) consists of an open string (G), press the index finger (A), press the index finger and middle finger(B) , Press the index finger, middle finger and ring finger (C) and press Index finger, middle finger, ring finger and little finger (D).

As shown in the exsample



0 = open srting, 1=press index finger, 2=press index finger and middle finger on the string, 3= press index finger , middle finger and ring finger on the string and 4= press Index finger, middle finger, ring finger and little finger on the string.

***Estimated pitch of Thai music, c is estimated to be A (+50) to Bb of Western music** (measured in accordance with Western music standards A4 = 440 Hz)

For the left hand position, Place the thumb and index finger near the cord (Rad-ok) slightly around 1 inch lower, then bending the wrist down to the upper arm (almost 90 degrees) with the back of the hand to help the remaining three fingers to be beautifully arranged downwards and properly. (Uthit Nakasawat, 1980)

Music Analysis

นาคบริพัตร

ซอสามสายโดยอ.พงษ์ศิลป์ อรุณรัตน์

"**Naga Boriphat**" plays in a "Largo" tempo at a 2/4 meter and has a fixed rhythm (Tempo Guisto). The form of the song is in an Iterative form.

This song is in B Minor Hexatonic Scale. There are 6 notes in the scale. Without appearing the 6th note was G note. As shown in the example.

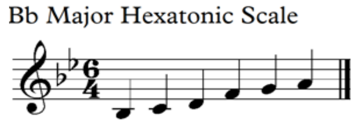
B Minor Hexatonic Scale

The appearance of the melodic contour is a conjunctive pattern. There is no skipping between the notes too wide.

Range in the song from F # 3 to note B4. As shown in the example.

“Nok- kamin” uses a “Largo” tempo at a 2/4 meter and had a Parlando - rubato rhythm (Freely).

This song is in Bb Major Hexatonic Scale. There are 6 notes in the scale. Without appearing the 4th note was Eb note. As shown in the example



The appearance of the melodic contour is a Disjunctive pattern and with the appearance of melodic contours (undulating), low-pitched sounds, alternating with high-pitched sounds in the beginning of the song.

Range in the song from F # 3 to note B4. As shown in the example.

4. Result

By analyzing the decoration of melodies (Ornamentation) in both songs, there were techniques that appear as follows.

-Using the technique of “Prome” which is similar to “Trill” on the violin which plays two notes alternately quickly. Trill is a quick play of two notes, switch quickly. Considered a kind of ornaments (Natchar Pancharoen, 2011). As symbol (tr).

-The technique of "Sa-Bud Niew" which is related to a "Mordent" on the violin which plays 3 notes alternately between the main notes followed by a note that is a pitch higher and comes back to the main note again. As symbol

-The next technique is "Rood-Siang" which is related to the "Glissando" on the violin. Which plays one note to another continuously without stopping the sound and the intervals between two notes are rather wide. As symbol (gliss.).

-The next technique called "Rood-niew" which is related to "Slide" on the violin. Which plays by moving your finger quickly from one position to another position without lifting your finger from string. A slide finger is the way to play a straightforward slide on one and the same finger (Stowell, R, 1992). This technique has a faster speed than playing Glissando and the distance between notes are closer.

-There is a double stops technique, which is considered to be a unique technique of playing saw- sam- sai. For violin, double stops technique must play by the exact feeling of the weight-balance factors of the bow, hand and arm (Galamian, I, 1985).

5. Discussion and Conclusion

The techniques of playing saw-sam-sai found in the songs performed by 2 experts comparing with the technique of violin playing into 2 main techniques; bowing and fingering is shown in the following table

Table 1: Bowing Technique

Saw-sam-sai	Violin
1. Kanchak nueng (quarter bow / single Bowing)	Detaché Bowing
2. Kanchak song (half bow /two notes slurred)	Slur Bowing
3. Kanchak-si (whole bow/ four notes slurred)	Legato Bowing
4. Kanchak-hok (whole and a half bow/six notes slurred)	Legato Bowing
5. Rua kanchak (play fast bow at the tip with same pitch)	Tremolo
6. Kanchak nam-laii (play many notes in one bow)	Legato Bowing
7. Kanchak ngu-loei (play crossing string in one bow)	Slur Crossing Strings
8. Playing two strings simultaneously	Double Stops
9. Kanchak sa-bud (play fast with separate bow)	Fast Detaché Bowing
10. Kanchak sa-ouk (play short notes in one bow)	Staccato , Slur Staccato Bowing
11. Khanchak-aeun (play as singing)	Cantabile

Table 2: Fingering Technique

Saw-sam-sai	Violin
1. Niew kong	Harmonic Note
2. Niew nak-sadung	Grace Note
3. Niew- chun	Perfect Fifth Double Stops (Playing separately)
4. Rood-niew.	Slide
5. Note "Sa-Bud"	Grace note
6. Sa-bud niew	Mordent (Upper Mordent)
7. Prome	Trill
8. Pra	Short Trill (not too fast)
9. Changing hand position	Shifting
10. Rood-siang or Niew-air	Glissando
11. Kaung-niew	Using finger instead of open string
12. Kraun-siang	Vibrato (slow type)
13. Niew- chang	Very Slow Vibrato

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English Major Students' Attitudes towards Reading English Short Stories Written by a Native Speaker and a Thai Author

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Abstract

Literature is an integral part of language learning. Literary works written by native speakers are the sole reading materials for English-major students in Thai universities, while Thai literature written in English is often overlooked. This study aimed to explore Thai English-major students' attitudes towards reading English short stories written by a native speaker and a local author in various aspects. Participants of this study were 35 English-major students taking English literature courses at Faculty of Liberal Arts, Prince of Songkla University. The instruments were (1) two short stories with comparable theme, linguistic complexity and length but in different cultural contexts – one written by an American and the other by a Thai author; (2) a questionnaire on the participants' attitudes towards the two stories. The findings shows that the participants had significantly better attitudes towards reading the Thai short story in terms of authenticity, ease of understanding, enjoyment, imagery, personal involvement, relevance ($p < 0.1$) and they also reported significantly more emotional reaction ($p < 0.5$). However, there was no significant difference in identification with characters, interest, motivation, preference and value. Implications for selecting reading materials for English literature class are discussed.

1. Background of the Study

Not until the past two decades, literature resurged in English class after having lost its significance in the audio-lingual era. Valuable authentic material, cultural enrichment, language enrichment and personal involvement are the main reasons for incorporating literature in English class (Collie & Slater, 1990). Nowadays, most of the literary texts used in English class are "native" English literature (Talib, 1992) in order to encourage students to know the origin of the language and its cultural aspects (McKay, 2003). However, the status of English in many countries has been shifted to global language (Graddol, 2006), it is not necessary for students to study the culture of the native speakers of English (McKay, 2004).

Pedagogically speaking, culture is an important factor in selecting materials for English class. According to Cortazzi and Jin (1999), three types of cultural information that can be used in language textbooks and materials comprise *target* culture, *source* culture and *international* culture. *Target* culture is the culture of a country where English is spoken as a first language. *Source* culture is the culture of the learners. *International* culture is a great variety of cultures in English-and non-English-speaking countries around the world. Materials based on *sourc*e culture have been used and reported by a large number of studies that they facilitated reading comprehension due to cultural familiarity (Alptekin, 2006; Carrell, 1987; Erten & Razi, 2009; Tavakoli, Shirinbakhsh, & Rezazadeh, 2012; Steffensen, Joag-Dev, & Anderson, 1979).

In addition, studies have been conducted to explore learner's attitudes towards *target* and *source* culture. Jabeen (2010) found that Pakistani students had negatives attitudes towards teaching *target* culture while Rafieyan (2013) found that a wide range of Iranian students had overall positive attitudes towards learning *target* culture. Rodliyah (2014) and Abbasian (2016) found that Indonesian English-major students and Iranian students showed positive attitudes towards *target* culture and *source* culture.

Unlike the above-mentioned studies which employed textbooks, Rezazadeh (2012) used a literary text such as a short story and found that Iranian students had negative attitudes towards the short story written by a native speaker of English and adapted into the culture of Iranian leaners, resulting in unauthenticity.

Rare research on student's attitudes to local literature in English has been conducted in Thailand where Thai readership of such texts almost does not exist because the emergent concept of local literature in English is unfamiliar to the majority of Thai teachers and learners (Watkhaolarm, 2005). More importantly, Thai teachers of English legitimize British and American English (Buripakdi, 2012) and prioritize those cultures (Boriboon, 2013; Methitham, 2009).

Most of the above-mentioned studies examined attitudes towards culture in non-literary texts out of Thai context. The present study investigated learners' attitudes towards reading literary texts of both *target* and *source* cultures.

2. Objective

This study aimed to investigate students' attitudes towards reading a literary text of *target* culture (culturally unfamiliar) and the other one based on *source* culture (culturally familiar). In particular, the research question addressed was:

What were Thai English-major students' attitudes towards reading English short stories written by a native speaker and a Thai author?

3. Methodology

3.1 Participants

The population was seventy third-year English major students of Prince of Songkla University who had taken *Introduction to English Literature* course. The students were exposed to poetry, short stories, novels and dramas; hence they were familiarized with reading literary texts extensively. Thirty-five students were selected as participants based on volunteer sampling method. All participants were exposed to two treatments, namely English short stories written by a native speaker and a Thai author.

3.2 Instruments

The main data collection instruments include two short stories and an attitude questionnaire.

3.2.1 Short stories

With its brevity, short stories are not as complicated as novels and suit any level of proficiency (Collie & Slater, 1987). Short stories usually portray cultural elements; therefore, they were selected as an instrument in this study. A Thai short story entitled *A Monastery Boy* was chosen from *It is the people of Thailand and other countries* collection originally written in English by Pira Sudham (2014), a Thai author who masters English language and his work is internationally acclaimed. He portrays the harshness of peasant life in Thailand.

An American short story entitled *A Bunch of Blueness* was chosen from *On a Darkling Plain* collection written by Betty Jean Tucker (2014). Its theme is similar to that of *A Monastery Boy*. The story is set in the Great Depression. Her stories are recognized by famous figures in American literature circle such as Martha Foley and William Carlos Williams.

There are several commonalities in both short stories. The main theme is poverty and several common aspects include abandonment, trouble, hope, escape, loss, impression, religious concepts, agriculture, doubt, gain and clash of ideas between old and young age.

It was found that both American and Thai short stories belong to the same grade level (Gunning Fox Index of 9.4 and 9.4), readability score (Flesch Reading Ease of 73 and 74.6) and linguistic complexity (4,191 and 4,342 words, 255 and 272 sentences, average of 4.2 and 4.3 characters per word, and average of 16.4 and 16 words per sentence).

3.2.2 Attitude questionnaire

An attitude questionnaire was employed to explore the participants' attitudes towards reading both short stories. A 5-likert scale questionnaire, ranging from 1 (strongly disagree) to 5 (strongly agree), consists of 23 items on the participants' attitudes towards the two short stories in different aspects, namely authenticity, ease of comprehension, emotional reaction, enjoyment, identification with characters, imagery/vividness, interest, personal involvement, motivation, preference, relevance and value. These aspects are suggested as criteria for selecting literary texts for English classes (Arens and Swaffar, 2000; Collie & Slater, 1990; Dupuy, 2000; Larsen and Laszlo, 1990; Maley, 1989; Schraw, Bruning, and Svoboda, 1995; and Swaffar, 1999).

3.3 Data Analysis

The data were obtained from the participants' attitudes towards reading the American and Thai short stories. Descriptive statistics was used to compare means and standard deviation. Wilcoxon signed-rank test was adopted to examine differences in the attitudes.

4. Result and discussion

After reading both short stories, the participants completed the attitude questionnaire.

Table 1: Participants' attitudes towards reading the short stories

Criteria	American short story		Thai short story in English		z	p-value
	$\bar{x}$	SD	$\bar{x}$	SD		
1. Authenticity						
I find the story very real.	3.14	0.69	4.09	0.85	-3.887[a]	0.000**
2. Ease of understanding						
The story helped me to learn English language.	4.26	0.70	4.20	0.76	-.707[c]	0.480
I could predict what is going to happen next almost correctly.	2.97	0.89	3.40	1.06	-2.777[b]	0.005**
I could guess meanings of difficult words without consulting a dictionary.	2.66	1.03	3.06	0.87	-2.304[b]	0.021*
Average	3.30	0.58	3.55	0.57	-2.677[a]	0.007**
3. Enjoyment						
I gained pleasure from reading the story.	3.43	0.65	3.54	0.74	-1.265[b]	0.206
I enjoyed reading the story.	3.17	0.86	3.51	0.92	-2.972[b]	0.003**
Average	3.30	0.62	3.53	0.70	-2.858[a]	0.004**

4. Imagery/vividness						
It was easy to picture the story in my head.	3.26	0.89	3.89	0.90	-3.458[b]	0.001**
Scenes from the story were so clear that I knew their smell, their touch, and their “feel”.	3.11	0.80	3.57	0.81	-2.980[b]	0.003**
Average	3.19	0.73	3.73	0.76	-3.772[a]	0.000**
5. Personal involvement						
I was drawn into the story.	3.21	0.77	3.50	0.75	-2.887[b]	0.004**
While reading, I was part of the story.	2.71	0.83	3.00	1.03	-2.236[b]	0.025*
Average	2.96	0.63	3.24	0.71	-2.908[a]	0.004**
6. Relevance						
What happened in the story was common in my society.	3.06	1.08	3.89	1.16	-3.055[b]	0.002**
The story is relevant to my life.	2.29	1.20	2.60	1.29	-1.821[b]	0.069
Average	2.67	0.98	3.24	0.96	-2.821[a]	0.005**
7. Emotional reaction						
I am emotionally involved in the story.	3.43	0.65	3.74	0.74	-2.129[b]	0.033*
8. Value						
The story is worth reading.	3.71	0.99	3.83	0.95	-.973[b]	0.331
I find the story important.	3.57	0.74	3.74	0.74	-1.428[b]	0.153
Average	3.64	0.74	3.79	0.76	-1.386[a]	0.166
9. Preference						
I liked this story a lot.	3.17	0.86	3.38	0.92	-1.830[b]	0.067
I want to read this kind of story more.	3.40	1.01	3.43	1.24	-.237[b]	0.813

Average	3.29	0.74	3.41	0.80	-1.152[a]	0.249
10. Motivation						
The story motivated me to read more.	3.34	0.87	3.54	0.89	-1.811[b]	0.070
When I finished reading the first part, I was enthusiastic to read the rest of the story.	3.14	0.91	3.23	0.88	-.775[b]	0.439
Average	3.24	0.76	3.39	0.75	-1.495[a]	0.135
11. Interest						
I would like to read another short story in the same collection.	3.11	0.93	3.26	1.01	-1.127[b]	0.260
I think my classmates would be interested in this story.	3.40	0.88	3.49	0.89	-1.000[b]	0.317
I would like to read stories similar to this one.	3.09	0.89	3.34	0.97	-1.245[b]	0.213
Average	3.20	0.71	3.36	0.76	-1.668[a]	0.095
12. Identification with character						
I felt close to the main character.	2.77	1.00	3.03	0.95	-1.806[a]	0.071
13. Overall attitude	**3.18**	**0.52**	**3.51**	**0.52**	**-3.955[b]**	**0.000**

** significant at 0.01

* significant at 0.05

The analysis shows that the participants had significantly better attitudes towards reading the Thai short story ($\bar{x}$ = 3.51, SD = 0.52, p < 0.01). Detailed analysis shows interesting differences. The table shows that the participants had significantly better attitudes towards reading the Thai short story in terms of *authenticity*, *ease of understanding*, *enjoyment*, *imagery*, *personal involvement*, *relevance* (p < 0.1) and they also report significantly more *emotional reaction* (p < 0.5). However, there is no significant difference in *identification with characters*, *interest*, *motivation*, *preference* and *value*.

Among the six aspects which the participants had significantly better attitudes when reading the Thai short story is *authenticity*. The Thai short story is found to be significantly more authentic than the American short story. This shows that, although literature is an authentic reading material in nature, readers may find culturally unfamiliar texts less authentic than culturally familiar ones.

Another aspect is *ease of understanding*. The Thai short story is significantly easier to understand than the American short story. This might be because its content is based on the participants' own culture while the latter is of a less familiar, more distant culture. Familiarity with cultural context of the text may facilitate the participants to guess the meaning of unknown words more effectively.

Regarding *enjoyment*, the participants found that the Thai short story was significantly more enjoyable than the American short story. With local cultural elements in the Thai short story, the participants might feel more engaged with the context of the text, therefore, they enjoyed more.

In terms of *imagery/vividness*, it was also found that the Thai short story was significantly more imagery-provoking than the American short story. The familiarity of setting, characters' behaviours and cultural circumstances of the Thai story might help the participants imagine the story more clearly.

For *personal involvement*, the participants were significantly more personally involved with the Thai short story. Culturally familiar text such as the Thai short story might cause the participants to feel more personally involved because such text portrays persons, events, places, and sociocultural relations with which the participants can identify themselves.

In terms of *relevance*, the Thai short story was found to be significantly more common in the participants' life. The setting of the Thai short story *A Monastery Boy* taking place in countryside may not be relevant to some participants' life, but it is relevant to their society as a whole.

As far as *emotional reaction* is concerned, the Thai short story seemed to arouse stronger feelings. This may be due to the sympathy towards familiar characters or events. The participants seemed to be more affected when reading a story that is related to their own national culture and were less emotional when the story is of a distant culture.

In sum, it appeared that cultural familiarity of the Thai short story helped the participants' reading at both cognitive level, i.e. ease of understanding and affective level, i.e. authenticity, enjoyment, imagery, personal involvement, relevance and emotional reaction. However, cultural familiarity did not seem to be related to *identification with characters*, *interest*, *motivation*, *preference* and *value*.

5. Conclusion

Based on the study's results, some pedagogical implications can be drawn. It was shown that local literature in English helped readers comprehend significantly better and gave more pleasure; hence it should be embedded into existing English literature class. Teachers should consider using culturally relevant texts to help students learn English literature and develop their reading competence with relative ease. This is in tandem with Mahoney's (1991) belief that students' world knowledge that students bring into contact with local literature would result in greater comprehension, which would also prompt greater interest and enjoyment.

Internationally recognized literary works of local authors who excel and write in English may serve as a canon of local English literature for teaching and learning. In this golden era of English as international language, in which *source* culture has an equally important role as *target* culture, teacher and learners should seize this opportunity to fully celebrate local traditions.

Future research is recommended and should look at different cultural contexts and different themes of short stories. The attitude questionnaire may include other areas of criteria for selecting literature for English class.

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สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
ที่ 4 / 2562
เรื่อง แต่งตั้งคณะกรรมการดำเนินงานโครงการประชุมวิชาการระดับนานาชาติทางศิลปศาสตร์ ครั้งที่ 2 (ICAA 2019)

เพื่อให้การดำเนินงานโครงการประชุมวิชาการระดับนานาชาติทางศิลปศาสตร์ ครั้งที่ 2 (ICAA 2019) ภายใต้หัวข้อ "Liberal Arts for Interdisciplinary Practice and Research" ในวันศุกร์ที่ 24 พฤษภาคม 2562 ณ สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบังเป็นไปด้วยความเรียบร้อยมีประสิทธิภาพและเกิดประโยชน์สูงสุด จึงขอแต่งตั้งคณะกรรมการดำเนินงานโครงการประชุมวิชาการระดับนานาชาติทางศิลปศาสตร์ ครั้งที่1 (ICAA 2018) ดังรายนามต่อไปนี้

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มีหน้าที่ วางแผน ควบคุม ประสานงานเตรียมความพร้อมด้านสถานที่จัดการบรรยาย สถานที่จัดเลี้ยง

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มีหน้าที่ เตรียมเอกสารเพื่อเบิกจ่ายตามหลักฐานการเบิกจ่าย และจัดเตรียมเอกสารหลักฐานต่าง ๆ ที่เกี่ยวข้องด้านการเงินให้เป็นไปตามหลักเกณฑ์และระเบียบที่กำหนด

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6. นางสาวชนันท์ธิพัฒน์	แจ่มศรี	กรรมการ
7. นางสาวดารณี	สลามเต๊ะ	กรรมการและเลขานุการ

มีหน้าที่ เตรียมความพร้อมอุปกรณ์สารสนเทศ จัดทำบัตรประจำตัวผู้นำเสนอ ผู้ดำเนินรายการ คณะทำงาน ใบประกาศนียบัตรผู้นำเสนอผลงาน จัดทำเอกสารเพื่อเผยแพร่การจัดประชุมให้บุคคลทั่วไปทราบก่อนการจัดประชุม ถ่ายภาพนิ่งในวันประชุม และเผยแพร่ภาพข่าวลงในเว็บไซต์

8. คณะกรรมการฝ่ายอาหาร

1. นางปราณี	นิลขาว	ประธานกรรมการ
2. อาจารย์ปฏิภาณ	บัณฑุรัตน์	กรรมการ
3. นางสาววิรัช	พุ่มเจริญ	กรรมการ
4. นางสาวสุจินดา	สุกใส	กรรมการ
5. นางสาวชนันท์ธิพัฒน์	แจ่มศรี	กรรมการ
6. นางสาวรัตนา	แสงจันทร์	กรรมการและเลขานุการ

มีหน้าที่ ดูแลอาหารว่าง และอาหารกลางวันแก่ผู้เข้าร่วมประชุม วิทยากร และคณะกรรมการ

สั่ง ณ วันที่ 23 มกราคม พ.ศ. 2562

(ดร.ยุทธ ชัยประวิตร)
คณบดี