



**ICAA
2018**



The 1st International Conference on Applied Liberal Arts: ICAA 2018

Liberal Arts for All

Friday, May 18th, the President's Office Building
King Mongkut's Institute of Technology Ladkrabang

Organized by Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang

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Message from the President,
King Mongkut's Institute of Technology Ladkrabang (KMITL)
The 1st international Conference on Applied Liberal Arts (ICAA2018)



Research is the core of knowledge development, and it is one of higher educational institutes' missions needed to be achieved. King Mongkut'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 first 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 1st international Conference on Applied Liberal Arts (ICAA) 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.

A handwritten signature in blue ink, appearing to read 'Suchatvee Suwansawat'.

Professor Dr. Suchatvee Suwansawat
President, KMITL

Message from the Dean, Faculty of Liberal Arts,
King Mongkut's Institute of Technology Ladkrabang (KMITL)
The 1st international Conference on Applied Liberal Arts (ICAA)



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 1st International Conference on Applied Liberal Arts (ICAA2018), under the theme "Liberal Arts for ALL", 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.

A handwritten signature in blue ink, appearing to read "J. Jom" with a horizontal line extending to the right.

Assoc. Prof. Dr. Jirapa Vitayapirak
Dean, the Faculty of Liberal Arts



Program

The 7th National Conference on Applied Liberal Arts: NCAA2018 and

The 1st International Conference on Applied Liberal Arts: ICAA2018

Friday, May 18th, President's Office Building

King Mongkut's Institute of Technology Ladkrabang

Time	Program
08.00 - 08.45	Registration
08.45 - 09.00	Welcome remarks by Assoc. Prof. Dr. Jirapa Vitayapirak 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 - 10.00	Keynote address: The Glory of Liberal Arts in 21 st Century Education by Asst. Prof. Dr. Sudaporn Luksaneeyanawin
10.00 - 10.45	Keynote address: Everyone Communicate, Few Connect by MR. JERY YEOH
10.45 - 11.00	Coffee break
11.00 - 12.00	NCAA Parallel sessions 1: Rooms 701, 702, 703, 704, CILL 103 and D105 ICAA Parallel session 1: Room 706
12.00 - 13.20	Lunch break
13.20 - 14.40	NCAA Parallel sessions 2: Rooms 701, 702, 703, 704, CILL 103 and D105 ICAA Parallel session 2: Room 706
14.40 - 15.00	Coffee break
15.00 - 16.20	NCAA Parallel sessions 3: Rooms 701, 702, 703, 704, CILL 103 and D105 ICAA Parallel session 3: Room 706
16.30	Best paper award announcement and Closing ceremony



The 1st International Conference on Applied Liberal Arts (ICAA2018)

1 ICAA Parallel session Room 706

Time	Presentation title	Presenter(s)
11.00 – 11.20	The Opinions on the Impact of Facebook on English Language Learning of Senior Year English Major Students, Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang	Chinnathip Phawbang Napalai Meela
11.20 – 11.40	Oral Communication Problems of Undergraduate Engineering Students: A Case Study of King Mongkut's Institute of Technology Ladkrabang	Nichapat Mungchukiertsakul Jenjira Jitpaiboon Charinee Chansri
11.40 – 12.00	'Shoot'em in The Head': The Authority in AMC'S Fear The Walking Dead (Season 1)	Penpiriya Kanchanabul
12.00 – 13.20	Lunch break	
13.20 – 13.40	The Effect of Gap Tasks on Students' Speaking Confidence.	Akhil Augustine
13.40 – 14.00	Feedback of Stakeholders' Requirements on B.A. English for Business Communication Curriculum Design and Development	Sattawat Chaiyasit Panupong Seensangworn
14.00 – 14.20	The Food and Taste of Instructions and Professional Development: The Exploration of Private University English Teachers' Metaphors	Kanokpoj Khakhai Nongnuch Sriussadaporn Kamolwan Punyasuth
14.20 – 14.40	Organizational Image: Exploring Cultural Dimensions Through Website	Siwada Ngamchuea Atichat Rungswang
14.40 – 15.00	Coffee break	
15.00 – 15.20	An Analysis of Textual Patterns in Domestic Business Articles of Research Centers of Banking Companies in Thailand	Sasithorn Saelow
15.20 – 15.40	A Critical Discourse Analysis of War News Report	Jatupon Powijit Wannapa Trakulkasemsuk
15.40 – 16.00	The Analysis of Library Mobile Applications in Thailand using Technology Acceptance Model	Vipakorn Vadhanasin Papatsara Arsa Thiti Khamhomkun Aurathai wareesa-ard
16.30	Best paper award announcement and Closing ceremony	

The Opinions on the Impact of Facebook on English Language Learning of Senior Year English Major Students, Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang

ชินธิป แพ้วบาง

Chinnathip Phawbang

Undergraduate student, Department of Languages

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

Email: chinnathippawbang@gmail.com

นภลัย มีลา

Napalai Meela

Lecturer, Department of Languages

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

Email: napalai.me@kmitl.ac.th

Abstract

This study aimed at investigating senior year students' opinions on the impact of Facebook on English language learning. The subjects consisted of 52 fourth-year English major students who studied in the Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang. The research instrument was a five-point scale questionnaire which examined the student's satisfaction in terms of the benefit of using English on Facebook, the impact on reading skills, writing skills, and motivation in learning English. Descriptive statistics, namely mean score were used to analyze the data. It was found that overall, the students agreed that Facebook can improve their English language learning ($\bar{x} = 3.91$). Considering the four aspects of satisfaction, the students most agreed that Facebook had impact on improving reading skills ($\bar{x} = 4.04$), followed by the impact on improving learning motivation ($\bar{x} = 3.97$). The lowest level of agreement was found in the improving on writing skills ($\bar{x} = 3.68$). This suggested that most students agreed that using Facebook could improve their English language learning especially in reading skills. Moreover, it can also motivate the learners' interest in language learning.

Keywords: Opinions, English major students, Language Learning, Facebook

1. Background of Study

Internet and Facebook play an important role in people's daily life. They have great influence on the development of technology, commerce, entertainment, and especially the way of communication of people. Facebook is one of the easiest way to communicate with people around the world. It allows them to find more friends easily. It also improves the way of teaching and become helpful for teachers as Moolenaar (2012,p.8) said that the assumption underlying a social network perspective is that the patterns of social relationships among teachers (i.e., their social networks) offer a valuable framework for examining whether and to what degree teacher collaboration takes place.

In Thailand, communication through Facebook is very popular. There are 46 million of Thai Facebook users according to Norcross (2017). Moreover, language learning using Facebook has been applied as educational tool in academies. This wondered the research conductor to learn more about the opinions of Thai university students on the impact of Facebook on English language learning, which could lead to English language learning development and teaching organization to motivate learners to pay more attention to the lessons.

2. Objective

The objective of this study was to investigate the opinions on the impact of Facebook on English language learning of senior year English major students, Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang.

3. Hypothesis

The senior year English major students, Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang have agreed that using Facebook can improve their English language learning.

4. Methodology

4.1 Population and Samples

In this study, Facebook users were selected from senior year students, who had 4-year experience of studying in the field of English. Therefore, they could give the reliable opinions. The population of this study was 60 English major students, Faculty of Liberal Art at King Mongkut's Institute of Technology Ladkrabang. They were current students from year 4 in the second semester in the academic year 2017. The sample size was 52 students out of a total of 60 students according to Krejcie and Morgan's table (1970).

4.2 Research Tool

The research instrument of this study was an online questionnaire adapted from Parawan (2011). The questionnaire was divided into 3 sections.

Section 1: Personal information. In this section, the samples were requested to give their personal information which was gender.

Section 2: General question. In this section, the samples were requested to give the answer to 5 general questions about Facebook usage which consisted of time spent, and developed English skills through using Facebook.

Section 3: Information on the impact of Facebook on English language learning. In this section, the samples were requested to express their level of agreement on 20 five-point-Likert-Scale survey questions. Each level were expressed as follows.

- 5 means Strongly Agree
- 4 means Agree
- 3 means Medium
- 2 means Disagree
- 1 means Strongly Disagree

4.3 Data Analysis

In this study, data obtained from the questionnaires were analyzed by using SPSS program. Demographic background was analyzed into descriptive statistics, including frequency and percentage. The third section which consisted of information on the impact of Facebook on English language learning were analyzed into the arithmetic mean score (\bar{x}) which was interpreted according to the following criteria.

- 4.49 - 5.00 : Strongly Agree
- 3.50 - 4.49 : Agree
- 2.50 - 3.49 : Medium
- 1.50 - 2.49 : Disagree
- 1.00 - 1.49 : Strongly Disagree

5. Results

5.1 Personal Data

The total number of 52 respondents consisted of 32.7% of males and 67.3% of females.

5.2 General Question

5.2.1 Time spent on Facebook

Table 1: Time spent on Facebook per day

Number of Hours	Percentage (%)
less than 1 hour	30.8
1-3 hours	42.3
3-6 hours	19.2
More than 6 hours	7.7
Total	100

Table 1 shows that majority of respondents (42.3%) spent 1-3 hours using Facebook, while only 7.7% of the respondents spent more than 6 hours.

5.2.2 Preferable Ways of Communication with Others on Facebook

Table 2: Ways of communication with others on Facebook

Ways of Communication	Number of Respondents	Percentage (%)
Chatting	15	28.8
Watching videos	13	25.0
Posting status and comment on each other	12	23.1
Reading news	12	23.1
Total	52	100

Table 2 shows that the percentage on each ways of communication are close, while the most popular way of communication with others in Facebook was chatting (28.8%, n = 15).

5.2.3 Developed English Skills Through Using Facebook

Table 3: The Distribution on Developed English Skills Through Using Facebook

English Skills	Percentage (%)
Reading	69.2
Writing	19.2
Speaking	1.9
Listening	9.6
Total	100

Table 3 shows that majority of respondents could developed reading skills the most through using Facebook (69.2%, n = 36), while only 1.9% of the respondents could developed speaking skills.

5.3 Opinions on the impact of Facebook on English language learning

5.3.1 Overall Opinions on the impact of Facebook on English language learning

Table 4 : The Impact of Using Facebook on English Language Learning

The Impact of using Facebook on English Language Learning	mean (\bar{x})	Levels of Agreement
The benefits of using Facebook.	3.96	Agree
The impact of using Facebook on reading skills.	4.04	Agree
The impact of using Facebook on writing skills.	3.68	Agree
The impact of using Facebook on English language motivation.	3.97	Agree

Table 4 shows the respondents' opinions on the impact of Facebook on English language learning. It was found that using Facebook could help them develop reading skills the most ($\bar{x} = 4.04$). Moreover, they also agreed that using Facebook could help them develop writing skills and motivate them in terms of English language learning.

5.3.2 The Benefits from Using English on Facebook

Table 5: The benefits from using English on Facebook

The Benefits of Using Facebook	Mean (\bar{x})	Level of Agreement
1. Facebook helps me make more foreign friends.	3.46	medium
2. Facebook gives me chances to use English in communicating with foreign friends.	3.69	agree
3. Facebook gives me chances to exchange information in English regularly.	3.96	agree
4. Facebook is convenient and cheap for communicating with foreign friends.	4.44	agree
5. Facebook expands my vision and knowledge in English. For example, I receive useful links via Youtube and useful news and information on Facebook.	4.26	agree
Total	3.96	agree

The overall results of this parts showed in table 5 that most respondents agreed that using Facebook can be beneficial for English language learning ($\bar{x} = 3.96$). Specifically, most respondents agreed that Facebook was convenient and cheap for communicating with foreign friends ($\bar{x} = 4.44$), followed by “Facebook expands their vision and knowledge in English” ($\bar{x} = 4.26$).

5.3.3 Opinions on the Impact of Facebook on English Reading Skills

Table 6: Opinions on the Impact of Facebook on English Reading Skills

Opinions on the Impact of Facebook on English Reading Skills	Mean (\bar{x})	Level of Agreement
1. Facebook increases the chance to read English.	4.38	agree
2. Facebook familiarizes me with reading English.	4.25	agree
3. Facebook makes me realize that my reading skills needs to be improved.	3.90	agree
4. Facebook helps me improve my reading technique.	3.73	agree
5. Facebook makes me read faster with better understanding.	3.94	agree

Total	4.04	agree
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The overall results of this parts showed in table 6 that most respondents agreed that Facebook has positive impact on English reading skills ($\bar{x} = 4.04$). Specifically, most respondents agreed that “Facebook increases their chance to read English” ($\bar{x} = 4.38$), followed by “Facebook familiarizes them with reading English” ($\bar{x} = 4.25$).

5.3.4 Opinions on the Impact of Facebook on English Writing Skills

Table 7: Opinions on the Impact of Facebook on English Writing Skills

Opinions on the Impact of Facebook on English Writing Skills	Mean (\bar{x})	Level of Agreement
1. Facebook increases the chance to write English.	3.78	agree
2. Facebook familiarizes me with writing English.	3.61	agree
3. Facebook helps me use English grammar correctly when I write.	3.40	medium
4. Facebook makes me realize that my writing needs to be improved.	3.86	agree
5. Facebook helps improve my writing to be more effective in communication.	3.76	agree
Total	3.68	agree

The overall results of this parts showed in table 7 that most respondents agreed that using Facebook has positive impact on English writing skills ($\bar{x} = 3.68$). Specifically, most respondents agreed that “Facebook makes them realize that their writing needs to be improved” ($\bar{x} = 3.86$), followed by “Facebook increases their chances to write English” ($\bar{x} = 3.78$), and “Facebook helps improve their writing to be more effective” ($\bar{x} = 3.76$), respectively.

5.3.5 Opinions on the impact of Facebook on English language learning motivation

Table 8: Opinions on the Impact of Facebook on English language learning motivation

Opinions on the Impact of Facebook on English Language Learning Motivation	Mean (\bar{x})	Level of Agreement
1. Facebook makes me understand the benefit of learning English for real life usage.	4.15	agree
2. Facebook motivates me to learn more English.	3.98	agree
3. Facebook encourages English learning outside the classroom (For example, I search for more knowledge by myself; I ask questions when I don't know).	4.00	agree
4. Facebook helps me visualize the aim of my English learning more clearly.	3.67	agree
5. Learning via Facebook is fun.	4.05	agree
Total	3.97	agree

The overall result of this part showed on table 8 that most respondents agreed that using Facebook has positive impact on English language learning motivation ($\bar{x} = 3.97$). Specifically, most respondents agreed that “Facebook makes me understand the benefit of learning English for real life usage” ($\bar{x} = 4.15$), followed by “Learning via Facebook is fun” ($\bar{x} = 4.05$), “Facebook encourages English learning outside the classroom” ($\bar{x} = 4.00$).

6. Discussion

6.1 Time Spent on Facebook and the Impact on Learning English

According to the result from table 1, most respondents spent 1-3 hour on Facebook (42.3%). It can be inferred that the increase of time spent in English that can improve students’ language skills and it also requires motivation, and second language learning environments altogether that will be beneficial to the second language learners. However, spending too much time on Facebook also creates the distraction which can lead to the lack of concentration on the lesson and become addicted to Facebook (Fodeman, & Monroe, 2009; Lohnes & Kinzer, 2007;).

6.2 Opinion on Impact of Facebook on Improvement of Reading and Writing Skills

Facebook provides chances to practice both reading and writing skills in English, which has brought the students to realize their level of English ability according to the results in tables 6 and 7. Specifically, the

respondents agreed that Facebook could increase more chances to read and write in English, which is matched to the sentence said by Peterson (2017) that Facebook has provided many language learning options such as on the Internet, television, podcasts, books and lyrics.

Moreover, the improvement in reading skills ($\bar{x} = 4.04$) was found to be more significant comparing to their writing skills ($\bar{x} = 3.68$). This could mean that most students spent more time reading than writing on Facebook and there is a rare occasion to write in English. Maybe, it happens like this because students do not have many foreign friends, so they have less situation that requires them to write in English.

6.3 Opinion on Impact of Facebook on Students' Motivation and English Language learning

Opportunity

The respondents become more motivated while using Facebook as an English learning tool according to table 4 ($\bar{x} = 3.97$). This showed that the students have more motivation in learning English as Brophy, 1988; Larson, 2000; Wigfield, 1994 stated that motivation increases students' time spent on tasks and it is an important factor affecting their learning achievements.

7. Conclusion

The findings of this study indicated that students think that Facebook helps them improve their English both reading and writing skills. The respondents agreed that Facebook assisted in improving their reading skills ($\bar{x} = 4.04$), and agreed that using Facebook could help them improve their English reading and writing skills; therefore, it can be concluded that they have positive opinions on English language learning by using Facebook.

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ปัญหาการสื่อสารด้วยวาจาเป็นภาษาอังกฤษของนักศึกษาวิศวกรรมศาสตร์ระดับปริญญาตรี
กรณีศึกษาสถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

English Oral Communication Problems of Undergraduate Engineering Students:
A Case Study of King Mongkut's Institute of Technology Ladkrabang

นิชาภัทร มุ่งชูเกียรติสกุล

Nichapat Mungchukiertsakul

Undergraduate student, Department of Languages

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

Email: nichapat.nm@gmail.com

เจนจิรา จิตรไพบูลย์

Lecturer, Jenjira Jitpailboon

Department of Languages

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

Email: jenjira.jit@gmail.com

จาริณี จันทร์ศรี

Charinee Chansri

Lecturer, Department of Languages

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

Email: charinee.ch@kmitl.ac.th

Abstract

This presentation aims to explore English oral communication problems among undergraduate engineering students at King Mongkut's Institute of Technology Ladkrabang (KMITL) in Thailand. The data were collected from 400 first-year to fourth-year engineering students by using an English oral communication problem questionnaire, and were then analyzed by means of descriptive statistics, namely, percentage, mean, and standard deviation. The results of the study revealed the students' problems in terms of oral communication skills, intercultural communication skills, and communication apprehension, in the high level. The pedagogical implications of the study help shed some lights on English language teachers who are interested in improving engineering students' oral communication skills.

Keywords: English Oral Communication Problems, English Oral Communication Skills,
Engineering Students

1. Background of a study

English Oral communication skills – skills in conveying ideas both verbally and non-verbally between sender and receiver – (Sage, 2006; Harryman, Kresheck and Nicolosi, 1996) in the target language are one of the keys for success in career. Crosling and Ward (2001) state that, apart from social interaction, fluent oral communication skills lead to occupational achievement. Likewise, other scholars mention that oral communication skills have an importance on all aspects of the profession, especially the quality of work life (Grin, 2001; Nickerson, 1998).

Due to the significance of such skills as mentioned above, English oral communication has been explored in many aspects, including in terms of its problems. According to Dornyei and Kormos (1995), English oral communication problems can be classified into four groups: 1) resource deficit, 2) processing time pressure, 3) own-performance problems, and 4) other-performing problems. To be specific, 1) *resource deficit* refers to learners' difficulties occurring owing to inadequate knowledge of the target language, and 2) *processing time pressure* involves taking a long time in constructing sentences. 3) *Own-performance problems* refers to difficulties learners face when they perceive their mistake in English structure, which always lead to paraphrasing and self-repairing, whereas 4) *other-performing problems* occur in communication when learners take the wrong meaning of the interlocutor's message. With another view, Verapornvanichkul (2011) points out that English oral communication problems can be divided into two main types, namely, 1) communication apprehension – a speaker's level of anxiety occurring in communication and 2) cross-cultural communication – the differences between people from different cultures.

Such English oral communication problems have been investigated in many fields of study, including in engineering. As can be seen in several research studies, undergraduate engineering students have difficulties in English oral communication. For example, Jindathai (2015), Rajprasit, Pratoomrat et al (2015) Renukadevi (2013), and Hj, Ainol and Mohamad (2009) found that undergraduate engineering students are without the knowledge of vocabulary and expression, and they are unconvinced to speak English. Furthermore, the findings of a study conducted by Rababah (2005) show that undergraduate engineering students do not have a chance for developing their oral communication during the class. Similarly, at King Mongkut's Institute of Technology Ladkrabang, undergraduate engineering students have encountered problems in oral communication. According to an interview conducted with ten engineering students, undergraduate engineering students could not speak as efficiently as they expected.

Due to the importance of English oral communication as well as the difficulties that engineering students have faced in their oral communication, the researchers aim to study the English oral communication

problems of engineering students in the hope that the findings will be helpful in paving the way for improving engineering students' English oral communication skills.

2. Objective

To study the English oral communication problems of undergraduate engineering students at King Mongkut's Institute of Technology Ladkrabang

3. Methodology

The present study is survey research. The population of the study was 5,504 students from the Faculty of Engineering (Office of the registrar, 2017). The sample size was 400 undergraduate engineering students who were selected to participate in the study by means of Krejcie and Morgan's sample size table (Krejcie & Morgan, 1970). The Stratified Random Sampling Techniques was used to obtain the participants of the study.

The research tool used to collect the data in the present study is an English oral communication problem questionnaire. The data were then analyzed to obtain the descriptive statistics: percentage, mean, and standard deviation.

4. Results

Table 1: Demographic Information

Demographic Information	Number (N = 400)	Percentage (%)
Gender		
Male	271	67.75
Female	129	32.25
Age		
18 years old	32	8
19 years old	81	20.25
20 years old	104	26
21 years old	98	24.5
22 years old	85	21.25
Majors		
Instrumentation and Control Engineering	13	3.25
Mechanical Engineering	61	15.25
Electrical Engineering	48	12
Demographic Information		
Food Engineering	17	4.25
Telecommunication Engineering	57	14.25

Music and Multimedia Engineering	1	0.25
Computer Engineering	63	15.75
Chemical Engineering	9	2.25
Industrial Engineering	52	13
Electronics Engineering	31	7.75
Civil Engineering	34	8.5
Biomedical Engineering	12	3

The table 1 shows the demographic information of the participants of the study, who were the first-, second-, third- and, fourth-year undergraduate students at the Faculty of Engineering, studying in the first semester of the academic year 2017. Of the 400 participants, 271 were male (67.75%) and 129 were female (32.25%). Most of them (26%) were 20 years old, and they were majoring in Computer Engineering (15.75%), Mechanical Engineering (15.25%), Telecommunication Engineering (14.25%), Industrial Engineering (13%), Electrical Engineering (12%), Civil Engineering (8.5%), Electronics Engineering (7.75%), Food Engineering (4.25%), Instrumentation and Control Engineering (3.25%), Biomedical Engineering (3%), Chemical Engineering (2.25%), and Music and Multimedia Engineering (0.25%).

Table 2: Problems in English Oral Communication Skills

	Problems in English Oral Communication Skills	Mean	S.D.	Interpretation
1.	Lack of understanding in accurate pronunciation usually brings about misunderstanding and oral communication problems	3.898	0.974	High
2.	Incorrect word stress and final sounds result in miscommunication	3.848	0.903	High
3.	Inaccurate intonation creates confusion in oral communication	3.740	0.987	High
4.	Inadequate understanding of grammar highly impedes effective oral communication	3.520	1.076	High
5.	Lack of knowledge about informal words results in oral communication problems	3.583	1.063	High
6.	Unknown word meanings in conversations often contribute to problems while communicating	3.863	1.018	High

According to the table 2, the participants agreed that all the six problems in English oral communication skills were in the high level. The two prominent difficulties were ‘lack of understanding in accurate pronunciation usually brings about misunderstanding and oral communication problems’ (Mean = 3.898, SD = 0.974) and ‘unknown word meanings in conversations often contribute to problems while communicating’ (Mean = 3.863, SD = 1.018). The rest includes ‘incorrect word stress and final sounds result in

miscommunication' (Mean = 3.848, SD = 0.903), 'inaccurate intonation creates confusion in oral communication' (Mean = 3.740, SD = 0.987), 'lack of knowledge about informal words results in oral communication problems' (Mean = 3.583, SD = 1.063), and 'inadequate understanding of grammar highly impedes effective oral communication' (Mean = 3.520, SD = 1.076).

Table 3: Problems in Intercultural Communication

	Problems in Intercultural Communication	Mean	S.D.	Interpretation
1.	Insufficient understanding of cultural differences could lessen courage to communicate with English oral communication	3.575	0.981	High
	Problems in Intercultural Communication	Mean	S.D.	Interpretation
2.	Different communication styles from different nationalities obstruct effective oral communication results	3.585	0.959	High
3.	Lack of intention to learn cultural differences discourages oral communication	3.525	1.055	High
4.	Lack of ability to adapt to different cultures limits frequency of oral communication and information obtained from others	3.473	0.934	High
5.	Different attitudes towards rules and behaviors from different cultures block smooth oral communication	3.448	1.072	High

The table 3 shows that the participants considered all the five problems intercultural communication skills to be in the high level. The problems cover 'different communication styles from different nationalities obstruct effective oral communication results' (Mean 3.585, SD = 0.959), 'insufficient understanding of cultural differences could lessen courage to communicate with English oral communication' (Mean = 3.575, SD = 0.981), 'lack of intention to learn cultural differences discourages oral communication' (Mean = 3.525, SD = 1.055), 'lack of ability to adapt to different cultures limits frequency of oral communication and information obtained from others' (Mean = 3.473, SD = 0.934), and 'different attitudes towards rules and behaviors from different cultures block smooth oral communication' (Mean = 3.448, SD = 1.072).

Table 4: Problems in Oral Communication Apprehension

	Problems in Oral Communication Apprehension	Mean	S.D.	Interpretation
1.	Nervous feeling often contributes to communication avoidance in English oral communication	3.933	1.008	High
2.	Lower level of self-esteem is one of the important factors contributing to anxiety while communicating in English	3.870	1.068	High

3.	Lack of proper practice in English oral communication leads to discomfort while communicating in English	3.930	1.036	High
4.	My own personal trait to avoid communication with others results in oral communication problems	3.463	1.101	High
5.	Shyness is the cause of communication avoidance with others	3.693	0.995	High
6.	Formal English oral communication with others creates stress and communication anxiety	3.488	1.148	High

As can be seen from the table 4, the participants had all the six problems in oral communication apprehension in the high level. The three prominent problems were ‘having nervous feeling contributing to communication avoidance in English oral communication’ (Mean = 3.933, SD = 1.008), ‘lack of proper practice in English oral communication leading to discomfort while communicating in English’ (Mean = 3.930, SD = 1.036), and ‘having lower level of self-esteem as one of the important factors contributing to anxiety while communicating in English’ (Mean = 3.870, SD = 1.068). The rest was ‘having shyness the cause of communication avoidance with others’ (Mean = 3.693, SD = 0.995), ‘having stress and communication anxiety, resulting from formal English oral communication with others’ (Mean = 3.488, SD = 1.148), and ‘having the own personal trait to avoid communication with others’ (Mean = 3.463, SD = 1.101)

5. Discussion and conclusion

1) *Problems in English oral communication skills*

Based on the study results, it can be seen that the participants’ problems in English oral communication skills were in the high level. This corresponds with what Rajprasis et al. (2015) found in his research study that 130 Thai undergraduate engineering students at a government university had the most difficulties in English oral communication compared with other English language skills. When considering sub-problems in English oral communication skills, the results of the present study showed that engineering students obviously struggled with ‘lack of understanding in accurate pronunciation’ and ‘unknown word meanings in conversations.’ This concurs with what has been found by Rajprasis et al. (2015) that the main sub-problems during communication included ‘inability to pronounce English clearly and correctly’ and ‘limited English vocabulary’. Similarly, in another study conducted by Sarudin, Zubairi, and Ali (2009), the results revealed that engineering students at a technical university in Malaysia had difficulties with varied vocabulary and expressions when they were engaged in English oral communication. The results of this study as mentioned above thus yielded support to consolidating students’ language knowledge in the target language, particularly, in terms of pronunciation and word choice.

2) *Problems in intercultural communication skills*

According to the results of the study, the participants agreed that they considered problems in intercultural communication to be in the high level. Such results indicated the importance of intercultural communication skills as suggested by several scholars. For instance, Riemer (2007) has stated that intercultural awareness is one of keys to success in communication in the field of engineering. Likewise, Scott (2012: n.d.) has mentioned that “As a result of globalization and the overall expansion of engineering industries across international borders, there is a need for a new, non-technical competency for engineering students in intercultural communication. That is why intercultural communication should be blended in engineering education when it comes to promoting oral communication skills via oral communication courses.

3) *Problems in oral communication apprehension*

The research results also revealed that the participants had their problems in oral communication apprehension – a speaker’s level of anxiety occurring in communication –in the high level. This corresponds with the results of a study conducted by Amogne and Yigzaw (2012) in the Ethiopian context. The results showed that maritime engineering students were generally apprehensive in EFL oral communication. Similarly, Fareed and Imran (2014) found that majority of undergraduate engineering students in Pakistan faced oral communication apprehension. Based on the results of the present study, the researchers recommend creating a less stressful English language classroom. Practice through real-life tasks and activities may help students familiar with English oral communication and eventually able to communicate effectively in real situations.

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‘เสียงมันที่หัว’: ผู้มีอำนาจ ในภาพยนตร์ซีรีส์เรื่อง *เพียร์ เดอะ วอล์กิง เดด* (ฤดูกาลที่ 1)
‘Shoot’em in the Head’: the Authority in AMC’S *Fear The Walking Dead* (Season 1)¹

เพ็ญพิริยะ กาญจนบุรณ

Penpiriya Kanchanabul

Undergraduate student, Department of Languages

Faculty of Liberal Arts, King Mongkut’s Institute of Technology Ladkrabang

Email: penpiriyakan@yahoo.com

เชิดพงศ์ อุตตะมะ

Choedphong Uttama

Lecturer, Department of Languages

Faculty of Liberal Arts, King Mongkut’s Institute of Technology Ladkrabang

Email: choedphong.ut@kmitl.ac.th

Abstract

Zombies have become well-known and have been appearing in many forms of media ranging from printed materials to films and television series. *Fear the Walking Dead* (2015-) is one of zombie TV series which portrays the world wrecked by the zombie outbreak. This paper therefore aims to discuss the familial and religious breakdown which can be seen as part of the collapse of the civilisation, and it will demonstrate various wrongs ways in which the authority deals with the zombie crisis by showing the authority’s failure to handle the protest, the authority’s concealment of information; all of which lead to disastrous consequences.

Keywords: *Fear the Walking Dead*, zombie TV series, authority

1. Introduction

Zombies or walking corpses are one of the undead creatures that have been terrifying audiences for many decades. Zombies are different from stories to stories and from time to time. In a Voodoo myth, the zombies were just humans drugged, hypnotised and psychologically manipulated as described in William Seabrook’s *The Magic Island* (1929). Initial zombie stories are therefore influenced by the voodoo zombies.

¹ This paper is part of a Special Project research submitted in partial fulfillment of the requirement for the Bachelor’s Degree.

However, zombies as known today, thanks to George A. Romero, are not voodoo zombies, but, as Roger Luckhurst in *Zombies: A Cultural History* (2015) argues, “species of the undead that returns by some supernatural or pseudo-scientific sleight of hand” (7). Zombies, according to Luckhurst, are speechless, stupid and have no memory of their past life. Driven by hunger, zombies contain contagious virus, and they will not stop expanding their horde until the world reaches the apocalypse.

Since Romero’s *Night of the Living Dead* (1968), zombies have been appearing many popular movies. *28 Days Later* (2002) introduces for the first time fast zombies or zombies that can physically run. *Resident Evil* (2002-2016), the first blockbuster zombie movie series, is regarded to popularise zombies. *The Walking Dead* (2010-), a television series which is telecasted over 120 countries around the world, has been claimed to be one of the biggest zombie phenomena. Due to its popularity as one of the most popular TV series in the U.S. and other countries, *The Walking Dead* becomes a stereotype of the zombie apocalypse (Luckhurst, 2015, 192). The series uses the genre of zombie apocalypse to portray lives and relationships of survivors under post-apocalyptic conditions when the zombie virus is incurable, and the society is broken down. Survivors have to cope with changes of traditional, social and moral rules in the new society.

As *The Walking Dead* does not depict the start of zombie apocalypse or the pre-apocalyptic condition, a TV channel AMC decided to make another TV series, a prequel to *The Walking Dead*. Developed in 2013, when the fourth season of *The Walking Dead* was broadcasted, *Fear the Walking Dead* was premiered on 25 August 2015. Unlike *The Walking Dead* series which is based on the comic book, *Fear the Walking Dead* is debut as a TV series. The first season of *Fear the Walking Dead* contains 6 episodes which portray lives of a dysfunctional family coping with the start of the zombie apocalypse. The season one of *Fear the Walking Dead* is considered as a pre- apocalyptic story which depicts pictures of the start of social collapse and the failure of the authorities to cope with the zombie outbreak.

Max Brooks identifies four classes of the zombie outbreak in *The Zombie Survival Guide* (2003). These four classes give clearer picture of the start of zombie apocalypse. Class 1 is a low-level outbreak which occurs in a rural area of Third World country where people only give light response. Class 2 is when the outbreak occurs in an urban or densely populated area. Response comes from local state and federal law enforcement. A noncombatant strategy is used military to prevent public panic. The outbreak is reported by the media although it might not be reported correctly. Class 3 happens when military uses a full-scale battle. A state of emergency and martial law will be declared. The situation will be worsened by riots, looting and widespread panic (24-25) Lastly, Class 4 is described as “doomsday outbreak, in which humanity is driven to the brink of extinction” (154). No any types of government will exist, only a collection of human.

This paper considers these 4 classes of zombie outbreak as a pre-apocalyptic condition and wishes to argue that since *Fear the Walking Dead* is a prequel to *The Walking Dead*, it portrays a pre-apocalyptic society. By employing a close reading technique, this paper aims to show various collapses and the ineffectiveness of the authority in dealing with a pre-apocalyptic crisis. This paper will first discuss the familial and religious

breakdown which can be seen as pre-collapse of the entire civilisation, and will demonstrate various ways in which the authority ineffectively deals with the zombie crisis. In order to show how the society is continuously crumbling down, this paper will engage with the discussion in the order of episodes.

2. Before the Zombie Outbreak: Familial and Religious Breakdown

Before the rise of zombie and the ineffective management of the zombie crisis by the government, there are other social or institution breakdowns which could be seen as initial signs of the social collapse. One among these is the collapse of family institution. Protagonists in *Fear the Walking Dead* (season 1) are from three families: the Clarks, the Manawas and the Salazars. While the Salazars have no previous connection to the other two families, the Clarks and the Manawas are connected since the beginning of the story. Madison Clark and Travis Manawa are dating, and what they do is considered as not in line with the social tradition. Madison Clark is a lone parent who has raised her teenage children by herself after her husband died. On the other side, Travis Manawa is still a father of Christ, his teenage boy, and husband of his still alive wife, Liza. The act of Madison and Travis is socially unconventional and it leads to the family, or the smallest social institution, breakdown.

Madison is portrayed as a strong woman. She is a single parent and a respectful consultant teacher. However, while she is a good teacher at school, she is not a good parent at home as she is unable to handle her son's trouble. Nick is a troublesome kid. He is a drug addict who never gives up drugs although Madison always sends him away to a rehab. For no apparent reasons, he does not want to quit drugs, nor can he give it up even if he tries. He escapes from a rehab and vanishes, leaving his family no clue of where he is. Eventually, he is found after being hit by a car while running away from a 'zombie'. When his mother finds him, the world is not what it used to be anymore. However, she does not know the change since she would not believe in her son as he tells her about a zombie. Her act represents the sense of bad parenting because she never listens to her child even when she should.

Travis is quite similar to Madison that he is a good English teacher. He proves himself to be a great teacher who understands his students. However, he cannot understand that his son does not want him to leave a family. In fact, Travis only does what he wants and follows his heart. Nevertheless, his act has some consequences. First, his son hates him. Next, he cannot win the heart of Madison's daughter, Alicia. Last, kids of these two families hate each other. These are consequences of the two dysfunctional families which are not traditional according to social rules.

The picture of this dysfunctional family represents a glimpse of the collapse of family institution before zombies becomes the main issue of the series. The broken relationship between parents and children suggests that parental authority is corrupt and spoiled. The smallest social institution like a family is destroyed and next the world is wrecked.

Family is not the only collapsed institution portrayed in the series. In the opening scene, Nick wakes up in a church which is also depicted as an abandoned place. The church is transformed into a place for outcasts of society instead of for Christians. The abandoned church represents the religious institution decline. When the church is portrayed as a place for junkies and a zombie instead of high moral people, it could depict the picture of 'no religion' and the coming of 'science'. This point can be explained by making inter-textual reference to Episode 6 of *The Walking Dead*. The zombies, or walkers, are scientifically explained in "TS-19", the final episode of season 1. TS-19 refers to a test subject, or a zombified subject under the scientific experiment. The episode concerns a scientific explanation of zombie by one doctor in Centers for Disease Control and Prevention (CDC) who tries to find the cure of a zombie virus. If a zombie is scientific creature, a zombie in the church reflects the fact that science already destroys the religion, and God could not help anyone from zombies. When a family could not help the family members, and God could not help the believers, the last resort that people seek is their authority.

3. During the Zombie Outbreak: Trust and Mistrust of Authority

The fact that no one knows about zombies when there is a zombie is a dominant clue of the serious control by the authority. The rumor about zombie outbreak is all over the Internet, but only few people would trust that unofficial information. Moreover, there are only few who care about the outbreak rumor since they care more about their own problems when the rumor seems to be far away and not related to them (Drezner, 2015, 77). Therefore, when there is a zombie rumor, people are separated into two groups: a group who waits for their authority's assistance and a group who would rather take care of themselves right away.

Madison is the first. She still believes that the authority does not dare to abandon people, and there is no reason why the authority would keep secret from them. If there is a zombie outbreak, the authority would tell them what to do. Although she is partly wrong, she is confident with her thought and continue living her lives without noticing anything around her. As Madison is an urban person, a person who lives in a big city, her ignorance is one of her traits. A TV series, *Spaced* (1999) criticises urban people that even zombies are in the city, they would not even notice them since they only care about their own problems.

On the other hand, one of Madison's students sees things differently. Tobias does not believe that the authority would tell them what is happening. He believes in the information that he finds on the Internet. People start to be infected by the virus that turns humans into some enraged creatures. He chooses to protect himself by carrying a knife with him, just for precaution. Tobias's idea is in accordance with many zombie movies. That is, in zombie apocalyptic stories, no governments survive, and individuals are on their own (Reilly, 2016, 83).

4. Authority: Government Plans

By being blind to see the real problem that is happening to their world right now, citizens in *Fear the Walking Dead* only understand that a zombie virus is no different from an influenza one. If people are sick, the state would provide them a flu shot. Nevertheless, even though the flu shot might be a secret anti-zombie virus, the prevention of a zombie virus is not mentioned and plans of government are only to conceal the problem.

The first thing that the government does is to keep quiet and avoid mentioning about zombies. It is a white lie that keeps people living their lives as if nothing terrible happens. Since the authority could not lie to their people if there are actual zombies walking everywhere, they secretly clean up those zombies' traces from people's sight. A zombie and dead bodies in the abandoned church is no longer found when Travis decides to take a look at the place. Although there is an evidence of shooting at the church and blood is everywhere, there is nothing that could lead Travis to believing that there was a zombie there. The authority conceals the zombie outbreak from people, but only just couple minutes.

As time goes by, zombies start to walk on the street, and it is clear that the government's invisible action is useless. The next thing they do is to start using violence on them. By using violence, they kill zombies in public; however, the authority still does not mention that those who are killed are zombies. The zombies that have been killed by the polices are presented to the city people as if they are homeless guys who broke some laws and therefore deserve to be shot in the head.

Max Brooks's *World War Z* (2006) mentions purposes of the government's zombie concealment as an intention to keep people away from the panic: the protest, the riots and the damage of property and country (60). However, *Fear the Walking Dead* is a proof that such idea might be wrong. Even though people still do not know the truth, the panic would eventually happen. Moreover, the authority is unable to control the zombie outbreak by following their indecisive plans.

When people see that homeless men are killed on the street, they are outraged. The people come out to fight for the rights of those whose rights are ignored, because they do not know the truth that those are zombies. While the government tries to conceal things, people's misunderstanding worsens the situation. When there is the large number of people protesting on the street where there are zombies, the speed the zombie spread becomes even accelerated.

Situations at the beginning of season 1 as discussed above can be then categorised as Class 2 according to Brooks' classification. This is because the setting of the season is Los Angeles, the largest city of California. Local state and federal law enforcement step in. A noncombatant strategy is also employed. Nonetheless, the situation is worsened at the start of Episode 3 as the protest turns into a riot, and military takes control of the zombie crisis. This is when Class 3 occurs.

5. Authority: Military Role

After the protest, survivors remaining in their homes are controlled by the authority. Although the authority fails to cope with the emergence of the protest which is the effect of their concealment, they do not completely abandon their citizens. Survivors still live under the protection of military that tries to build another society inside the fence known as a military camp. It is a place where survivors can access to the facilities such as water, electricity and food. However, *Fear the Walking Dead* emphasises that military is not a good leader during a zombie crisis.

To build a society, a leader is needed. Whereas Rick is chosen as a leader of survivors in *The Walking Dead*, people in *Fear the Walking Dead* has no rights to choose. Since there is a martial law, a commanding officer whom survivors do not know any background before becomes their new leader. Martial law is a nightmare for America, a country where people always fight for their rights and freedom (Russell, 2014, 152). It steals their rights and freedom, especially the right to pick their leader and the right to know the truth. The injustice of leader is portrayed as the commanding officer who is seen as a villain. Moreover, the commander proves himself to be a real villain when he uses violence and fear to control people in the military camp. The first sign of his violence is seen when he acts towards people in the camp. Moyers, a commanding officer, threatens people who do not follow his order. Travis is one of the people who is threatened when he is asked to persuade a man in his neighborhood to follow the military command with one condition: if Travis refuses to do it, his neighborhood would be killed by the military.

In a short time, military camp shows a sign of breakdown. The military conceals too much information that people should know. The protagonists find that the military has a connection with two strange issues: the bus taking people in the camp to some unknown place as well as the code 'cobalt' often overheard from military radio. The military bus next captures Nick along with Griselda and Liza. So, they start to take action against the military by kidnapping one of the soldiers in order to hunt for the truth that is tightly concealed by the military. This emphasises that during the zombie apocalypse, people are on their own.

'Cobalt' and the destination of the bus are exposed. The bus takes people to a health care centre where people only wait for their death, and some are captured in cages like animals. On the other hand, 'cobalt' is a mission for the military to evacuate the camp and terminate all the survivors. This truth highlights the ineffectiveness of the military to cope with a zombie plague. Even though there is the health care, there is no real cure of the zombie virus. The health care centre looks more like a slaughtering house where people are killed before they turn into zombies. When the authority is unable to save lives during this time, there is nothing they can do to help the citizens. Thus, the authority being aware of their failure soon choose to abandon the military camp.

The mission 'cobalt' shows the military's lack of morality. According to Reilly (2016), morality could not survive in the zombie crisis. A husband can leave his wife behind without guilt in order to survive (85). In this case, the military chooses to abandon the people whom it should protect from zombies. The mission 'cobalt'

causes the protagonists to take action and take back the authority in the end of season one when the protagonists free all zombies to kill all the authority officials, in a sign of social collapse, arrival of uncivilisation, and apocalypse.

The ineffectiveness of the military depicts the ineffectiveness of the U.S. government to control the situation. Furthermore, it is the proof that the effort of military to normalise the society is useless. Zombie apocalypse is drawn nearer to the survivors. The act of bureaucrats to cope with a zombie problem is often skeptical in zombie films. For example, in George Romero's *Dawn of the Dead* (1978), a SWAT team attacks people and zombies in the building, and many people lose their lives. In *Fear the Walking Dead*, the authority and military conceals information from the citizens and uses violence against people. Their act leads to the chaos and loss. People are pushed to the edge of uncivilisation and the trust in the authority is lost. The only way to survive is to "shoot 'em in the head." Indeed, as a head is a representation of reason, rationality, logical faculty, when it is gone, what is left is chaos, violence, barbarism and ultimately the apocalyptic world.

By discussing aspects of pre-apocalyptic condition of the first season of *Fear the Walking Dead*, this paper begins with the portrayal of the collapse of familial and religious institutions in the early episodes. Next, the paper shows how ineffective the authority is in dealing with the zombie crisis throughout the story. As the authority chooses to conceal information from their citizens, the zombie outbreak becomes worsened, and the riot is ensued. Furthermore, due to violent and non-transparent approach the military uses, citizens eventually lose trust in their authorities and are on their own. The ineffectiveness of authority in *Fear the Walking Dead* Season 1 suggests why survivors in *The Walking Dead*, a sequel series, are left to protect themselves in the zombie world.

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The Effect of Gap Tasks on Students' Speaking Confidence.

Mr. Akhil Augustine

Master of Arts in English Language Teaching

The Graduate School Department of English Language Teaching

Roi Et Rajabhat University

Email akhilaugustine256@gmail.com

Abstract

This research studied the effect of gap tasks on students' speaking confidence. The study used task-based language teaching on Thai students practicing gap task activities for speaking confidence. In this study, the participants are 36 undergraduate second year Bachelor of Arts major in Business English students were enrolled in a course to listening and speaking skills at Roi-Et Rajabhat University in the Roi-Et province of Thailand. The students were divided into three groups. The duration of instructions were period three weeks of their second semester. Three different types of gap task activities the students engaged were information gap task, reasoning gap task, and opinion gap task. The three task activities based on the Task-based language teaching (TBLT) English lesson plan included pre-task, task cycle and post task; the lesson topics were survival stories, best actors, and brand of phones. Further, the students practiced in groups three different gap task activities each topic. The research materials were utilized a confidence survey and interview at the end of the course. In the confidence survey, 20 item questionnaires were taken before gap task activities and after gap task activities as well as the interview collected last week each group two representative recorded by a camera. The data was analyzed by a five-point Likert rating scale, ANOVA, and interview. The findings revealed the positive effect on students practice gap task activities in speaking confidence and three gap task activities provided to boost students speaking confidence. The study provides on pedagogical implications and suggestions for further investigations.

Keywords: Task-based language teaching, information gap, reasoning gap, opinion gap, speaking confidence

1. Background of a study

In Asia, English is used for international communication, and it is the official language of the Association of South East Nations (ASEAN). Thailand is one of the members of the ASEAN community since 1967. Hence, speaking the English language is necessary for Thai people because communication will help them to interact with foreigners inside and outside of Thailand. In Thailand, some reasons that Thai students cannot speak English. One reason that has been argued is they are not confident (Pongsawang, 2014). In addition, the students are too shy and anxious to speak (Shumin, 2002). Teachers can help to build confidence in the classroom. Horwitz (1986) found that lack of confidence is a serious obstacle to learning the language for students. According to Phungphol (2005), most Thai education using teacher-centered classrooms will make mindless learning, so teachers must change to student-centered approaches. Teng and Sinwongsawt (2015) stated that the current traditional approach should be replaced by the CLT approach to improve speaking skills. Moreover, Communicative Language Teaching is that highlights interactions as both the means and the final goal of the study.

Using Task-based learning activities in the classroom will promote students' English-speaking ability (Pongsawang, 2014). Littlewood (2004) stated that students' practicing task-based activities in the classroom motivates speaking, and such experiences encourage lifelong learning. Although many research studies have been conducted using TBLT, there is a lack of research studies that have attempted to investigate the appropriate ways to assist proficiency among undergraduate students with the effect of gap tasks. Prabhu (1987) hypothesized students may learn more effectively when their minds are focused on the task rather than on the language they are using. Task-based language teaching (TBLT) focuses on meaning and not form. Ellis (2009) states that students exercise through task-based instructions (TBI) improve their language practice. In this research, the type of task-based activities will be an information gap, a reasoning gap, and an opinion gap. Activities involving these tasks may help students learn English communication in different situations and be able to speak outside the classroom. In short, the researcher aims to study whether each type of task has different effects on students' speaking confidence.

2. Research Questions

- 2.1 To what extent can each type of gap tasks affect students' speaking confidence?
- 2.2 What are the difference among the type of gap tasks effects on speaking confidence?

3. Literature Review

3.1 Task-based language teaching

Task-based language teaching is one of the methods of Communicative Language Teaching (CLT). There is much research studying TBLT regarding English language teaching. TBLT can be used with any of the four main language skills: speaking, listening, reading and writing. Similarly, there are many gap task activities which have been presented by many researchers (Nunan, 1989; Nobuyoshi & Ellis, 1993; Pica, Kang & Sauro, 2006 Prabhu (1987) illustrates three gap task activities that promote students speaking confidence, which are the information gap, reasoning gap and opinion gap.

3.2 Framework for TBLT

Willis (1996), stated that the important parts of TBLT are pre-task, task cycle and post-task. 1) Pre-Tasks; the teacher introduces a topic and gives the students clear instructions regarding what they will have to do during the task stage. 2) Task Cycle: the gap task activities, planning, and report. 3) Language Focus; the students report on the completed task to the teacher, and students may get immediate feedback



Figure 1: Task-based framework for TBLT (Willis, 1996)

3.3 Types of Task

Prabu (1987) suggested that three major task types are 1) Information gap: students exchange the information communicating with their own classmates to fill in the gaps. 2) Reasoning gap; the students receive new information which requires students to use reason and logic thinking to complete the task with their classmates. 3) Opinion gap; the students give their own opinions to the other students. This task requires students to talk together about their own personal preferences, feelings or ideas in the classrooms.

3.4 Speaking Confidence

According to Widdowson (1994) state that speaking skill is the students' active production skill and use of oral production. It is a proficiency of students to communicate orally with others. Khamkhien (2010) considered that all of four keys language skill most important skill is speaking. Wiriyaichitra (2003) stated that English learning in Thailand is not very successful because the most students lack the opportunities to learn

and practice English in English environment. Students' tension, Excitement, lack of confidence in taking a speaking in the class time constraint also are the problems in teaching and learning English. Rogers and Shoemaker (1971) stated that the English language is a user to communicate with others, to express, ideas, and to know others' ideas.

3.5 Gap task activities build speaking confidence

The English gap task activities are one of the opportunities to practice the students' speaking confidence. Harmer (1991) described were stimulations activities in the classroom for motivating the students, they have increased the self-confidence of being of a part in the classroom including answering the question, sharing the idea, and also reporting their task. Therefore, gap task activities to practice the speaking confidence in language class, they may get an opportunity for learning.

4. Methodology

4.1 Participants: The participants are 36 undergraduate students in Bachelor of Arts major in business English at Roi-Et Rajabhat University Roi-Et Province in Thailand. They will be divided into three groups. The research instruction duration will be three weeks.

4.2 Research Instrument

4.2.1 Confidence survey: A confidence survey 20 items were used to explore the students' opinions about their speaking confidences (Adopted from Griffee, 1997) assessed the participants' confidence performance the types of tasks. The survey in the Thai language so that the participants have understood the questions more easily.

4.2.2 Interview: The interviews 10 items were used to explore the students' effect on the gap task activities. The interview was a conversation between the researcher and six students from each group.

4.3 Research Materials

4.3.1 Activity Topics: The students are practice three types gap task activities each week. Three weeks task topics are week 1 survival stories, week 2 superstar information, and week 3 brands of phones.

4.3.2 Lesson plans: Task based lesson plans for gap task activities.

Table 1: Task based lesson plans for gap task activities

Stage	Instructions	Time
Pre -task	The teacher introduces the students about the topic survival stories, handout worksheet, and completed the task each group different gap task activity also give examples.	15Mins
Task Cycle	Students familiar with words, Students orally practice and compare their results.	30Mins
Post-task	Students reported on the completed task to the instructor and, get an immediate feedback on their gap task activities	15Mins

4.3.3 Types of tasks: Information gap; the information gap task is a method in language learning. Students exchange the information communicating with their own classmates to fill in the gaps.

Reasoning gap; the reasoning-gap task students receive new information that information asked to use reason and logic thinking to discuss with classmates.

Opinion gap; the opinion gap task is an information to given their own opinions to another person. This task students talk together with their own personal preferences, feelings or ideas in the classrooms.

4. 4 Research Procedure and Data Collection

Step 1: -The research instruction duration were three weeks. Thirty six undergraduate students were divided into three groups; group I doing information gap task activities, group II doing reasoning gap task activities, and group III doing opinion gap task activities. The students were instructed by the researcher in each class.

Step 2: The content of lesson consists of three topics, and each group of students were the same topics but with different types of gap tasks.

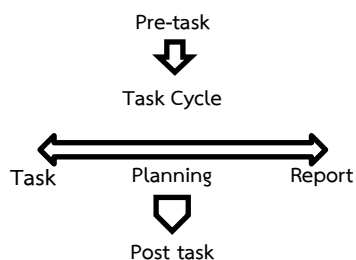


Figure 2: Task-based instructions expand from Willis (1996)

Step 3: data collections Confidence survey questionnaire 20 items in the Thai language were collected to all participants. Students were completed before and after the gap task activities. The interview 10 items in Thai were collected last week after the gap task activities from each group two representatives. The participants were answer orally the interview recorded by the camera.

4.5 Data analysis: The data from confidence survey will be analyzed with the mean (M), standard deviation (S.D) and analysis of variance (ANOVA).The students' interview will be allowed to reflect on the effect from gap task activities in class.

5. Results

The results were analyzed used ANOVA to compare the confidence survey from three groups before and after gap task activities.

Table 2: The difference between before and after gap task activities.

Source	Type III sum of square	df	MS	F	Sig.
Correct Model	11.33	14	.81	1.34	.264
Intercept	11.33	14	.81	1.34	.264
PP Difference	12.67	21	.60		
Error	168.00				
Total	24.00				
Corrected total					

The descriptive data shows that three groups gap task activities from three weeks.

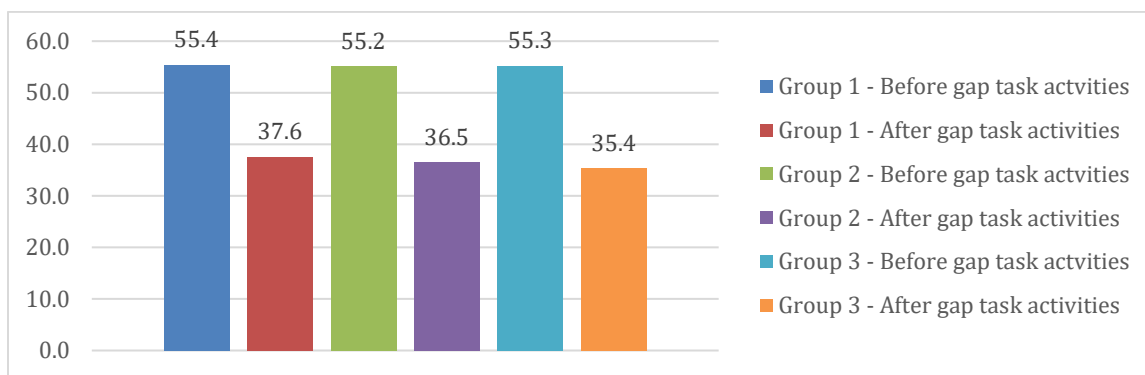


Figure 3: descriptive data three weeks gap task activities

The descriptive data were analyzed that three weeks data before and after types of gap task activities. This figure shows each group practice gap task activities in speaking confidence no significant which mean practice three gap task activities improve their speaking confidence.

6. Discussion and conclusion

To answer the research first question, each type of gap tasks affected students' speaking confidence. The 36 undergraduate second-year business English students were asked to practice three types of gap task activities in three groups. Table 1 showed that results of difference between before and after gap task activities no significant which mean three gap task activities useful tool for students speaking confidence.

To answer the second question, the difference among the type of gap tasks effects on speaking confidence. Three group two representative students were asked about the types of gap tasks effects on their speaking confidence. The six students said that gap task activity such as information gap task, reasoning gap task, and opinion gap task allowed them to practice their speaking confidence. It was easy to understand and also interesting and interacting. Here are some of the results of the students' interview:

"I like three gap task activities". "This activity gives us opportunity for practice speaking confidence".

"Gap task activities helped to understand me to speak more confidence with my friends"

The students were asked, "Do you feel comfortable speaking English, group members, and teacher in class?" Six students answered "Yes". They think their own English speaking skill has improved because they had more confidence to speak English with types of gap task activities. The students were asked, "Do you think Gap task activities help you to be confident in speaking?" All students answered "Yes". Therefore, students' practice the gap task activities in the classes can be improved their confidence speaking. According to the results, it can be concluded that gap, task activities had positive effects on the improvement of students' speaking confidence. Gurzynski-Weiss and Révész (2012) found that students are involved gap task activities have a good interaction in the classroom. Task-based instructions students get an opportunity to practice language through types of tasks (Révész, 2014).

In conclusion, gap task activities was a suitable tool for second-year undergraduate students at Roi-Et Rajabhat University for increasing their knowledge English language. Moreover, students participate gap task activities improve their speaking confidence. In this research, encouraging students to learn gap task activities by making activities interacting with them, making them believe that they will be able to improve their speaking confidence through TBLT. The interesting task-based instructions and activities in the classroom also can boost the student to participate teaching and learning in the class. The researcher sincerely hopes that these gap task activities included information gap, reasoning gap, and opinion gap task are pedagogical implications and suggestions for further investigations.

7. Acknowledgement

I would like to express my sincere gratitude to my thesis advisors Prof. Dr. Leslie Barratt and Dr. Sunchai Hamcumpai for the continuous support of the research, for their patience, motivation, enthusiasm, and immense knowledge. Also, their guidance helped me in all the time of research and writing of this research. I could not have imagined having a better advisor and mentor for study. I would like to thank my family members supporting me spiritually throughout the life.

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ผลสะท้อนจากความต้องการของผู้มีส่วนเกี่ยวข้องกับการออกแบบและการพัฒนาหลักสูตรศิลปศาสตรบัณฑิต
สาขาวิชาภาษาอังกฤษเพื่อการสื่อสารธุรกิจ

Feedback of Stakeholders' Requirements on B.A. English for Business Communication
Curriculum Design and Development

ศตวรรษ ไชยสิทธิ์

Sattawat Chaiyasit

Department of English for Business Communication

Faculty of Science and Arts, Burapha University, Chanthaburi Campus

Email: sattawat.ch@go.buu.ac.th,

ภาณุพงศ์ ซีลสังวรณ

Panupong Seensangworn

Department of English for Business Communication

Faculty of Science and Arts, Burapha University, Chanthaburi Campus

Email: seensangworn@go.buu.ac.th

Abstract

Developing a curriculum of B.A. English for Business Communication does not deal with only English language skills, but also Business contexts and English in specific terms. This study was to develop a curriculum of B.A. English for Business Communication, a provincial university based on feedbacks of stakeholders, and to (2) evaluate the effectiveness of the developed curriculum of B.A. English for Business Communication, a provincial university. There were three major stakeholders related to the development of the curriculum: workplaces, current students, and the department. The results showed that writing and speaking skill were very essential for worker, and Ms. Excel was a necessary skill for office. Students needed communicative skills for their carrier paths. The department provided essential language courses, work-related skills, internship programs, study trips, and extra training courses for students. In addition, students were satisfied with the curriculum and commented on courses in the curriculum.

Keywords workplace, curriculum development, stakeholders, Business English

1. Background of a study

The general characteristics of the university students in Thailand, the undergraduate students pursue their Bachelor's Degree in a college or a university. They spend years studying their field of study depending on their specific duration of the program. Obviously, such action has repeatedly been done through the years in a Thai university. However, nowadays the English language skills is indispensable for Thai university students since English can be an advantage when they apply for a job at English-speaking companies or international companies (It-ngarm, T. and It-ngarm, S., 2013). It also can contribute benefits for their career or jobs in the future. Consequently, after finish graduation, the university students are supposed to use English as a means of communication especially for international business (Rogerson-Revell, 2007).

It can be traced that the courses of the curriculum that Thai university students study are a major factor concerning quality of the graduate in the future. Therefore, if the curriculum development is implemented regularly in order to make it up-to-date and serve the required specifications requested by labor markets or stakeholders, the quality of the higher education that the students obtain will be enhanced and will bring a number of benefits for all university students and their educational institutes (Stabback and Marope, 2016).

English and workplace

In the twenty-first century, English has been an international language and dominantly it is a means of communication for staff working for international companies. In Asia, English has also been a common corporate language used among different nations (Kirkpatrick, 2012). Furthermore, English technically appears in every department or division of an organization which functions as an instruction and as a communication device. Besides, according to Harvard Business Review (2018) states that the fastest-spreading language in human history, English is spoken at a useful level by 1.75 billion people worldwide – that is one in every four of us. Hence, the role of English has importantly been increasing for staff to bear in mind and keep communicating in English among of them, as well as customers for both English native speakers and non-English native speakers (Cotton, Falvey, and Kent, 2012: 4-5).

In the workplace, four skills of English including listening, speaking, reading and writing are expected to perform efficiently among staff or colleagues. Therefore, the role of the English language has greater impact on the workplace since it has become a requirement for staff to be able to communicate.

In conclusion, in order to achieve the communicative goals in a workplace or an organization, ones who obtain good command of English language skills can do communicative tasks effectively.

1.1 Effective English communication in a workplace

In a workplace, being a proficient communicator in English can be an essential component that runs the business in this changing world. Effective communication in foreign language becomes so crucial in today's world (Cole, 1988) owing to the impact of globalization.

The effectiveness of the English language skills affects communication competency of each staff working for an organization or a workplace. In other words, ones who are competent in English can communicate with other people. They can express their feelings or opinions and work well with their colleagues. Consequently, it is possible to find that work can be successfully complete when staff have an ability of fluent English communication. The spoken language and the written language are both major characteristics involving fluently communicative English.

1.2 Curriculum Development

How are students or learners developed? And how well is their progress when they do their study in a school, college, or university? Curriculum is a key element of their study they pursue. In addition, the curriculum directly has a major impact on the students that will eventually become a component of the labor market in the future.

In the context of higher education, curriculum is considered as a vital factor since the curriculum builds a student become a graduate fulfilled with qualifications and specialization in their field of study. Hence, curriculum development is an essential and indispensable task to be regularly conducted. The following sections concerning the curriculum development are explained. The reasons needed to take consideration for developing the curriculum are as follows.

Importantly, the curriculum development is required to be periodically implemented with the following main reasons. In this current situation of our changing world, it is needed to develop the curriculum to make it up-to-date. In addition, the curriculum is developed to respond the needs of the organizations such as government sectors and companies which will shape the university students to become well-qualified graduates and competent staff in any organizations. Next, in order to obtain a quality curriculum, it is necessary for stakeholders to give their opinions and suggestions to develop the curriculum. All in all, to develop the curriculum must be implemented by stakeholders in order to provide better education for all learners in every educational institutes (United Nations Children's Fund, 2000).

2. Objectives

(1) to develop a curriculum of B.A. English for Business Communication, a provincial university based on feedbacks of stakeholders

(2) to evaluate the effectiveness of the developed curriculum of B.A. English for Business Communication, a provincial university.

3. Research Questions

1. What are stakeholders' requirements for new graduates?
2. What are the necessary skills that should be included in the new curriculum?

3. What are opinions of students majoring in B.A. English for Business Communication, a provincial university towards the developed curriculum?

4. Methodology

4.1 Research Instruments

In order to gain information from participants, sets of questionnaires for workplaces and students were administrated. Sets of questionnaires themselves could not provide in-depth information to support necessary information, using Google forms to spread the questionnaires. Consequently interviews both workplaces and students were added.

4.1.1 Questionnaires

Closed-ended questionnaires for workplaces were used to collect data. Questions in questionnaires for companies dealt with essential work-related skills, work-related problems, and prospective future workers.

Closed and open- ended questionnaires for students were applied to gain information. Questions were related to satisfactions with the revised curriculum and opinions towards the curriculum.

4.1.2 Interview

First, interviewing with the head of department of B.A. English for Business Communication in a provincial university was to gain data of developed curriculum after receiving feedback from companies and students. Second, interviewing with company representatives was held to obtain in-depth information to support the results from questionnaires. Finally, students' interviews were held to gain the information related to curriculum and future information.

4.2 Samplings in this study

4.2.1 Representatives of workplaces

The respondents were 15 managers from different department and various kinds of business. The selected companies were international companies from several departments such as Human Resources Department, Customer Services, Supply Chain Management, and Airline Industry.

4.2.2 Department of English for Business Communication, a provincial university

The Head of Department of English for Business Communication and lecturers, a provincial university were a representative.

4.2.3 Students

80 current students in 2nd, 3rd, and 4th year from department of English for Business Communication and lecturers, a provincial university participated in this study.

4.3 Data Collection Procedures

First, consent letters were purposively sent to 20 different types of business related to the use of English in the work to ask for a permission to obtain the data in December 2017. There were 15 companies return the consent letters to allow the researcher to conduct a study. After that, the researcher contacted Human Resources Department in order to make an appointment to discuss the objectives and steps of this research. Questionnaires were created online with Google Form in order to obtain data from staff under related departments. In addition, a manager from each company was selected to provide in-depth information by interviews.

5. Result(s)

5.1 Feedback of stakeholders

There are three major stakeholders related to B.A. English for Business Communication, a provincial university: workplaces, and current students.

5.2 Workplaces

Speaking and writing skills are very essential among others at $M=4.54$, $S.D. = 0.76$ and $M = 4.30$, $S.D. 0.57$ respectively. The interviews with managers also supported that strong listening and speaking skills are necessary for service-oriented industries. Staff need to communicate well with customers and provide services with verbal communication. Furthermore, negotiating, presenting, and socializing in English are advantages for new graduates, while, Office workplaces needs their employees to be familiar with Microsoft Excel and English communication. The managers pointed out that new graduates need to take time for Microsoft Excel training because the companies do not want to waste time on Ms. Excel training for new staff to be able to initial at work. It is useful for them and companies if they have a training course in universities. With daily communication, English is used a lot among workers, customers, and suppliers. Having a good command of English is a must.

One of the most important skills in business context is writing. The managers agreed that writing is critically essential because E-mailing is a main approach to communicate officially to others internally and externally. Writing good English also reflects a good image of organizations and how professional employees are. Obviously, new graduates are not able to write E-mail well enough because they do not understand the formats and language convention in E-mail writing.

5.3 Current Students

The informants reported that they need to learn verbal communication- oriented skills because they believed that listening and speaking are basic skills to communicate with foreigners and careers paths.

They suggested some elective courses such as English for Sports, English for Psychology, Debate and Discussion in English, and Syntax. However, some courses need to be deleted out from the curriculum such as

English for Gems and Jewelry Industry and English for Agro Industry. They added that the mentioned courses are too specific to study and not practical for their career paths

5.4 Necessary Skills Included in the New Curriculum

The curriculum was developed to serve requirements in business contexts and to equip students with their English language and skills. The department encourages the students to experience in various business contexts by four major parts: compulsory courses, elective courses, study trips, and trainings.

In order to serve students' experience, the department provides compulsory courses for students in each skill as follows:

Skills	Provided Subjects
Listening skill	English for Business Communication, English for Business Meeting and Negotiation, Business Presentation, Technology and Media for Business Communication
Speaking skill	English for Business Communication, English for Business Meeting and Negotiation, Business Presentation, Technology and Media for Business Communication
Reading skill	Business Reading, Analytical and Critical Reading in Business
Writing	Business Writing1, Business Writing 2, Writing for Business Report

In addition, there are more two compulsory courses available that assist students to prepare Professional Internship together with Independent Study in Business English and Cooperative Education courses. The two courses help the students to apply their skills from the classrooms to real work and to strengthen their English capabilities and point out their future career paths.

Second, elective courses deal with work-related subjects. The elective courses help students to learn the language convention in different kinds of business contexts and prepare students to be able to communicate in English in specific fields of work. Courses available are English for Tourism and Hospitality Management, English for Office Personnel, English for Health and Medical Care, English for Professional Service Industry, English for International Trade, English for Logistics Management, English for Gems and Jewelry Industry, English for Agro Industry, Seminar in Business Selected Topics, and English for Mass Media.

Third, the department also provides a study trip in some Elective Courses related to work. For example, English for Airline and English for Hotel Personnel. A study trip can be a guideline to observe and plan their career paths and discuss with experienced workers.

Lastly, the department and its faculty provides workshops related to work. Trainings can help students prepare themselves to be ready to be a qualified worker and gain students'

confidence. The students can join the workshops as they needed, for example, Making-up for work, Personalities and Manners training, Excel training, and Presentation training.

5.5 Students' Attitudes towards the developed curriculum

Students are satisfied with the curriculum ($M=3.70$, $SD=0.79$). They pointed out the curriculum is practical; they studied not only English language skills but also business skills.

Moreover, they need additional English-skill courses such as extension courses in listening, speaking, reading, and writing courses. The provided courses in the curriculum are insufficient, and they thought that they need to practice those skills more.

6. Discussion and conclusion

Using Google Form was really useful to enhance students' opinions towards the curriculum. If they were interviewed, they would not give their negative opinions towards the curriculum. This reminded the curriculum designer to realize students' real perceptions and develop the responsive curriculum. They felt free to provide useful information to the department for curriculum revision.

New graduates are unable to communicate in English well. In business context, work itself requires the staff to communicate and think in English, and those skills take time to be familiar with English usage and business terms.

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อาหารและรสชาติของการสอนและการพัฒนาตนเอง:
การศึกษาการเปรียบเทียบตนเองของอาจารย์ภาษาอังกฤษในระดับอุดมศึกษา
The Food and Taste of Instructions and Professional Development:
The Exploration of Private University English Teachers' Metaphors

กนกพจน์ คำชาย

Kanokpoj Khakhai

Lecturer, Department of Western Languages

Faculty of Liberal Arts, Siam University

Email: kanokpoj.23@gmail.com

นงนุช ศรีอัฐภาพร

Nongnuch Sriussadaporn

Assistant Professor, Department of Western Languages

Faculty of Liberal Arts, Siam University

Email: nns84@yahoo.com

กมลวรรณ ปัญญาสุทธิ

Kamolwan Punyasuth

Lecturer, Department of Western Languages

Faculty of Liberal Arts, Siam University

Email: maiprakat@hotmail.com³

Abstract

It is established that metaphors have been used to investigate professional identities and beliefs, instructional techniques, principles, methodologies, and reflections among the teachers in an educational institution. This research study aimed at examining the food and taste metaphors particularly relevant to the English language instruction, along with the teacher professional development (TPD). The semi-structured interview with the English lecturers at a private university (N = 10) as well as the classroom observation field notes were analyzed to carry out an exploration of the metaphorical conceptualizations. Findings suggest a variety of teachers' beliefs in English language instructions, the classroom management, ways to maintain professional development, their reflections, as well as the opinions towards their institution. The implication of

the metaphors can be served as the expression of teachers' beliefs, the background information relevant to the collective participation among the teachers, the shared classroom management techniques, and the ways to maintain their professional development.

Keywords: English Language Teaching (ELT), Professional Development (PD), Teacher Metaphors, Private University Teachers

1. Background of the study

1.1 The use of metaphors

There have been a number of research studies which aim at exploring metaphors from teachers in one specific context. With the metaphors elicited from teachers, they revealed some concepts relevant to the field of education, such as teacher identity, teacher belief, teaching style and technique, classroom management, self-reflection, opinion toward the institution and/or the implemented policy, etc. (see, for example, Stofflett, 1996; Leavy, McSorley, & Boté, 2007; Pinnegar, Mangelson, Reed, & Goves, 2011; Martínez, Sauleda, & Huber, 2001; Tait-McCutcheon & Drake, 2016). As in Tobin (1990), the metaphors can shed lights upon the complexities of the factors affecting the teachers' beliefs, their stances, and their professional development.

Regarding the definitions of metaphors, Cambridge Advanced Learner's Dictionary (CALD, 2013) defined the word '*metaphor*' as "*an expression, often found in literature that describes a person or object by referring to something that is considered to have similar characteristics to that person or object.*" However, metaphors are not constrained in the context of literature solely. They have been adopted for various purposes. For instance, it can be used as a tool to elucidate some complexities of a concept, as well as a tool to describe the opinions, identity, and perception especially in the field of education. And the descriptions often grant better comprehension (e.g. Thayer-Bacon, 2000; Martínez et al., 2001; East, 2009; Lakoff & Johnson 1999, 2003; Berliner, 1990). For example, "*life is a journey.*" See Lakoff & Johnson, (1980). However, a large amount of research e.g. Levin & Wagner (2006); Yob (2003); Green (1971); Bullough (1991); and Massengill Shaw & Mahlios (2008) suggested, the application of metaphor probably attributes to one's schema which is highly likely to determine one's subjectivity, cultural awareness, along with the social factors. In conclusion, metaphors can be adapted in a wide variety of contexts. Additionally, they also give some ideas, beliefs, and concepts to ones in particular. However, some factors e.g. cultural issue, preconception, social factor, etc. may have an influence on individual's metaphors.

As regards the metaphors in this study, they were directly relevant to the food as well as the taste expressed by the Thai TEFL lecturers at a private university. However, food and taste are dominated by one's culture, gender, age, race, geographical conditions, and also individual's personality. However, this study placed emphasis on the connection between the metaphors and the descriptions expressed by the participants. Regarding the substantial benefit of food & taste metaphors, they are things everyone needs and eat daily so that they will probably be commonly mentioned. Apart from this, the participants may be accustomed to this

kind of metaphors because they can be one of the necessities in their lives. Thus, the researcher believed they can illuminate some complexities of the critical factors contributing to the participants' actual instruction and also their teacher professional development.

1.2 Teacher Professional Development (TPD)

As perceived as one of the principle elements in the framework of the 21st century learning skills i.e. professional development (PD), this term has been widespread in many educational institutions from the end-to-end K-12 educational sessions along with the tertiary education and graduate schools i.e. university (Mizell, 2010). As regards the conventional principle, it puts forward the idea that teachers learn to improve and/or change themselves in many aspects of their profession like content subject, classroom management, interaction with the students etc. It is believed that once teachers maintain continuing professional learning (CPL), it will greatly affect the learning of the students as claimed in numerous studies e.g. Beijaard, Korthagen, & Verloop, 2007; James & McCormick, 2009. Anthony, Hunter, & Thompson (2014) posited that the constructional notions of the research implications in Professional Development can be wisely extended to and/or transferred to more specific context. Virtually teachers' improvement can be highly beneficial for 'learners.' Besides, it is particularly involved in certain stakeholders in education, such as administrators, principals, policy makers, learners' parents, and teachers (See, for instance, Hongboontri, 2014; Vanblaere & Devos, 2016; and Lui & Bonner, 2016). Numerous studies fall into the exploratory mode and the qualitative inquiry (see Creswell, 2013) Thoroughly, the investigation of the complexities of target concepts, accompanied by the constructions of the relationship explained by utilizing the data drawn primarily in one particular context. The complexities of teacher beliefs, teacher culture, teacher community, teachers and the way they learn to teach or improve their career, the stance of prospective, in-service, or pre-service teachers see some previous works, like Kane, Sandretto, & Heath 2002; Dunkin & Precians 1992; and Andrews, Garrison, & Magnusson, 1996.

Nowadays the research studies have been improved in much more perspectives than before as demonstrated in Desimone's study (2009). With the implications of the studies in Teacher Professional Development, the specific conceptualizations, principles and/or theoretical frameworks can be grounded and explained in greater detail. Stakeholders in the field of education are able to understand and apply the grounded constructs into their real-work situations. Apart from the emerging concepts, the stances, beliefs, and/or perceptions are articulated to those involved in them can take into consideration. By virtue of the TPD, the conceptualizations, frameworks, as well as principles can be adapted into training sessions in both public and private sectors. In the era of Thailand 4.0, Teacher Professional Development (TPD) plays a pivotal role in institutional improvement in a sustainable fashion. Prior to learners and their improvement in learning, educators must know their positions; have their own beliefs along with instructional methodologies, and the path to their long-term development. Another terminology, which is associated with Teacher Professional

Development, are namely, staff development, in-service training, professional learning and continuing education (Mizell, *ibid*).

2. Objectives

The primary purpose of this study is to carry out exploration of the metaphorical conceptualizations associated with food and its taste from the English lecturers at a private university. Once the metaphors are elicited from the participants i.e. the English teachers, they are going to be analyzed to investigate as follows: 1) their English instruction, 2) their classroom management, 3) their professional development, 4) their reflections, and 5) their opinions towards the institution where they are currently working. Another one is to present the emergences of novel concepts where the traditional conceptual frameworks, theories, and/or principle were not yet included.

3. Theoretical frameworks

3.1 The four-part typology of language teachers from Oxford et al. (1998)

Referring to this conceptual framework, the characteristics as well as the role of language teachers were categorized into four typologies i.e. types as follows: **A) Social order** – this type refers to the teachers who perceive themselves as the specialists who mold the students in order to serve the current market force. **B) Cultural transmission** – In this type, teachers view themselves as gatekeepers who transmit the cultural knowledge, value, and norms to raise the life qualities of the students. **C) Learner-centered growth** – This type of teachers directly involves those who bring up their students as gardeners grow flowers. Teachers view themselves as facilitators and students are entitled to manage the classroom especially in the selection of what to study. **D) Social reform** – The teachers in this type are likely to concentrate on social skills and pay respect to the majority's approval.

3.2 The critical features of Professional Development from Hawley & Valli (1999)

By means of this framework, the metaphors relating to the teachers' continuing learning are grouped and presented below the following topics: **A) Content focus** – This topic is about teachers' activities relevant to the improvement of the contents of a subject, how the students learn, and the changes of actual practices e.g. teaching techniques. **B) Active learning** – The teachers' classroom observation others to exchange some techniques or ways to engage the students in the classroom falls into this topic. **C) Coherence** – This topic has something to do with the consistency of teachers' beliefs and their real practices. **D) Duration** – Like a longitudinal research study, this topic focuses intensely on how the pedagogical change among teachers themselves. **E) Collective participation** – This type is about the activities which teachers collaborate with one another to learn or make some useful contributions to their profession, such as district training, co-teaching mode, etc.

4. Methodology

4.1 The research context

The context of this study took place in a private university in Bangkok, Thailand. There are seven faculties in this university.

4.2 The participants

The lecturers working in the field of business English, at the Department of Western Languages, the Faculty of Liberal Arts, a private university, were largely captured. Talking about the lecturers, there are 10 lecturers assigned to teach general English courses as well as those for English-major students.

4.3 Data collection

As regards the data collection, the researcher had a semi-structured interview individually. Apart from the interview, the researcher also performed the observation about some of their actual classroom as the multi-source data purposefully for triangulation. In respect of the interview, the researcher wished the participants to explain the connections between the metaphorical conceptions of food, together with its taste and the target concepts directly associated with English Language Teaching (ELT) accompanied by the fundamental concepts of Professional Development (PD). The metaphorical elements will be presented together with the participants' statements as the tangible evidence.

4.4 Data analysis

The obtained metaphors must be presented by categorizing them by means of the two traditional conceptual frameworks mentioned earlier i.e. 3.1 and 3.2.

5. Results

In this part, the metaphors were categorized by using the two traditional frameworks i.e. the four types of language teachers from Oxford et al. (ibid.) and the critical features of teacher professional development from Hawley & Valli (1999).

5.1 The teaching experiences

The participants can be divided into two groups according to their teaching experiences as follows: 1) S1, S2, S8, S9, and S10 as in the group '*Senior*' because each of them has more than 15 years of teaching experience. And 2) S3, S4, S5, S6, and S7 as in the group '*Young*' as their teaching experience is less than 5 years.

5.2 English language Teaching and Classroom management

Table 5.1: The metaphors related to English language instruction and classroom management

Social Order	Cultural Transmission	Learner-Centered Growth	Social Reform
<i>Cooking something delicately</i>	<i>green salad</i>	<i>Extremely flavored</i>	<i>the salad dressing acceptable in the</i>
<i>Cooking something delicately</i>	<i>Fried basil leaf with rice and fried egg</i>	<i>Steak with its sides</i>	<i>classroom</i>
<i>Cooking something delicately</i>	<i>International food</i>	<i>Depending on the sides adjacent to the meat</i>	<i>Thai-style sukiyaki</i>
<i>Cooking something delicately</i>	<i>Harmonious taste</i>	<i>'Som Tam' i.e. papaya salad</i>	
<i>Depending on the contents of the subject</i>	<i>Looking-good buffet</i>	<i>'Som Tam' i.e. papaya salad and grilled</i>	
<i>Molding ice to form a particular shape</i>	<i>Various</i>	<i>chicken</i>	
<i>Fried vegetables</i>	<i>Bakery</i>	<i>Extremely flavored</i>	
<i>School lunch</i>		<i>Widely acceptable</i>	
<i>Home-cooked food</i>			

As seen from the table, most of the metaphors fall into *Social Order* as well as *Cultural Transmission* which may represent the influence of the current label force and the society's needs towards the instruction among the teachers. They were primarily relevant to the activities which students may have very few opportunities to manage or have any opinions towards the classroom e.g. *molding, fried vegetables, school lunch*, etc. However, very few metaphors from *Social Reform* might address the issue of the conformity in the classroom i.e. the teacher-centeredness i.e. acceptable in the classroom. Yet there were some of the metaphors from *Learner-Centered Growth* from the participants having less than 5 years of teaching experiences.

5.2 The ways to maintain professional development and the reflections

Table 5.2: The ways to maintain professional development and the reflections

Aspects	Content Focus	Active Learning	Coherence	Duration	Collective Participation
Self	<i>Noodle which has many types of meatball and vegetable</i>	-	-	<i>Food many people may not like it</i>	-
	<i>Pizza flavor which is used to garnish the whole pizza</i>			<i>Bitter food</i>	
	<i>Buffet which can be changed for the customers' needs</i>			<i>Food ones eat to live, not live to eat</i>	
Institution	-	-	-	<i>Boiling soup</i> <i>Hot and spicy food</i> <i>Very salty plum</i> <i>Melting ice</i>	-

As regards self-reflection, from the young participants, they tend to elicit some of the metaphors relevant to Content Focus. They implied the flexibility of the instruction, classroom management and adaptation. However, those from the seniority groups presented some food metaphors with acquired taste i.e. the taste most people may not like at the first time, such as bitter taste, simple taste, etc. They believed that they were old and new generation of the students may not like their teaching styles. With respect to institution, the concept of 'hot,' 'boiling,' and 'spicy' were revealed. It might be because the policy makers in the institution often change the policies to pursue the globalization. The other issues might be 'incentives,' expressed in some metaphors e.g. *melting ice*, and *very salty plum*.

5.3 The classroom observation

As mentioned earlier, the researcher had very few opportunities to observe their actual practices i.e. five classroom observation field notes. With regard to the observed classrooms, most of the teachers sat on the panel in front of the classroom and gave a lecture. They did not walk around the classroom except the case that they wanted to talk to a student personally. The facility in some of the classroom being observed, such as the desks and the chairs, were immobile. That is, they were screwed with the floor so that the students could not move them when they wanted to sit as a group for some language activities. Instead the students could move the chairs and sat as a circle when they did some group activities. However, the desks were arranged as a long row and could not be moved.

6. Discussion and conclusion

Teachers' confidence and the flexibilities in teaching and classroom management are likely to be important. In Senior Group, most of them probably will be reluctant to and/or unconfident to change their instructions because of their age comparing to those from Young Group. For the forthcoming research, the study of active learning among teachers may be focused to the solution of the teachers' confidence and classroom flexibility issues. Apart from the confidence, the influence of the labor force can play a pivotal role in classroom management and instructions. Thus, teacher may take the current trends of labor force such as the most popular occupations, the well-paid ones into consideration to prepare the language and the contents corresponding to the target needs from the students as well as the needs from the labor force.

Finally, because this study lacked adequate classroom observations, for the forthcoming research study, there should be the session for the participants to articulate their beliefs, principles, and methods in teaching as well as the observations to check whether they can follow their own beliefs or methodologies or not and why they cannot do as they told the research or what are the constraints preventing them from pursuing their principles.

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Organizational Image: Exploring Cultural Dimensions Through Website

ศิวภาณี งามเชื้อ

Siwada Ngamchuea

Undergraduate student, Department of Languages

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

Email: searching.dew@hotmail.com

อติชาต รุ่งสว่าง

Atichat Rungswang

Lecturer, Department of Languages

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

Email: atichat-r@hotmail.com

Abstract

Website contains pictures, animation and written texts to convey messages. We believe that such messages could have strong cultural content which identify the image of its owner. Most of organizations utilizes the website in order to promote their organizational images and cultural values. Therefore, this paper aims at uncovering the image of a leading organization where then was voted as the most-wanted workplace for Thai new graduates in 2017 - The Siam Cement Group Public Company Limited or SCG. The cultural dimensions originated by Hofstede were employed to investigate both written and non-written texts on the company's official website. The findings revealed that collectivism and masculinity were significantly promoted through non-written texts, and written texts were used to show collectivism and masculinity dimensions. However, this was limited to interpreting the organizational image as a whole, not individuals due to cultural diversity.

Keywords: Hofstede's cultural dimensions, organizational image, website investigation

1. Background of a study

Since the internet has been widely used, it is much easier to search for the information. Most companies use this opportunity to make their own websites to promote and advertise their companies. This allows people to gain the company's information easily. In a company website, there is lots of important information including what the company does, what the company's service offers to customers, what long-term business goals are, and what image company wants to portray to customers (Hooton, 2008). These, then, can identify organizational

cultures for those who are interested in the company. Moreover, Tarpey (2016) suggested "About Us" section in an organization's website as it can be considered as a noticeable element to get the information of a company. Their mission statements and core values are often available there. It can be concluded that a website can show identities of an organization reflecting cultural dimensions. People who are going to do business with that company can know in advance what they have to prepare and what cultural etiquettes they have to accustom.

Cultural dimensions have been defined differently by a wide variety of researchers. Hofstede identifies five cultural dimensions: masculinity-femininity, individualism-collectivism, high and low power distance, high and low uncertainty avoidance, and long- and short-term orientation. These dimensions have been extensively validated (Singh, Zhao & Hu, 2008), widely cited, considered "remarkably influential" (Ailon, 2008, p. 886) and used extensively in the culture research.

However, Hofstede's cultural dimensions have been the subject of criticism. Their stability over time (McCoy, 2003; McCoy, Galletta & King, 2005), completeness (Ali & Brooks, 2008), and "true" representation of cultural differences (Ailon, 2008, p. 886) have been questioned. Hence this study will investigate cultural dimensions embedded in the website to identify the organizational image rather than culture of each individual.

2. Research question

What are cultural dimensions portrayed in the organizational website?

3. Methodology

3.1 Data collection

The data of this study were SCG official website (www.scg.com) which was ranked as the most wanted company to work in 2017. SCG has been known as The Siam Cement Public Company Limited. Pictures and written in the first page, About Us page and news releases were included in analysis. The website was selected because this is a main company's official website where we can freely access.

3.2 Data analysis

As Zahedi & Bansal (2011) investigated cultural signifiers of web site images, they adapted the Web-Image Signifiers theory (WIS) and cultural dimensions by Hofstede to create their own framework. The framework focuses on pictures including three general categories: humans, colors and non-human objects. The explanation of each category is shown in Appendix 1 and examples of pictures are portrayed in Appendix 2. Since this study focuses on both non-written and written texts, we employed Zahedi & Bansal's framework and extended the scope by looking at written texts to explore cultural dimensions as well.

3.3. Theoretical framework

Cultural dimensions are classified into collectivism-individualism, femininity-masculinity, high and low power distance, high and low uncertainty avoidance, and long- and short-term orientation. The descriptions are elaborated as follow:

- *Collectivism* cultures are group of integrated people into strong, cohesive in-groups that go along throughout a life-time to protect in exchange for unequivocal faithfulness.
- *Individualism* cultures are group of people humanity that warrants the inners of beliefs and independent self-assertion, as well as a competition.
- *Femininity* cultures are group of people which permits more overlapping social roles for the genders.
- *Masculinity* cultures place high values on masculine traits stress assertiveness, competition, and materials success.
- *High Power Distance* cultures trait big space between supervisors and subordinates that they consider each other unequal.
- *Low Power Distance* cultures portray that subordinates expect to be consulted and ideal bosses are democratic enough and accessible.
- *High Uncertainty Avoidance* refers to people are active, compulsive, and sensitive.
- *Low Uncertainty Avoidance cultures* are people who are less aggressive, untroubled, acquiring of personal risks, and relatively broad-minded.
- *Long-Term Orientation cultures* give precedence toward results, and a willingness to subordinate oneself for a purpose.
- *Short-Term Orientation* is in accord in social pressure, preference for quick results

4. Results

The findings are divided into two parts: non-written texts and written texts.

4.1 Non-written texts

It was found that there were 48 pictures used to signify cultural dimensions of the company. They appeared in company website's first page, about as page and news releases. The findings are elaborated in Table 2 below.

Table 1: Cultural dimensions through non-written text

Cultural dimensions	Number of pictures	Percentage
Collectivism	20	43%
Individualism	1	2%
Masculinity	14	29%
Femininity	2	4%

High Power Distance	4	8%
High Uncertainty Avoidance	3	6%
Low Uncertainty Avoidance	1	2%
Short-term Orientation	3	6%
Total	48	100%

From the Table 2, collectivism was found the most with 20 pictures (43%) followed by masculinity which were represented by 14 pictures (29%). High power distance, high uncertainty avoidance, short-term orientation, femininity, individualism and low uncertainty avoidance were shown less frequently and slightly different. The examples of cultural signifiers are presented in Figure 1 and Figure 2.



Figure 1: Collectivism signifier

In Figure 1, a family including father, mother and their son is portrayed with a big house. The statement “passion for better living” can show that better living is highly concerned. These identify collectivism.



Figure 2: Masculinity signifier

From Figure 2, two men in black formal attire with authority are presented. This can signify masculinity.

4.2 Written texts

There were ten statements that signify cultural dimensions as shown in Table 3 below.

Table 3: Cultural dimensions through written text

Cultural Dimensions	Sentence Extraction
Collectivism	<ol style="list-style-type: none">1. Providing clients and customers the best quality products and services at appropriate and fair prices2. A better of quality life for you3. ...also returning the benefits to our customers, employees and others who works with us.4. SCG builds the strong foundation of family happiness 5. SCG believes that employees are the most valuable assets. SCG owes its growth and prosperity to the contribution of its employees with competence, cardinal virtues and integrity.
Masculinity	<ol style="list-style-type: none">1. Being world-class and eco-friendly operation2. SCG is a leadership company in the region who runs the business with world-class team.3. SCG, a leading business conglomerate in the ASEAN region...4. SCG will become a regional business with emphasis on innovation and sustainability.5. For 2016, SCG reported revenue from sales of 423,442 Million Baht...

From Table 3, only two dimensions, collectivism and masculinity, were manifested through written texts. For collectivism, SCG concerns not only the company itself but also its customers and employees by providing customers the best quality products and services with fair prices and nurturing employees as a family. While collectivism was being portrayed, masculinity was identified. SCG's goal is to be leading and world-class company with huge amount of revenue. This can show that the company is highly competitive.

5. Discussion and conclusion

From the results, collectivism and masculinity were frequently portrayed through both non-written and written texts on the SCG's official website. This can be interpreted that SCG gives an emphasis on their customers and employees who work for their organization. They provide the best products at fair price to

customers for better living and realize that everyone is their family member. Pictures of warm family with a modern house and group people including men, women and children who smile and talk to each other are normally found on the website. This can possibly mean that happiness especially family happiness is highly concerned and distributed to all people.

While SCG nurture their employees and give a privilege to their clients, sense of competitive organization is being publicized. The company illustrates their masculinity by showing that they desire to be a leading and world-class organization. They don't limit their goal as a leading company only in Thailand, but ASEAN region. Moreover, the manifestation of revenue from sales stimulate the image of an organization as a competitive one. These characteristics can shed light on the image of a leading organization which attempts to earn profit and reputation for their employees, customers and shareholders. This can suggest why SCG becomes an organization most of new graduates need to work for and stay until the age of retirement.

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7. Appendices

Appendix 1

Table 3: Cultural dimensions and signifiers (adapted from Zahedi & Bansal, 2011)

Cultural Dimensions	Signifiers
Individualism & Collectivism	<ol style="list-style-type: none"> 1. Human <ul style="list-style-type: none"> - Individualism is normally a single person. - Collectivism, are people in many types of jobs in group. 2. Colors <ul style="list-style-type: none"> - Individualism is mostly in pink or soft colors or soft red. - Collectivism is in black, dark blue, gray, somber colors, or bright red. 3. Non-Human Objects <ul style="list-style-type: none"> - Individualism is depicted as single objects.
Masculinity & Femininity	<ol style="list-style-type: none"> 1. Human <ul style="list-style-type: none"> - For Masculinity, men in formal or professional attire. - For Femininity, women are in formal or professional attire. 2. Colors <ul style="list-style-type: none"> - Masculinity is mostly in are black, dark blue, and other somber colors. - Femininity is in pink, soft colors, and soft red. 3. Non-Human Objects <ul style="list-style-type: none"> - Masculinity is most often signified by solid, man-made structures. - For Femininity, body parts with no gender identification and the lack of a building in the image.
Power Distance	<ol style="list-style-type: none"> 1. Human <ul style="list-style-type: none"> - High Power Distance is a single person in an authority position and the person's gesture, attire, and distance from others. Facial expressions are non-smiling. - For Low Power Distance, humans' poses are mostly casual and relaxed. 2. Non-Human Objects

- High Power Distance is grandeur and full-scale building.
 - Low Power Distance is natural landscape and buildings that are not full scale.
-

Uncertainty Avoidance

1. Human

- High uncertainty avoidance, people's expressions are mostly non-smiling.
- Low uncertainty avoidance shows people or children smiling.

2. Colors

- No color signifier could be identified for this dimension.

3. Non-Human Objects

- High uncertainty avoidance includes buildings with grandeur, which are shown in full scale.
 - Low uncertainty avoidance has no grandeur or the image and shows inside the building.
-

**Long-Term Orientation &
Short-Term Orientation**

1. Human

- Long-Term Orientation, both men and women are in focus.
- In Short-Term Orientation, only one or at most two individuals are in focus.

2. Colors

- No color signifier was found for this dimension

3. Non-Human Objects

- Long-Term Orientation includes multiple trees or single, buildings with trees, multiple buildings or buildings with grandeur, and solid man-made structures.

In Short-Term Orientation, many images did not have any buildings.

Appendix 2

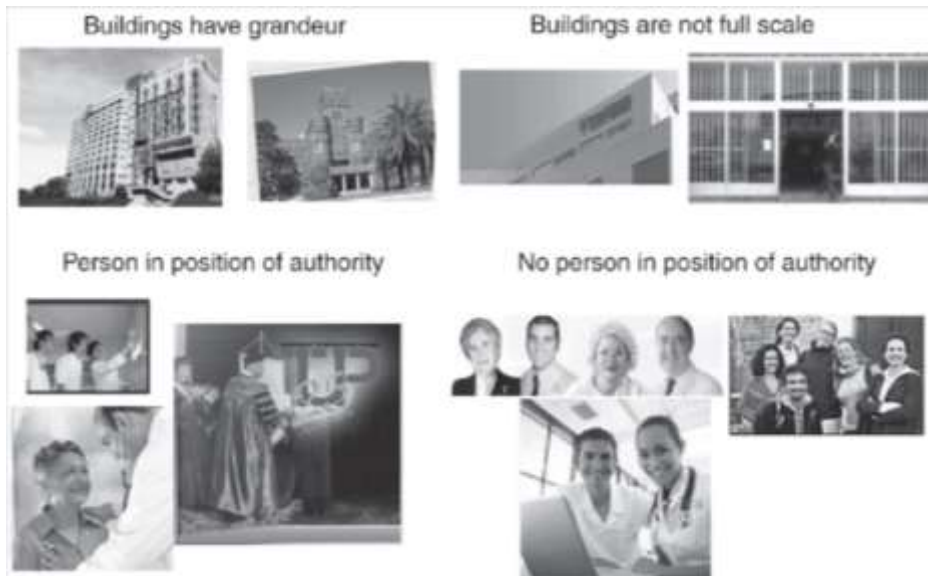


Figure 3: Examples of Signifiers (adapted from Zahedi & Bansal, 2011)

การศึกษาวิเคราะห์รูปแบบเนื้อหาในบทความวิเคราะห์ธุรกิจภายในประเทศของ
ศูนย์วิจัยของธนาคารในประเทศไทย

An Analysis of Textual Patterns in Domestic Business Articles of Research Centers of
Banking Companies in Thailand

ศศิธร แซ่โล้ว

Sasithorn Saelow

Lecturer, Business English Program

Faculty of Liberal Arts, North Bangkok University

Email: sasithorn.sa@northbkk.ac.th

Abstract

The research aimed to analyze textual patterns in industrious sector and service industry of domestic business articles of research centers of banking companies in Thailand. The conceptual framework of the study was McCarthy's textual pattern theory (1991), and the researcher hypothesized that general statement and specific statement, as in general-specific pattern, would be found in all texts of all articles after observing some of them for a while. For samples and data collection, the researcher chose twenty domestic business articles from Thailand's banking companies – Kasikorn Research Center of Kasikorn Bank, Economic Intelligence Center of Siam Commercial Bank and Krungsri Research of Bank of Ayudhya which had to be published on the research centers' websites during June 2017 – January 2018 because of its convenience and easiness for readers, investors and people to access the information. The results showed that general statement, specific statement and claim were selected to form the paragraphs of the articles, and there was no problem-solution pattern found in the text. This was in accordance with the characteristics of banking sector that needed to show facts in general information and specific details to serve clear data for readers, investors and people. It also implied that the research centers were also counted as specialists or experts in domestic business and business circumstances, which were particularly and obviously proved in claim of textual pattern that the research centers widely used in the articles. In addition, the results indicated that the more the amount number of sentence increased in a paragraph, the more varieties of textual patterns would be found in the articles.

Keywords: textual, pattern, business, article, banking

1. Background of a study

Domestic business and industry have developed mainly due to economic condition and technological changes (Asian Development Bank, 2015). Consequently, articles for the current situations of domestic business in industrious sector and service industry obviously become significant for investors and stakeholders to follow updated trends and future changes affecting the decision of both domestic and foreign investors and organizations to invest further on domestic and industry (Ramon, 2010). As business articles, especially the ones studied and researched from research centers of banking companies who primarily focus on supporting domestic business and economics, are counted as an important and reliable source of data for domestic business and each of industry sector, a number of investors and people relies on the information of the articles to be a factor for making decision to invest in the domestic business and industry. The business articles published on websites of the banking companies are, particularly, popular among investors and people since they can access and follow the information conveniently and widely (Soumitra, 2012). Nevertheless, since the articles for domestic business, a significant and reliable source of business data, written by research centers of banking company in Thailand such as Kasikorn Research Center of Kasikorn Bank, Economic Intelligence Center of Siam Commercial Bank and Krungsri Research of Bank of Ayudhya are mainly published in English to serve for business both in national and international levels, the obstacles on the understanding in the contents can unavoidably occur, especially for non-native speaking investors due to their English comprehension skills (Fairclough,1992).

This issue can be counted as a big problem for the expansion of Thailand's domestic business as some foreign investors would lack of real understanding in the current situations of the business because they cannot clearly understand the contents of the articles. This can also cause the missing of business opportunities for Thai domestic business to receive further investment from those foreign investors since they could not access to the current information of the business. However, the understanding in textual patterns in industrious sector and service sector of the domestic business articles can be a useful guide and tool for the non-native speaking investors to understand the necessary points they need from the content. As textual patterns can lead to the understanding of both the overview of the contents and the specific ones, they can assist the investors to get the key contents necessary for their investment directly. For this reason, an analysis of textual patterns in domestic business articles of research centers of banking companies in Thailand should be studied for the utmost benefits of Thai business and domestic industries, and in this study, McCarthy's textual pattern theory (1991), consisting of 1) general-specific pattern 2) problem-solution pattern and 3) claim-counter-claim pattern was selected as a conceptual framework because the classification of textual patterns of the theory could lead to the understanding in the overview of the texts.

2. Objective

The research aimed to analyze textual patterns in domestic business articles of research centers of banking companies in Thailand.

3. Hypothesis

For the hypothesis of the study, the researcher assumed that general statement and specific statement, as a part of general-specific pattern, would be found in all contents of the articles.

4. Methodology

The research methodology of this study was divided into two sections – population and samples and data analysis. For population, domestic business articles of research centers of banking companies in Thailand were selected as population. For samples of this study, there were two types of samples as follows:

- 1) industrial sector, which contains goods-producing segment, including agriculture, construction, fisheries, forestry, and manufacturing
- 2) service industry, which includes in retail, transport, distribution, food services, tourism, accounting, tradesmanship, computer services, as well as other service-dominated businesses.

The samples were collected from domestic business articles of Kasikorn Research Center of Kasikorn Bank, Economic Intelligence Center of Siam Commercial Bank and Krungsri Research of Bank of Ayudhya published during June 2017 – January 2018 because domestic industrial sector and service industry were highly supported and promoted during this period. Thus, twenty industry articles were chosen for this research. Moreover, the articles had to be published on the websites of the banking companies as they were specially provided for investors and people to access the information widely and easily. For data analysis, as the texts from the domestic business articles were originally separated into paragraphs, each paragraph was broken into sentence to analyze textual patterns. After divided, the data analysis began step by step as follows.

1) According to McCarthy's textual pattern theory (1991), there were three types of textual patterns, and here were the details.

- General-specific; the basic structure of this pattern is that text includes "an initial general statement and followed by a series of more specific statements

- Problem-solution; this pattern can be recognized as a writer's answer to a question from the reader

- Claim-counter-claim; this type of textual pattern consists of a series of claims and contrasting

However, after observing textual patterns of the articles for a period of time, the researcher found that some of the contents did not totally follow the structure of the three types; consequently, some new patterns, including their examples, would be shown and discussed.

2) Since some paragraphs contained a few sentences while some included many sentences, the different amount number of sentence in one paragraph was divided into each group to find textual patterns.

Thus, one paragraph including two sentences was grouped as one group; the one containing three sentences was classified as one group; and the one consisting more than three sentences was categorized as one group. This classification would show the accordance between the amount number of sentence and textual patterns. In addition, for a paragraph containing two and three sentences would also be divided into textual patterns starting with general-specific statement and the one starting with claim.

3) After the short observation on the data, there were some textual patterns found in the analysis which partially did not follow the theory, so they would be presented and discussed as well. In addition, for specific statement, it mostly appeared with compound sentence, complex sentence, reduced form of adjective clause and reduced form of adverb clause because these types of structures were normally provided to give more details or information to the contents. Thus, these three structures could be sometimes considered as markers for specific details, and the sentences that included one of the three structures would be probably counted as general-specific statement or specific statement, depending on the whole content of the sentences.

4) For claim, there would be signal words to indicate the opinions, ideas and believes occurring on the texts. For this reason, the sentences including the markers would be considered as claim.

5. Results

The results showed that two sentences in one paragraph contained three types of textual patterns while three sentences in one paragraph consisted of two types of textual patterns. In addition, for one paragraph that included more than three sentences, the textual patterns appeared various. The followings were the analysis of the data with some examples, marked with numbers for all sentences in the whole paragraphs. Each textual pattern would be shown in different font styles. Double underline meant general-specific statement; Underline meant general statement; *Italic* meant specific statement; **Bold** meant claim.

1) Two sentences in one paragraph.

Two sentences in one paragraph contained only two sentences in one paragraph. The textual patterns and sample sentences were as follows:

1.1) Textual pattern starting with general statement. The type showed that general detail was mentioned first, and then specific details followed. There were two patterns for this type as shown below:

1.1.1) General Statement + Specific Statement. This type was slightly different from McCarthy's textual pattern theory (1991), who categorized general-specific pattern as one type, not divided general statement as one part and specific statement as another part, but as mention earlier, a new textual pattern found in the analysis would be also shown and discussed for more understanding. An example of the finding shown below was general statement + specific statement pattern.

(1) [1] The International Civil Aviation Organization (ICAO) has removed Thailand's "red flag" status from their website. [2] *Since that status was put in place in June 2015, Thai airline business has*

had to endure many problems that were compounded by the US Federal Aviation Administration (FAA)'s decision to downgrade Thailand's aviation safety rating from Category 1 down to Category 2, resulting in a loss of THB11.3 billion over the past two years.

The example showed that sentence one, as general statement, came first, and was followed by sentence two, specific statement. This obviously agreed with the textual pattern.

1.1.2) General-Specific Statement + General-Specific Statement. This pattern followed McCarthy's textual pattern theory (1991). It went together with general idea and specific details, and formed as a pair. Below was an example.

(3) [1] The U-Tapao Aerotropolis is a strategic project that the government is implementing to turn the Eastern Economic Corridor (EEC) into a zone for high-tech and innovative industries.
[2] Aside from attracting airlines, promoting tourism and air freight transport in the eastern region, the U-Tapao Aerotropolis program is intended to draw substantial foreign investments into industries using the airport to ship goods to suppliers worldwide.

The example showed that general detail was stated first, and then specific details followed in the same sentence. It undoubtedly followed this textual pattern.

1.2) Textual pattern starting with claim. The pattern showed that claim was mentioned first, and then was followed by other parts. There was only one textual pattern starting with claim as follows.

- **Claim + General Statement.** This pattern was also slightly different from McCarthy's theory (1991) because in the theory, they were claim-counter-claim pattern and general-specific pattern, but the pattern above showed only one part of each two patterns. The finding below indicated that claim would come in a sentence first and then general statement would come later. Here was an example.

(5) [1] **KResearch is of the view that growth in logistics service business as a result of growing online transactions, plus thriving tourism amid many low-cost airline flights to new destinations as well as independent travel, have helped boost car rental business here in recent years.**
[2] This outlook should continue into 2018, as well.

The sample sentence showed that claim in sentence one came first, and was then followed by general idea in sentence two. The example also agreed with the textual pattern.

2) Three sentences in one paragraph

The textual patterns and sample sentences of this type were as follows.

2.1) Textual pattern starting with general statement. It showed that general detail was stated first, and then specific details followed. There were two textual patterns for three sentences in one paragraph.

2.1.1) General Statement + Specific Statement + Claim. This pattern began with general statement, and then was followed by specific statement and claim relatively. Below was an example.

(7) [1] The removal of Thailand's "red flag" status from the ICAO website may prompt Japan, South Korea and FAA to lift their restrictions on some Thai airlines. [2] *If so, this would help reinvigorate the Thai commercial aviation even further.* [3] **We at KResearch now expect that earnings in the Thai airline business may reach THB278.9 billion in 2017, and THB294.5 billion in 2018, which would be higher by THB1.3 billion and 8.4 billion, respectively, than if Thailand was still on the ICAO's "red flag" list.**

2.1.2) General Statement + Specific Statement + General-Specific Statement. For this pattern, it was also slightly different from McCarthy's textual pattern theory (1991). It started from general statement, and was followed by specific statement and general-specific statement. An example was below.

(8) [1] Looking ahead, competition will likely increase due to new producers entering the market. [2] *The ability to maintain a producer's market share will surely depend on their ability to devise new product enhancements and adopt more marketing channels that can effectively reach out to consumers with new generation lifestyles, as would attracting foreign tourists also be important to sales in the future.* [3] These two segments are seen as having behaviors that differ from other consumer segments, though, so their preferences should be followed for the benefit of better business planning and success.

2.2) Textual pattern starting with claim. The pattern indicated that claim was mentioned first, and then was followed by other parts. Here was the textual pattern starting with claim found in the data.

- **Claim + General-Specific Statement + General-Specific Statement.** Claim started first for this pattern, and was followed by general-specific statement. Here was an example.

(11) [1] **We at KResearch are of the view that the new excise tax calculation method will have little effect on car buyers within the near term because it does not incur a significant tax burden on the business.** [2] This means that domestic auto prices so affected should not increase soon, while current competition in the market is high and consumers have wider choices and are attracted to marketing promotions for some time. [3] Nevertheless, auto importers may face higher tax assessments; therefore, such businesses will need to adjust quickly to remain competitive.

The example above followed the textual pattern because claim in the first sentence went first, and then came with general-specific statement.

3) More than three sentences in one paragraph

For this type of paragraph, there were various textual patterns. However, they could be divided into two major groups: 1) general statement including claim and 2) general statement excluding claim.

3.1) General statement including claim. This pattern showed that there would be at least one claim appearing in the text. These were examples.

(12) [1] **In our view, the younger generation of buyers seem to now be the focus of mooncake producers, thus young buyers are gaining a more important role in the market.** [2] However, some buyers in this segment may need to economize on their purchases, given deteriorating purchasing power.

[3] Therefore, businesses should seek other niche segments and/or markets to boost sales; one of the most promising potential niches may be foreign tourists in Thailand, especially Chinese who are now flooding tourism venues here. [4] Durian fillings are now quite popular among Chinese buyers, and this filling – having a unique Thai identity – is likely to help lift the total value of overall mooncake sales.

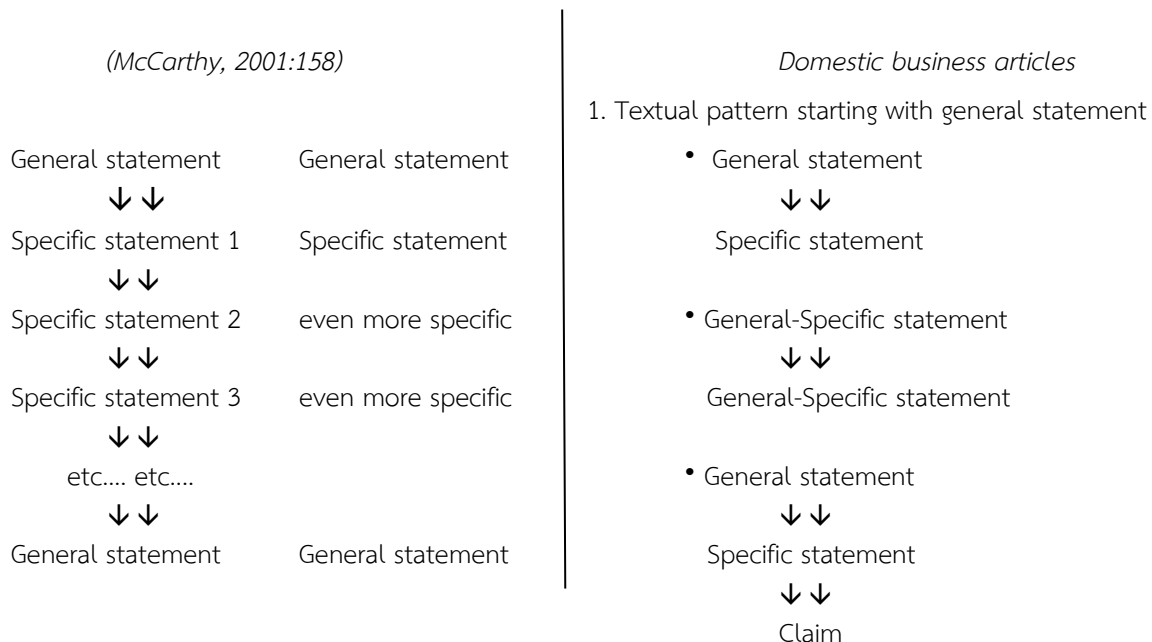
The text was formed with claim, general statement and specific statement. All of findings of this pattern contained at least one claim. However, the textual patterns of more than three sentences in one paragraph could be various.

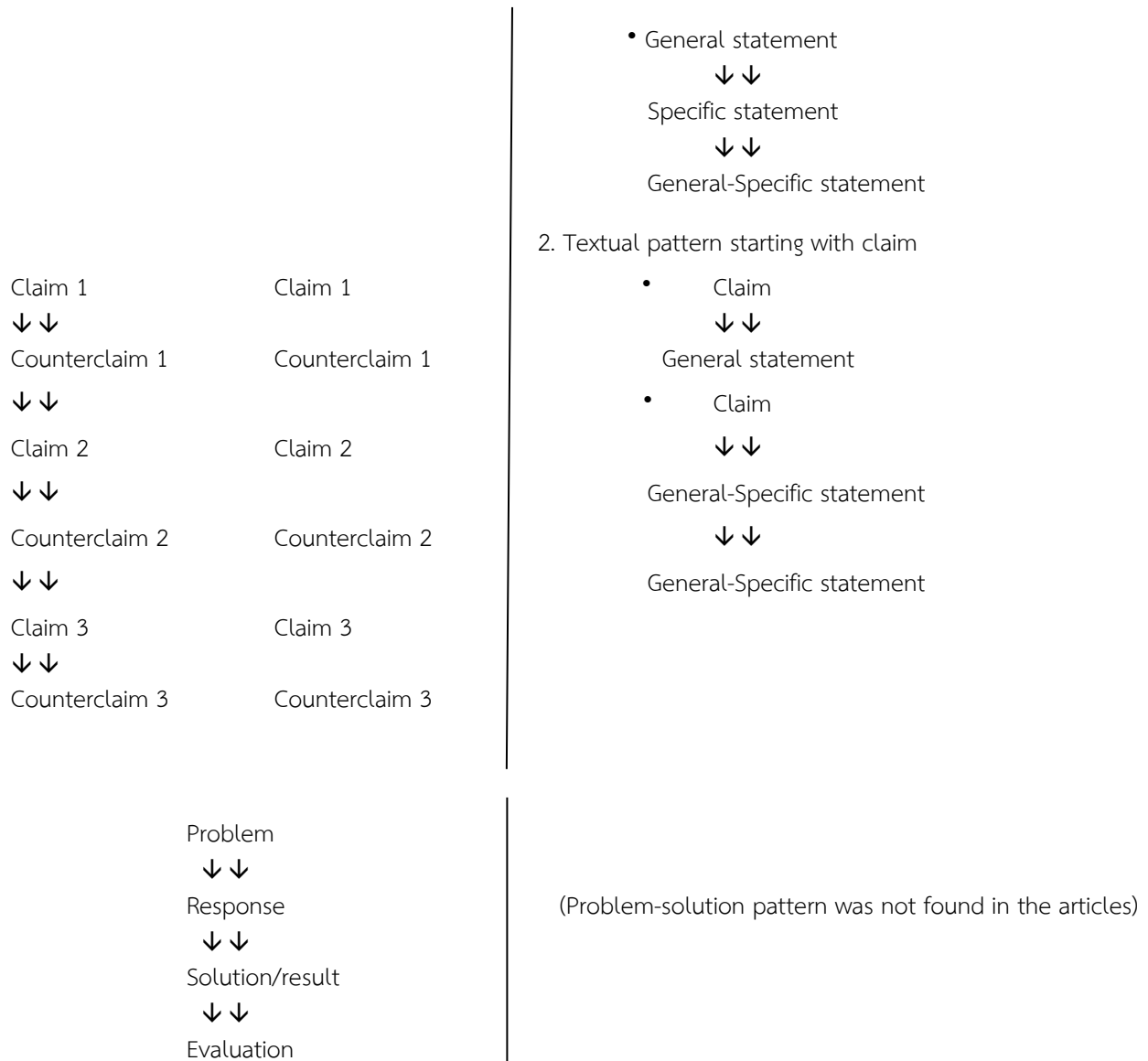
3.2) General statement excluding claim. This type showed that there would not be any claim appearing in the text. Here was an example.

(15) [1] Indoor farming is gaining popularity worldwide. [2] *This is due in part to technological advances that have considerably bring down the cost of an indoor farm as well as the use of sensors, data, and artificial intelligence to control and improve how plants are grown and scale up operations.* [3] Studies conducted by the German Space Agency found that in 2016 the economic gap between crops grown using hydroponics with LED lighting and crops grown in German country side was around 3 USD per kilo a 75% drop from over 12 USD per kilo five years ago. [4] The economic gap is expected to continue to drop as technology costs decline. [5] *For example, the price of LED light, a critical component of many indoor farms, have come down almost 80% since 2012.*

The sample text was also formed with only general statement and specific statement. There was also no any claim in the text.

The results showed that general statement, specific statement and claim were chosen to form the paragraphs, and problem-solution pattern was not found in the text. Compared with the diagram of textual patterns of McCarthy (2001), the textual pattern of domestic business articles appeared differently as follow:





The diagram above showed that the textual patterns of industrial sector and service industry in domestic business articles were formed with general statement, specific statement and claim, and there was no any problem-solution pattern appearing in the text. They agreed with the hypothesis of the researcher that general statement and specific statement, as a part of general-specific pattern, would be found in all contents of the articles. Furthermore, the organizing and forming of general statement, specific statement and claim to be textual patterns were only found in paragraphs including two and three sentences while for more than three sentences in one paragraph, the statements was not organized orderly, and appeared various.

The results obviously went along with the characteristics of banking sector that needed to show facts in general information and specific details to serve clear data for readers and investors and its business analysis in claim to prove their specialization and expert in industrial sector and service industry in domestic business.

In addition, the findings showed that the more the amount number of sentence increased in a paragraph, the more varieties of textual patterns would be found.

6. Discussion and conclusion

In the domestic business articles of banking companies, they were formed with general statement, specific statement and claim as parts of textual patterns. No problem-solution pattern was found in the text. This implied that the articles needed general information and specific details to show the facts of domestic business circumstances to readers and investors and claim to prove their business experts. Moreover, the amount number of sentence in one paragraph would affect the variety of textual patterns of the paragraph.

7. Acknowledgement

I would like to express my sincere gratitude to my parents for their love, caring and sacrifices for educating and preparing for my future.

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วาทกรรมวิเคราะห์เชิงวิพากษ์ทางสงครามและสันติภาพในมุมมองของสื่อข่าวสารนานาชาติ
A Critical Discourse Analysis of War and Peace in Aspects of The International Press

จตุพร โพธิ์วิจิตร

Jatupon Powijit

วรรณภา ตระกูลเกษมสุข

Wannapa Trakulkasemsuk

The School of Liberal Arts, King Mongkut's University of Technology Thonburi

Email: jatupon.powijit@hotmail.com

Abstract

Several of crucial attributes of news media, still overlooked, ignored and unattended by most news consumers is that news report has a unprofessional pattern of discourse. An understanding of how a news discourse is formed can shed light over some key hidden flaws of news reporting quality and social issues that are important for a more insightful interpretation of a news message. This paper, therefore, aims to study structure and functions of news discourse by examining into its linguistic productivities, in which some key issues were represented. The data for this study are war news reports distributed by the two different news institutions— Cnn and Aljazeera. The selected news was printed on their Internet news sites. To develop a critical insight, this study follows a three-dimensional concept of Critical Discourse Analysis (Fairclough, 1992). Under the critical discourse analysis frame, the result reveals that collectivization, personification, materialization and abstraction have a significant difference in terms of their frequency value in the corpora. Ultimately, this distinct value can portray unique style of reporting biased attitudes and ideologies of a particular institution over the other. To this end, this study can help raise critical awareness and realization of readers to consume news information more carefully and not to be misled by partially constructed language.

Keywords: Critical Discourse Analysis, Cnn, Aljazeera, Nominal modes, Verbal modes

1. Introduction

Critical discourse analysis (CDA) has been popularly used as an analytical approach to study power relations and ideological bias that are socially conformed in public discourse. One of the public domains, in which power relations and ideological bias are conformed and is currently grabbing a vast attention by the world's population, is news media. Therefore, one aim of this paper is to propose some critical views about language used by two international press media, CNN and Aljazeera, whose reporting was found to show some biased attitudes and ideological slops toward social groups.

To uncover interrelationship between language, news institutions and practice, this study relied on the frame of a three-dimensional concept of critical discourse analysis (Fairclough, 1992). Following the three-dimensional frame, discourse can be seen as a piece of text, an instance of a discursive practice and an instance of a social practice (Fairclough, 1992). In other words, news text, which can be realized as a discursive form, is constituted of a conventional discursive practice where production, distribution and consumption of a text are parts of and totally shaped by a social practice of an institution where power relations, ideology, and social attitudes are internalized.

To help unlock news text based on the three dimensions, linguistic and social realizations have been traditionally taken as tools for analysis. In terms of social realization, Fairclough (1992) claimed that the order of discourse is influenced by power relations embedded in a social context. In a context of news institutions, Teun A. Van Dijk (2006) referred to power as 'privileged access' of journalists, reporters, news writers and government as a mechanism in news discourse processing. Embedded in power relations, some social representations, such as ideologies, attitudes shared by the particular social members were also established into discourse (Reisigl and Wodak, 2015). To study the language under the social realization, Theo Van Leeuwen (2008) disclosed some key features such as substitution, deletion and repetition of linguistic realizations whose concepts focused on analyzing how different social actors and actions were represented to connote unequal senses in a text.

2. Methodology

To collect the data, English-written news reporting about war was selected from two news institutions: CNN (an American news channel) and Aljazeera (an Arab-news channel). These news organizations were selected because not only were they major global news distributors, which have a wide exposure about military and war news, but also because the assumption of their biased reporting aligned to their military governments and war conflicts between US and Arab countries. The selected news was published in Internet news sites from 1st January 2004 to 31st December 2017. This timeframe was chosen because during this period, a great deal of warfare occurred in the world.

The analysis relied on 12 pieces of news in which six reports each were taken from both CNN and Aljazeera. The reports were in a range of 1-3 pages. At this data amount, a recurring pattern could be seen of each linguistic item occurring at a most usual and stable frequency. As the observation found that critical significance was essentially connoted through content words, the analysis then focused on nominal modes and verbal modes presenting in news headlines, leads and content. Any mode that demonstrated an obvious difference of their frequency occurrence between CNN and Aljazeera was interpreted and analyzed in terms of meanings and unique style of reporting bias and ideology in discourse.

3. Results and Discussion

3.1 Critical Linguistic Devices in News Report and Frequency

The analysis of linguistic devices in a collection of 12 news reports, in which six reports each were taken from Cnn and Aljazeera, were presented in quantitative and qualitative term. Out of 1,184 words encountered in the Cnn corpus and 1,111 words encountered in the Aljazeera corpus, 45.52% and 33.4% of critical items were found in both news distributors respectively. The analysis reveals that most critical items occurred through content-word forms, which consisted of nominal modes and verbal modes. In real terms, the frequency value and linguistic mode types can indicate a style of reporting and finally signify power relations, bias attitudes and ideological slant in discourse.

Table 1. Nominal Modes

Nominal modes (%) Distributers	Nomination	Collectivization	Personification	Indetermination	Reported Speech
Cnn (408 items)	115 (28.2%)	84 (20.6%)	77 (18.9%)	49 (12.0%)	83 (20.3%)
Aljazeera (268 items)	72 (26.9%)	104 (38.8%)	19 (7.1%)	36 (13.4%)	37 (13.8%)

A nominal mode is an important content property of news text through which a critical meaning is developed. According to the table, critical noun modes can appear in forms of nomination, collectivization, personification, indetermination and reported speech. Out of these five modes, collectivization and personification demonstrate a significant difference in terms of their frequency of occurrence in Cnn and Aljazeera. What is indicated by this distinct value is a remarkable reporting style formulated by a particular news institution as opposed to the other. To this end, the style of reporting can imply some discursive functions to make the text ambivalent, biased and ideologically interpretable, as discussed below.

3.1.1 Collectivization

Collectivization is a widely-spread form of a noun in war news reporting. Collectivization occurs when participants are collected or aggregated as a group somehow, which can be constructed through a plurality with or without a preceded quantifier and collective or mass noun. Consider the following example.

(1) Afghan provincial authorities earlier on Wednesday blamed 12 civilian deaths on a US air attack (Reported by Aljazeera)

(2) Afghanistan marks 10 years since US invasion (Reported by Aljazeera)

As shown in Table 1, Aljazeera gains a high use of collectivization in the corpora (38.8%) and much higher as opposed to Cnn (20.6%). By collectivization, Aljazeera often represents Arabic people as a group and community of those who were invaded and victimized by violent actions, which were often claimed to be caused by US military and foreign forces. Example (2) for instance, Arabic people were collectivized by the country term 'Afghanistan' to form an 'enlarged consensual sense' of movement against violent actions and invasion claimed to be wrought by US military and other forces. In addition, collectivizing the invaded and the sufferers of the US violent actions as a group and unity can more or less expresses moral quality of US military and forces who were claimed to wrought the actions. At the same time, collectivization of the sufferings can even arouse compassion of the outsiders to those who were the suffered.

3.1.2 Personification

Personification is another critical feature that makes news text not straightforward and transparent. In news report, personification occurs when in inanimate object are given a quality of human action (Dorst, 2011). By personification, agents or actors are unseen and absent in the text. Consider the following examples.

(3) U.S. admits *airstrike* killed dozens of civilians. (Reported by Cnn)

(4) *The voices of refusal* coming from within the US military send a powerful message that soldiers will not be fodder for an unjust and unnecessary war. (Reported by Aljazeera)

As shown in the Table of nominal mode group, personification is far highly used in Cnn (18.9%) as opposed to Aljazeera (7.1%). Cnn resorted to using personification, mostly to protect tasteful images of US military actor whose actions, which might appear to break general moral concepts and might be devalued by the public. In other words, US actors were excluded by personification when their action was negative. Example (3) for instance, the subject 'airstrike' was personified by the given action 'kill'. 'Airstrike' is an inanimate noun, which itself cannot perform the human action 'kill'. This way, the question 'who really killed civilian?' was left vague and doubtful. In addition, although a US actor was sometimes specified to perform a violent action elsewhere in the text, it was expressed in an unobvious and subtle way.

Table 2. Verbal Modes

Verbal modes (%) Distributers	Materialization	Abstraction
Cnn (131 items)	43 (33%)	88 (67%)
Aljazeera (103 items)	57 (55%)	46 (45%)

Another crucial element that forms meaning in a text is a verb. The analysis found that ‘who does the action’ becomes an important factor for the choice of verbal mode to be determined. In war news, verbal forms can be alternated as two modes, which I shall speak of materialization and abstraction. These modes indicate different ways a social action is represented in a particular context.

3.1.3. Materialization

When a verb is formed to express a certain, visualizable, concrete idea of an action, this is called materialization. Consider the following examples.

(5) US raids *kill* civilians. (Reported by Aljazeera)

(6) On October 7, 2001 , just under a month after the 9/11 attacks , US military planes *dropped* dozens of cruise missiles and laser-guided bombs on strategic targets in Kabul and other Afghan cities (Reported by Aljazeera).

As shown in Table 2, materialization is the highly used by Aljazeera (55%) but occur rather slightly in Cnn (only 33%). This might be because the usual actor(s) of violent actions reported either by Cnn or Aljazeera was US army. By the use of a materialized verb, a violent action can be bodily and concretely realized. In other words, materialization helps create concrete form of interpretation to the point, in which its quality can be immediately pictured, imagined and visualized. In Aljazeera, materialization and connotation maintain a relational association. Namely, connotation allows quality of an action to be evaluated either negative or positive while materialization allows the evaluated action, either negative or positive, to be concrete and seeable. Example (5) for instance, the discourse seems to express *cruelty* (negative connotation of killing) to the US military action as well as allowing the *cruel* action to be imaginable (action of killing). Through

materialization, Aljazeera seems to open the room for readers to ‘see’ the action of US military in a very negative ways.

3.1.4. Abstraction

Abstraction, on the other hand, is opposite to materialization. Abstraction occurs when an action, especially a negative one, is generalized away from a more specific unit of the action (Van Leeven, 2008). Consider the following examples.

(7) Since the conflict began, the number of casualties has *risen* by the year with a significant jump from 2008 to 2009, At least 296 coalition troops died in 2008. (Reported by Cnn)

(8) The aim was to *oust* the Taliban and *dismantle* al Qaeda's leadership, though the leaders of both groups -- Mullah Omar and Osama bin Laden -- managed to escape capture. (Reported by Cnn)

As shown in Table 2, abstraction is outstandingly used in Cnn (67%) as opposed to Aljazeera (45%). The analysis reveals that Cnn is most likely to prevent public negative impression from getting to the US military and hide actual specific actions of US military that might appear to insult the public. For instance, the verbal terms ‘rise’ in example (7) is abstracted away from the specific action of being killed (by the US Army). The verb ‘rise’ even usually possesses a positive connotation that naturalizes the action. However, in “coalition troops *died*”, Cnn then use a material verb when members of US folk were killed. Additionally, some metaphorical verb like ‘oust’ and ‘dismantle’ in example (8) were abstracted away from the specific action of killing (of US Army). The verb ‘oust’ and ‘dismantle’ eventually distill inherent negative connotation into a positive or neutral sense.

4. Conclusion

By way of conclusion, English-printed news discourse reported about war crime by international press— Cnn and Aljazeera were analyzed under the three-dimensional concept paradigm of a critical discourse analysis to uncover their biased attitude, ideology and power based access to news discourse of both institutions. The analysis revealed critical significance was outstandingly connoted through content words consisting of nominal modes and verbal modes. Among the nominal mode group, collectivization and personification demonstrate an extreme difference in terms their frequency value compared between Cnn and Aljazeera. Collectivization was outstandingly used by Aljazeera mostly to assimilate war victims and sufferers to create an enlarged consensual sense as well as expressing condemnation and demoralization against US army intervention in

Arabic region. Personification, on the other hand, was so outstandingly used in Cnn often to conceal US actor(s) from apparently committing violent actions due to the concern of positive public image.

In term of verbal modes, *materialization* was so highly used in Aljazeera, often to disclose unpleasant process and violent actions apparently committed by US Army. Cnn, in the contrary, remarkably resorted to *abstraction* whose functions were to generalize, neutralize and naturalize the quality of violence and cruelty of US military actions.

To sum up, what is implied here is that news discourse was practiced to serve the authority of its military government and respond to ideological attitudes of the news institutions. My scrutiny of this paper then greatly hope to help news readers out of a radical, biased frame drawn from unprofessional reporting of news organizations.

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การวิเคราะห์แอปพลิเคชันห้องสมุดมือถือในประเทศไทยโดยใช้แบบจำลองการยอมรับเทคโนโลยี
The Analysis of Library Mobile Applications in Thailand using Technology Acceptance
Model

วิภากร วัฒนสินธุ์*, ปภัสรา อาษา, ฐิติ คำหอมกุล, อรทัย วารีสอาด

Vipakorn Vadhanasin*, Papatsara Arsa, Thiti Khamhomkun, Aurathai wareesa-ard

* Lecturers, Faculty of Humanities

Srinakharinwirot University

Email: vipakorn@g.swu.ac.th

Abstract

Mobile Internet applications and service innovations are changing ways that people communicate and access information. The revolution in communication technology has pushed service organizations to open their access to the Internet world, and recently on mobile applications. The library services in Thailand also adopt technology and started to offer services on library mobile applications. Mobile library services can meet users' information needs in academic and public society. The conceptual model of technology acceptance has been used in application innovation. This paper aimed to investigate mobile library applications in Thailand using a Technology Acceptance model (TAM) as a theoretical background. The target applications are available for download on IOS and Android platforms. The results are of practical significance to people who interested in the mobile library service field, as well as library researchers and librarians. The study contributes to understanding in library mobile applications using technology acceptance variables. In addition, the paper implies practical suggestion of functional development for library mobile applications.

Keywords: Library Mobile Application, Library Services, Smartphone Applications, Digital Library, Technology Acceptance Model

1. Background of a study

Mobile application is a fast growing trend to support library service innovation. Many librarians developed digital library services to "Library Mobile Applications" in order to serve the users' needs. Li (2013) studied the library mobile services in China and found the increase of users' expectation of mobile-friendly way in library services. Libraries should extend the new way of information literacy services via mobile applications (Vassilakaki, 2014). Butdisuwan (2005) studied digital libraries in the scope of e-books, e-journals, online databases, and CD-ROMs and proposed using the INNOPAC software to initiate a Web-based full-text service. Zha, Wang, Yan, Zhang, and Zha (2015) studied user experience in digital libraries, included web

databases, electronic journals, online services, and web-based products, based on technology acceptance model. Xu, Gan, and Yan (2010) proposed influence user acceptance model of digital library from four dimensions: external environment, individual, system character and servicing factor. Masrek and Gaskin (2016) referred technology acceptance model (TAM) in the research and found perceived usefulness, perceived ease of use and cognitive absorption influencing the digital library satisfaction; however, the research collected data from the users of only one digital library application. TAM, introduced by Davis (1986), is one of the most referred theoretical frameworks in the technology acceptance researches. The model is designed to measure the relative importance of user perceptions of the usefulness and ease of use in their adoption behavior. This study analyzed mobile library applications based on TAM because TAM has been utilized to study in wide variety of the technology acceptance in mobile application (Shin, 2011).

This paper studies the library mobile applications based on TAM. The study contributes to the knowledge area and practices in technology acceptance of mobile library services. The remainder of this paper is structured as follows: the next section reviews of research work in mobile application library services and technology acceptance model. Then the subsequent sections discuss research methodology, analysis, and results. The last section discusses findings and concludes the contribution to literature and practice.

2. Objective

To investigate mobile library applications in Thailand using a Technology Acceptance model (TAM) as a theoretical background.

3. Literature Review

3.1 Digital Library

Digital library is a collection of digital objects, including text images, video and audio, with the methods of access and retrieval and for the selection, creation, organization, maintenance and sharing of collection (Smith, 2002). It delivers information collection and related services to user societies by utilizing information and communication technologies (ICT) (Heradio, Fernández-Amorós, Cabrerizo, & Herrera-Viedma, 2012). According to Rao (2004), a digital library serves the same purpose, goals and functions as a traditional library; however, the digital term indicates simply that the material is stored digitally and can be accessed over the Internet. Designing a digital library should start with user needs and intended usage (Fuhr et al., 2007). Digital libraries aim to facilitate human knowledge, therefore the resources have to be fully accessed and utilized by users without any barriers. Digital library become a gateway for users to access library resources and services, thus significantly impacting the way people seek and gather information they need (Liu & Luo, 2011).

3.2 Mobile Application

Mobile technology has made today services to become wide-reading interactive technology in the world (Islam, Kim Cheng Low, & Hasan, 2013). Mobile applications are software programs that can be installed on smartphones and tablets. Many mobile applications are rapidly and widely developed for portable services. Mobile application services can be informative, educational, entertaining, and cooperative in other areas. The acceptance and usage of mobile applications infers that the users have adopted the technology innovations as part of their everyday activities (Wu & Wang, 2005). According to Thailand National Statistical Office, the growth rate of smartphone user is 8.0% in 2012, 14.8% in 2013, 26.4% in 2014, 37.9% in 2015, and 50.5% in 2016 (National Statistical Office, 2017). The growth rate of mobile application users has been continuously growing, consequently this is an opportunity for service organizations to extend the service and develop applications on mobile devices.

3.3 Technology Acceptance Model (TAM)

To connect to the acceptance of mobile applications, it is important to understand the Technology Acceptance Model (TAM). Technology acceptance model (TAM) has been widely referred in the technology acceptance researches. With Lack of adoption and utilization, the technology development may end up with the failure of deployment (Devaraj & Kohli, 2003). Davis (1989) proposed TAM, which explained 3 factors of perceived usefulness, perceived ease of use, and attitude toward using that impact actual system use. TAM was adapted from the Theory of Reasoned Action (TRA) that explain and forecast the behavior of persons. The attitude of the users in TAM is impacted from perceived usefulness and perceived ease of use as showed in Table 1. Therefore, the technology acceptance will be utilized to evaluate library mobile application in this paper.

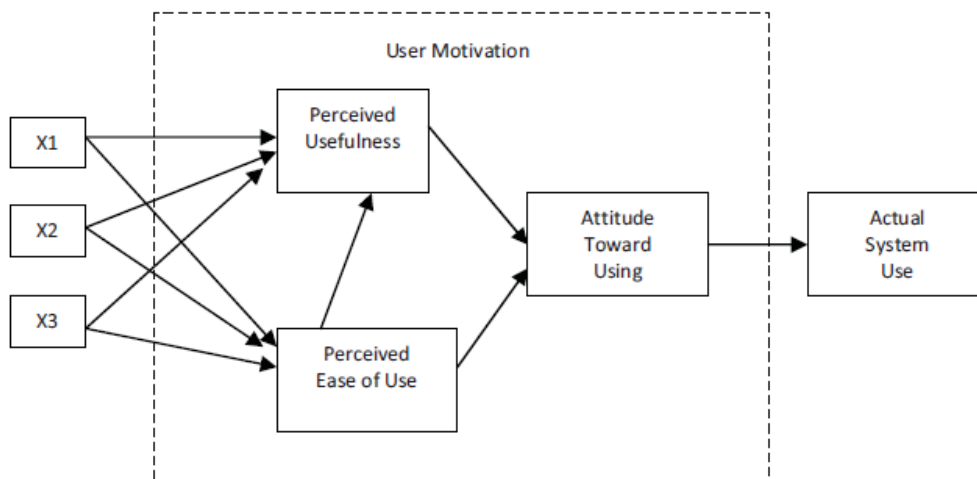


Figure 1: Technology Acceptance Model (Davis, 1986)

4. Methodology

The systematic review was focused on the relevant literatures on library mobile services and TAM. The researchers gathered library mobile applications based on both iOS and Android Platforms. The selected applications belong to academic, public, and special libraries in Thailand. The applications are listed in Table 1.

Table 1: List of library mobile applications in Thailand

	Applications	Platform(s)		Owner	Digital Resources
		iOS	Android		
1	ALIST OPAC	X	X	Automated Library System for Thai Higher Education Institutes	
2	PolSciLibrary	X	X	Political Science Library, Chulalongkorn University	eJournals
3	TU Lib	X	X	Thammasat University Library	
4	TK Library	X	X	Thailand Knowledge Park (TK Park)	eBooks, eMagazines, audiobooks, Online Courses
5	Thai Law Library	X	X	TouchSi Co., Ltd.	eBooks
6	SWU eLibrary	X	X	Srinakharinwirot University Library	eBooks, eMagazines, Multimedia
7	PIM e-Library	X	X	Panyapiwat Institute of Management Library	
8	CU Libraries		X	Chulalongkorn University Library	eBooks (VPN only)
9	CMUe-Theses 2015		X	Chiang Mai University	Online Thesis

The researchers reviewed all selected applications on both iOS and Android platforms and analyzed the applications' functionalities using TAM. The results are grouped by perceived usefulness and perceived ease of use in Section 5.

5. Results

Perceived ease of use and perceived of usefulness are key areas to analyze to library mobile applications based on TAM. The analysis is demonstrated in Table 2.

Table 2: The analysis of library mobile applications

Library Mobile Application	ALIST4OPAC	PolScimLibrary	TU Lib	TK Library	Thai Law Library	SWU eLibrary	PIM e-Library	CU Libraries	CMUtheses
Perceived Ease of Use									
Application Manual								X	
Library Guide		X	X					X	
Contact Librarian		X		X				X	
<u>Application Feature</u>									
- Sorting				X			X		
- Filtering				X					
- Hot Items / New Releases		X		X	X	X	X		
- Favorite / Save for notification	X	X							X
- Map of Resource Location		X							
Total Perceived Ease of Use	1	5	1	4	1	1	2	3	1
Perceived Usefulness									
Available on both iOS and Android	X	X	X	X	X	X	X		
<u>Application Feature</u>									
- Basic Search	X	X	X	X			X	X	X
- Advance Search	X	X	X	X			X	X	X
- Online Reserve	X	X	X	X			X		X
- Borrowed Item List / Hold Lists	X	X	X	X			X	X	
- Renew	X	X							
- Borrowing History	X							X	
- Announcement						X	X	X	
Online Digital Resources		X		X	X	X		X	X
Thesis Database		X	X					X	X
Book Delivery		X						X	
Total Perceived Usefulness	7	9	6	6	2	3	6	8	5

6. Discussion and conclusion

This paper analyzed the library mobile applications based on TAM from the view of user cognition. The results demonstrated application features and the factors were grouped to perceived ease of use and perceived usefulness. Perceived ease of use consists of application manual, library guide, contact librarian, and application features. Perceived usefulness consists of the available platforms, application features, online digital resources, thesis database, and book delivery. The PolScimLibrary achieved the highest score for both perceived ease of use and perceived usefulness. This paper demonstrated only the analysis from current applications and conceptual model, and what the future research should do next is to design questionnaire and gather data using quantitative methods. This will strengthen the reviewed factors from this research and can be used as the guide for digital library development in practical way.

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ที่ 09 / 2561

เรื่อง แต่งตั้งคณะกรรมการดำเนินงานโครงการประชุมวิชาการระดับนานาชาติทางศิลปศาสตร์ ครั้งที่ 1 (ICAA 2018)

เพื่อให้การดำเนินงานโครงการประชุมวิชาการระดับนานาชาติทางศิลปศาสตร์ ครั้งที่ 1 (ICAA 2018) ภายใต้หัวข้อ “Liberal Arts for All” ในวันที่ 18 พฤษภาคม 2561 ณ สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบังเป็นไปด้วยความเรียบร้อยมีประสิทธิภาพและเกิดประโยชน์สูงสุด จึงขอแต่งตั้งคณะกรรมการดำเนินงานโครงการประชุมวิชาการระดับนานาชาติทางศิลปศาสตร์ ครั้งที่ 1 (ICAA 2018) ดังรายนามต่อไปนี้

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มีหน้าที่ พิจารณาบทความย่อ และแจ้งให้ผู้นำเสนอผลงานแก้ไข ประสานงานกับผู้พิจารณาบทความรวมทั้งจัดทำรูปเล่ม ตลอดจนปฏิบัติหน้าที่ผู้ดำเนินรายการประจำห้อง ควบคุมการนำเสนอผลงานให้เป็นไปด้วยความเรียบร้อย

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4. คณะกรรมการฝ่ายลงทะเบียนและประเมินผล

1. อาจารย์นันทิยา	สุวรรณ	ประธานกรรมการ
2. อาจารย์ไท	สันต	กรรมการ
3. อาจารย์นภาลัย	มีลา	กรรมการ
4. อาจารย์ปฐมภรณ์	วรศิริ	กรรมการ

5. อาจารย์ปยุตยวีร์	วิเศษสุนทรสกุล	กรรมการ
6. นางสาวสุจินดา	สุกใส	กรรมการ
7. นางปลาย้อ	เป็นธรรม	กรรมการ
8. นางสาวดารณี	سلامเต๊ะ	กรรมการและเลขานุการ

มีหน้าที่ จัดเตรียมวัสดุ อุปกรณ์ประกอบการจัดประชุม เอกสารการลงทะเบียน รายชื่อผู้เข้าร่วมประชุม แยกรับเชิญ วิทยากร และคณะกรรมการดำเนินงาน การออกแบบแบบประเมิน สรุปผลการประเมิน โครงการ และจัดทำรูปแบบเล่มรายงานสรุปผลการดำเนินโครงการ

5. คณะกรรมการฝ่ายสถานที่

1. อาจารย์สุรัชชัย	ฐานสโร	ประธานกรรมการ
2. ผู้ช่วยศาสตราจารย์อรุษา	ร้อยแก้ว	กรรมการ
3. อาจารย์ภาณุวัฒน์	จุทอง	กรรมการ
4. อาจารย์ ดร.พัชรภรณ์	สุนทรวิบูลย์	กรรมการ
5. นางสาววิรัช	พุ่มเจริญ	กรรมการ
6. นางสาวสุจินดา	สุกใส	กรรมการ
7. นางสาวชนันท์ธิพัฒน์	แจ่มศรี	กรรมการ
8. นายอาณัติ	นิลขาว	กรรมการและเลขานุการ
9. นายธราเทพ	รัตนวัน	กรรมการและเลขานุการ

มีหน้าที่ วางแผน ควบคุม ประสานงานเตรียมความพร้อมด้านสถานที่จัดการบรรยาย สถานที่จัดเลี้ยง

6. คณะกรรมการฝ่ายการเงิน

1. อาจารย์ ดร.มณฑา	พลรักษ์	ประธานกรรมการ
2. นางสาววิรัช	พุ่มเจริญ	กรรมการ
3. นางสาวศุทธภา	จันทร์ปลั่ง	กรรมการ
4. นางสาวศศิธร	ชุ่มอารมณ์	กรรมการและเลขานุการ

มีหน้าที่ เตรียมเอกสารเพื่อเบิกจ่ายตามหลักฐานการเบิกจ่าย และจัดเตรียมเอกสารหลักฐานต่าง ๆ ที่เกี่ยวข้องด้านการเงินให้เป็นไปตามหลักเกณฑ์และระเบียบที่กำหนด

7. คณะกรรมการฝ่ายสารสนเทศและประชาสัมพันธ์

1. อาจารย์ธิตติสรณ์	แสงอุไร	ประธานกรรมการ
2. อาจารย์เจนจิรา	จิตรไพบุลย์	กรรมการ
3. อาจารย์ ดร.พัชรภรณ์	สุนทรวิบูลย์	กรรมการ
4. อาจารย์ปฎิภาณ	บัณฑิตน์	กรรมการ
5. นายอาณัติ	นิลขาว	กรรมการ

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| 6. นายธราเทพ | รัตนวัน | กรรมการ |
| 7. นางสาวดารณี | سلامเต๊ะ | กรรมการและเลขานุการ |

มีหน้าที่ เตรียมความพร้อมอุปกรณ์สารสนเทศ จัดทำบัตรประจำตัวผู้นำเสนอ ผู้ดำเนินรายการ คณะทำงาน ไปประกาศนียบัตรผู้นำเสนอผลงาน จัดทำเอกสารเพื่อเผยแพร่การจัดประชุมให้บุคคลทั่วไปทราบ ก่อนการจัดประชุม ถ่ายภาพนิ่งในวันประชุม และเผยแพร่ภาพข่าวลงในเว็บไซต์

9. คณะกรรมการฝ่ายอาหาร

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|------------------------|-----------|---------------------|
| 1. นางปราณี | นิลขาว | ประธานกรรมการ |
| 2. อาจารย์ปฎิภาณ | บัณฑิตน์ | 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 30 มกราคม พ.ศ. 2561



(รองศาสตราจารย์ ดร.จิราภา วิทยาภิรักษ์)

คณบดี